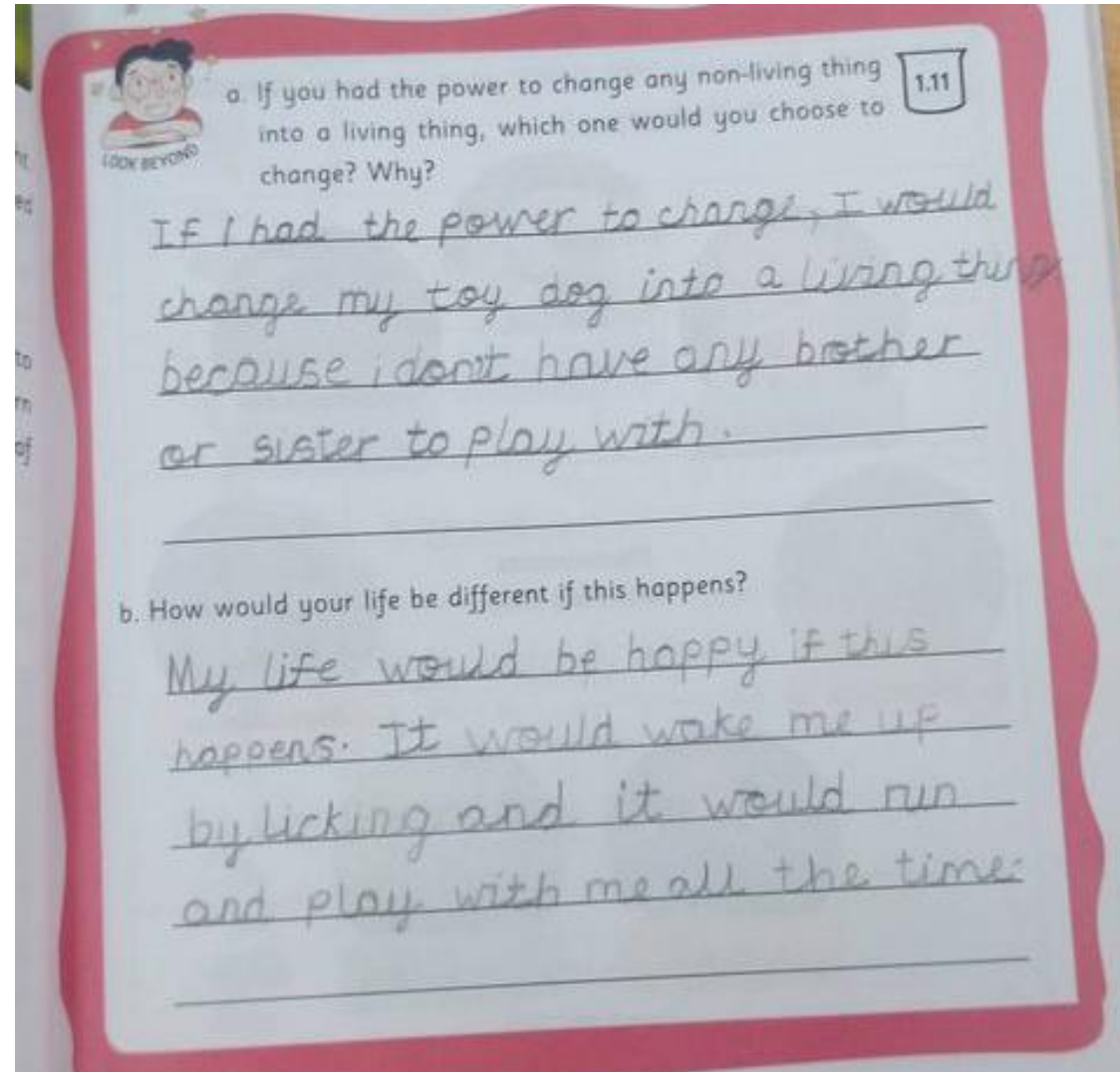




Transformation Steering Committee Meeting- Goal Setting

AURA GLOBAL SCHOOLS, PERINTHALMANNA

I see.... I think... I wonder...

A photograph of a student's handwritten response on a worksheet. The worksheet has a red border and a cartoon character in the top left corner with the text 'LOOK BEYOND'. The question is numbered '1.11' in a box. The student's handwriting is in cursive and fills the lines of the worksheet.

1.11

a. If you had the power to change any non-living thing into a living thing, which one would you choose to change? Why?

If I had the power to change, I would change my toy dog into a living thing because I don't have any brother or sister to play with.

b. How would your life be different if this happens?

My life would be happy if this happens. It would wake me up by licking and it would run and play with me all the time.

What we believe in!

To awaken Human Potential in every child!



We dream of a school that awakens the untapped Human Potential of every child.



Awakening thinking needs a habitual stimulation of the child's whole mind through every subject, in every 40-minute period.



Agenda

What will we accomplish in this meeting?

A cluster of five teal dots arranged in a small arc.

Sharing expectations

Goal Setting

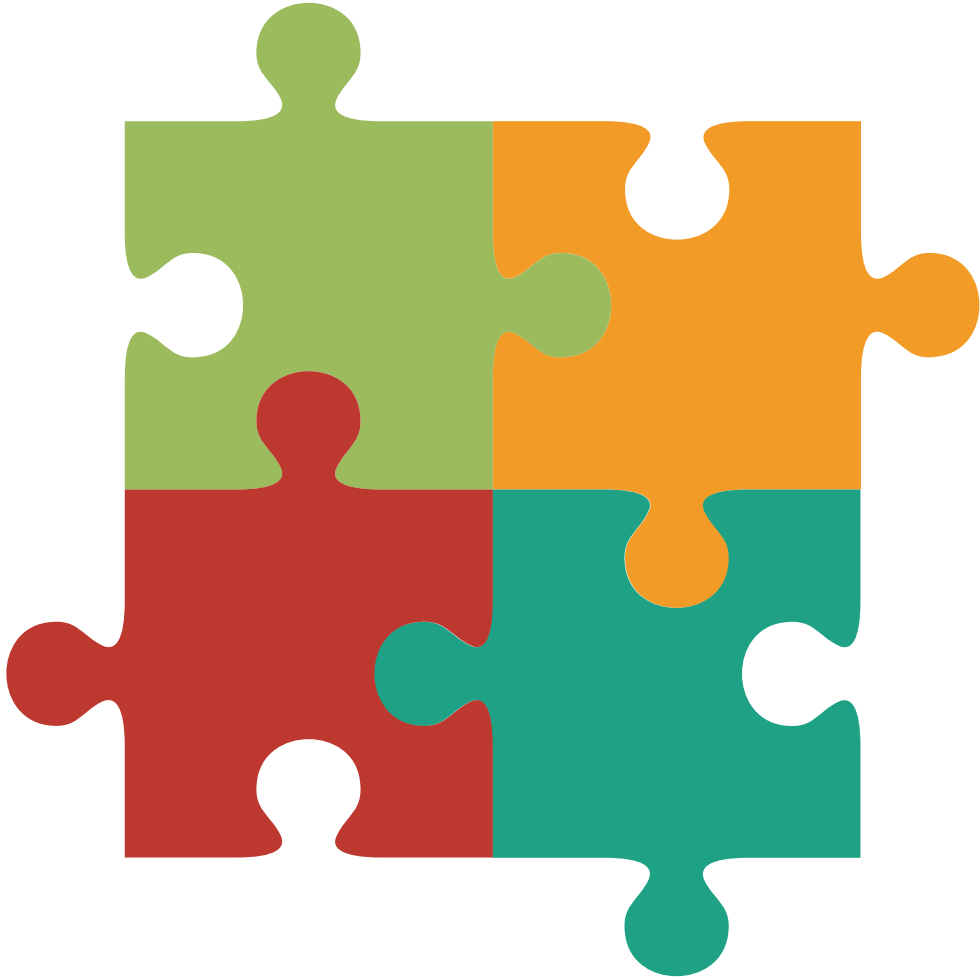
Transformation with
Chrysalis

A cluster of five teal dots arranged in a small arc.

Co-owning
Transformation

Getting to Know Better!

Help us understand why you chose Chrysalis!



01

What excited you about Chrysalis?

02


What are some of the challenges that you wish to resolve using Chrysalis?

03

What are some unique practices of your school that Chrysalis must be aware of & you wish to continue?

How are we different?

Contrast between a Textbook and a Studio of Grade 5!



2 Shapes and Angles

Rohini and Mohini are twin sisters. They love doing the same things. One day when they were making shapes with matchsticks, Shaila gave them a challenge.




Rohini will make a shape. Mohini has to make the same without looking at it, but she can ask questions.



Oh! That is so simple.

Rohini made this shape.



Mohini — Is it a closed shape or an open shape?

Rohini — It is a closed shape.

Mohini — How many sides are there?

Rohini — It has 6 sides.

Mohini made this.



Now you give the answers.

Is it a closed shape? _____. Does it have 6 sides? _____.

But it is not the same as the one made by Rohini. So Mohini tried again.

This is what she made.







2. Angles Around You

How are geometric shapes formed?

OVERVIEW

In this lesson, we will:

- identify, classify and measure angles.
- explore the different types of symmetry.



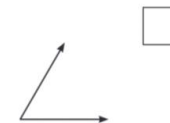
How wide can we rotate a ray?



Rohan uses a clapperboard during a movie shoot. A clapperboard consists of a wooden slate with a clapstick attached on the top. Match the shape in the second column with the different clapstick positions by writing the number in the box.

2.1

1.

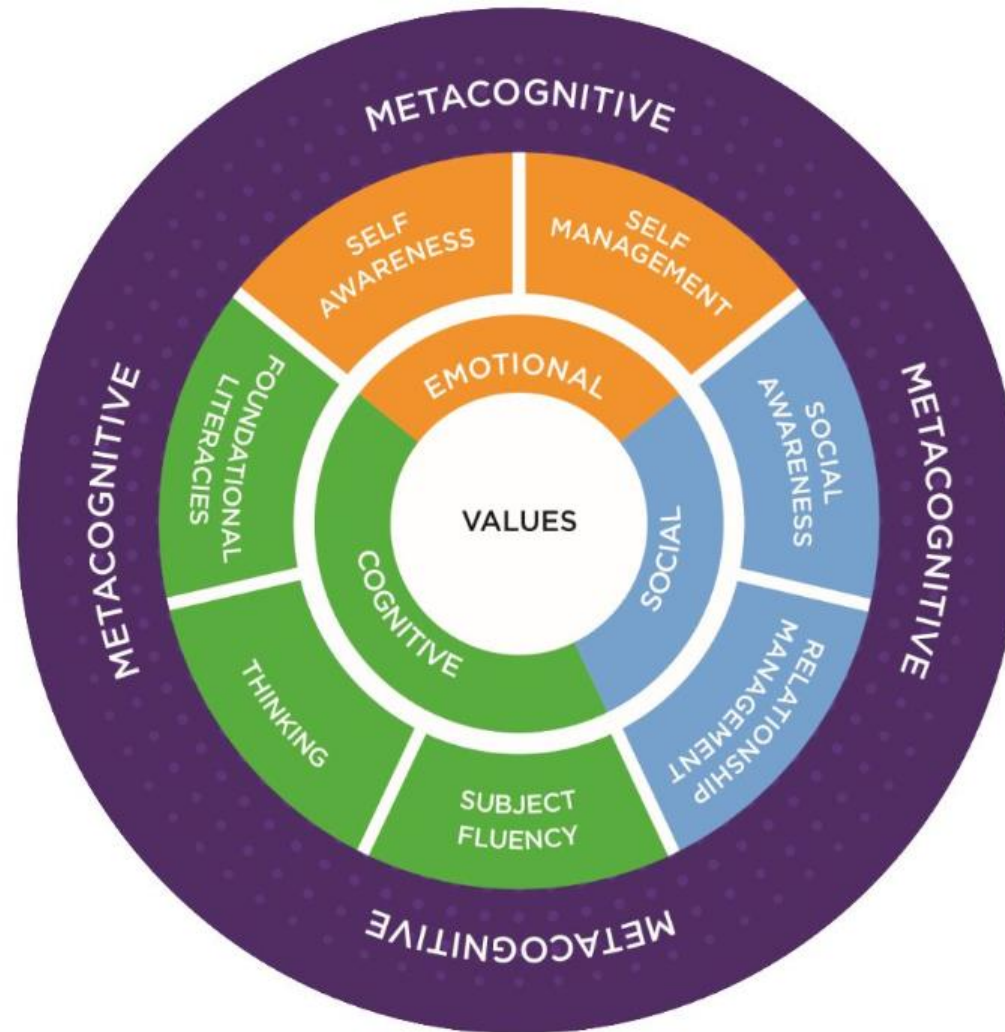


2.



Research Framework

Human Potential Framework



Research in Action

Incorporation of the Human Potential Framework in the curriculum!

Changes within the family



What are some of the changes that can happen within my family?



Imagine your uncle has sent you this message.



"Hey, hope you are well. We are planning to visit your family for a couple of weeks this summer vacation. I will send you the details soon."

1. Would this visit bring about some changes at home?

Yes ☐ No ☐

2. If yes, what could change in your house when guests visit?

3. How would you feel about these changes? Underline one option.

a. Excited b. Angry c. Sad d. Annoyed

The word **change** can refer to anything being different from what it once was. For example, having guests at home could bring about some changes to our daily routine.

In fact, there are several events that can bring about changes in our homes. These changes can be big or small. What are some of these changes that we might experience in our homes?



1. Read the situation under each image. How would you feel if you were in that situation? Fill in your responses in the table.



Event leading to the change	Has this change happened to you? Yes/No	How did/would you feel when/if this happened to you? Use words or smileys to describe.
 Trying a new dish for breakfast		
 Getting a new haircut that is very different from your old one		

We have seen that different objects occupy different areas.

Some things are huge



and some things are small



We measure small objects in small units and big objects in big units. Big shapes may occupy thousands of square centimetres of area. So, to make it easier, we measure their sides in metres or kilometres and their areas in square metres or square kilometres.

Observe the table in Figure 5. Can you say whether the area of the given things should be in **square centimetre** (sq cm), **square metre** (sq m) or **square kilometre** (sq km)?



	Area of	Measured in
1	Sudoku grid in a newspaper	
2	Tiger's paw	
3	India	
4	Kitchen countertop	
5	Playground	
6	Cricket stadium	

Figure 5 Unit of area

India cannot be measured in sq cm because _____

A Sudoku grid cannot be in sq km because _____



Imagine that you have a small patch of land 50 m in length and 30 m in breadth. How would you like your garden to look? Use the rectangle in Figure 6 to show zones for trees, plants and a pond. Write the sizes of each zone and calculate their area and perimeter.



A sample plan for a garden has been provided.

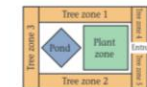
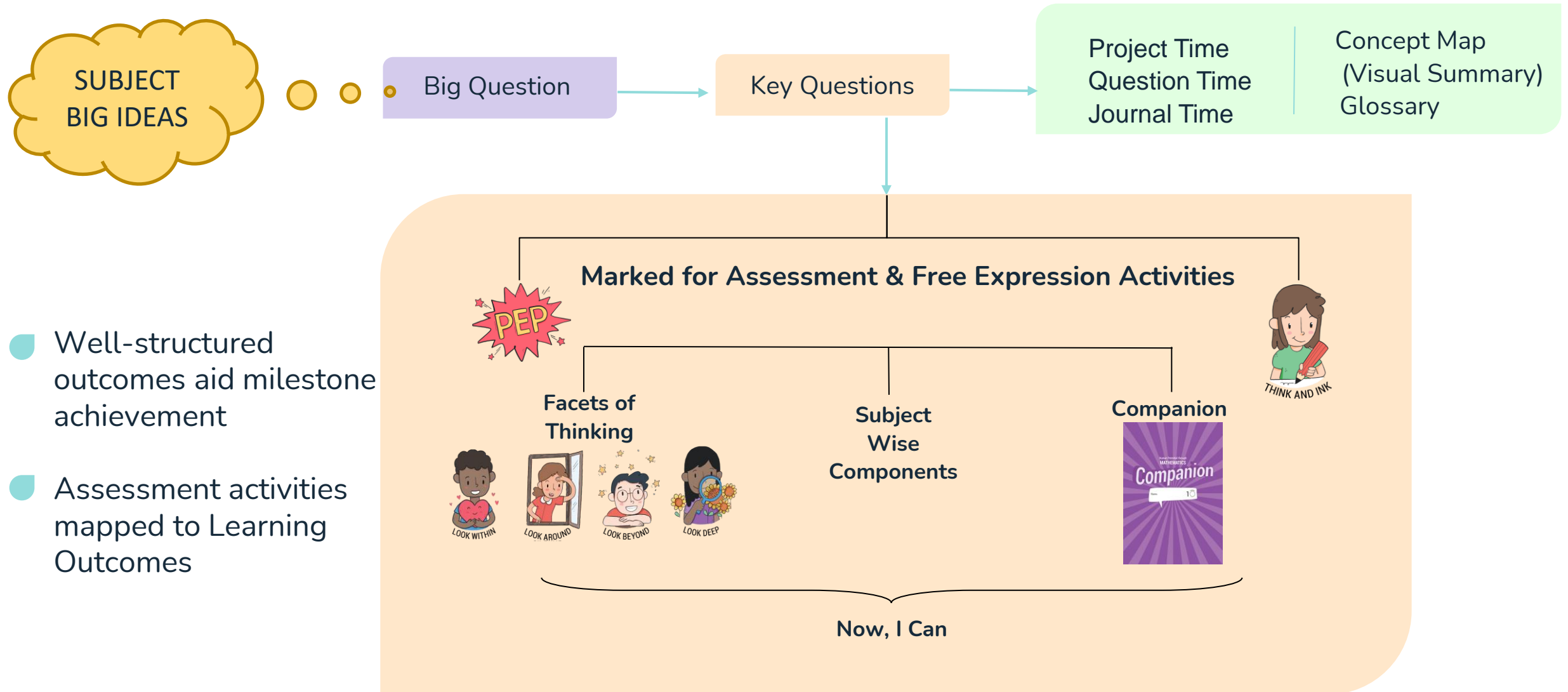


Figure 6 Your garden plan

Zone	Size	Area

Pedagogy and Approach in Chrysalis



- Well-structured outcomes aid milestone achievement
- Assessment activities mapped to Learning Outcomes

Students' Work

Do we want to see our students do this?

Answer the following.

1. Why did Kitty want to go for a swim?
Kitty wanted to go for a swim because it was a hot day.

2. Which place did she think of first?
First she thought of going to a beach.

3. Did she like it there? Why not?
She didn't like it there as it was too crowded.

4. How did the children enjoy at the beach?
Children enjoyed at the beach by building sand castles.

5. Describe the grass, the flowers and the birds at the lake.
At the lake there were bright yellow flowers, tall green grass and colourful birds.

Kitty Wants to Swim

Discuss the following.

1. What are both of these things used for?
For communication

2. What are some differences between the two?
Telephone is used for only communication. Phone is used for multi purpose.

Draw your own version of how a phone may look in the future. Describe a few interesting/unique features that it may have.

Vedash 1000 Pro max

This mobile Phone contains 99,99,999 GB RAM and also it contains Nikon D850 camera and auto cooler in this phone. We can put 8 sim card and this Phone and only this phone can download the advanced google which if we search any actors, VIP's name like Dhulkar sharma, the actor will jump from the Phone and we can take a selfie with the actor or VIP and this Phone is unbreakable and we can wash the Phone also and this Phone is unchangeable. We can download more than 1 crore apps and this Phone can also change as an mini Pistol and drone.

Write the year in which your futuristic phone may be used.
unknown mystery

Share responses in class.

Excellent response! Now moment!

Make a 'Thank You' card that expresses your gratitude for air. The words in your card can be a rhyme or a poem.

2.8

LOOK BEYOND

Thank You Air

Air Poem.

Air has no smell
Air has no taste
But when the wind blows
You feel it on your face.
Look at a Kite
or a plane the air
How do they stay there?
They ride on air.
How does a balloon
Rise in the air
And lift people up?
It uses hot air
We need air to breathe
We need air to survive
And when we breathe
It keeps us alive.

Four Cultural Forces

What will we transform?

School System

From static and compliant school system to dynamic learner centric school systems.

Assessment

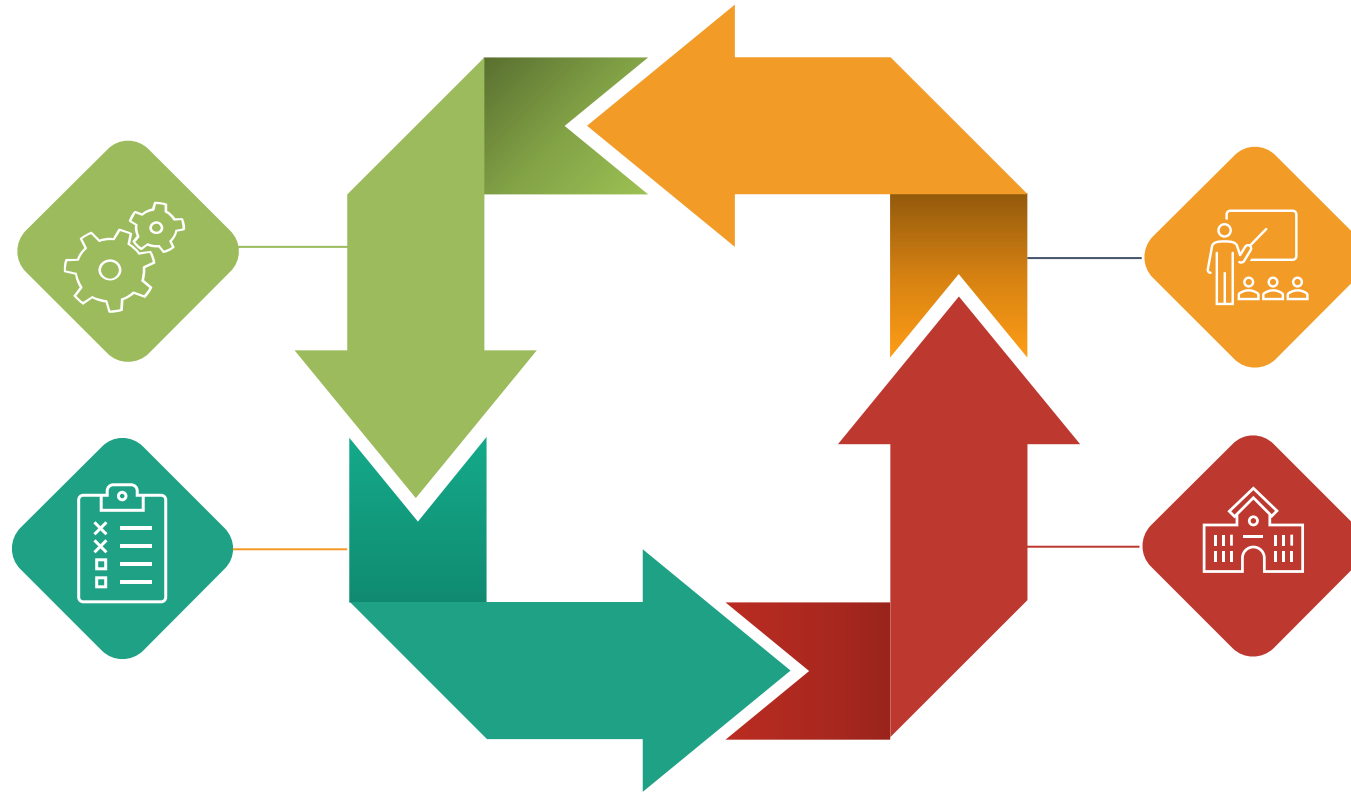
From assessment of learning to assessment for learning and to understand the uniqueness of every child.

Teaching

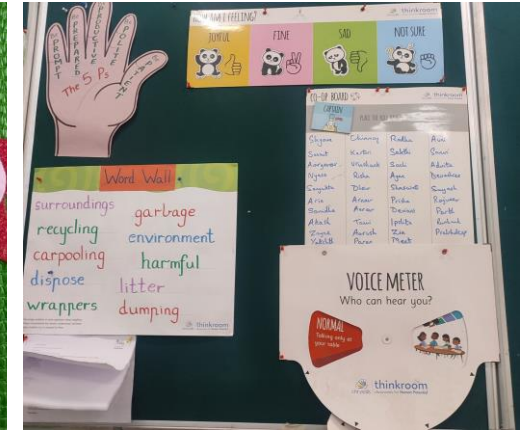
From teaching for transacting topics in subjects, to teaching for the stimulation of the child's mind.

Learning Environment

From a passive teaching space to an emotionally safe learning environment.



Creating ThinkRoom vibrant and emotionally safe environment!



Cultural Force – Teaching

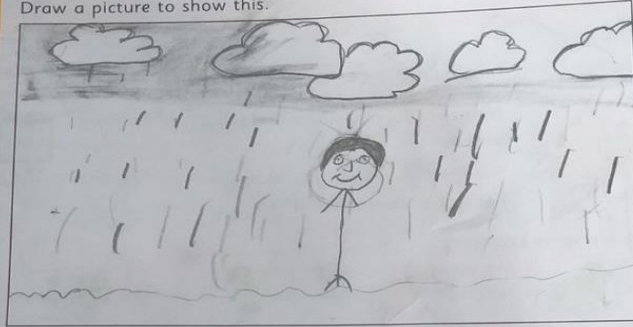
Becoming a facilitator and generating learning experiences!



Cultural Force – Assessment

Celebrating uniqueness of every child!

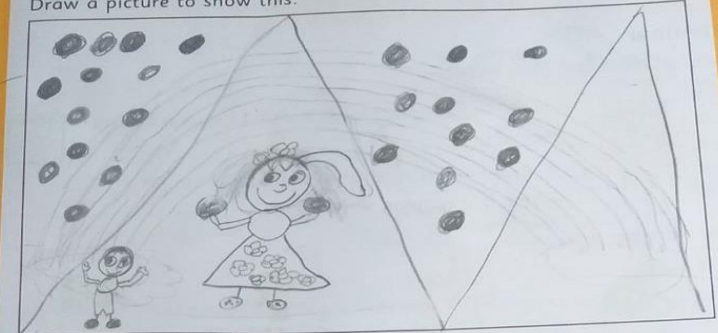
Imagine you are enjoying your favourite feature of nature.
Draw a picture to show this.



Write a few lines to describe your favourite feature of nature.

My feature to nature is rain.
I like rain because i like to bath.
I like Rainy Season because rain grow
up trees flowers and feature of nature.
And I like Rainy season.
Thank you!

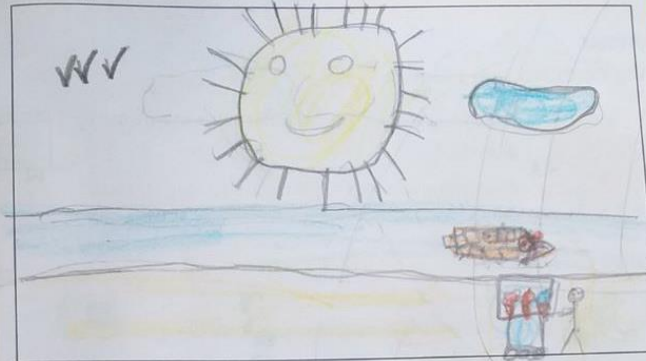
Imagine you are enjoying your favourite feature of nature.
Draw a picture to show this.



Write a few lines to describe your favourite feature of nature.

My favourite feature of nature is snow.
I like to play in the snow. I like to
I like to make so many thing in snow.
I like to drink tea eat.
I see igloo in the snow.
I see snowman in the snow.

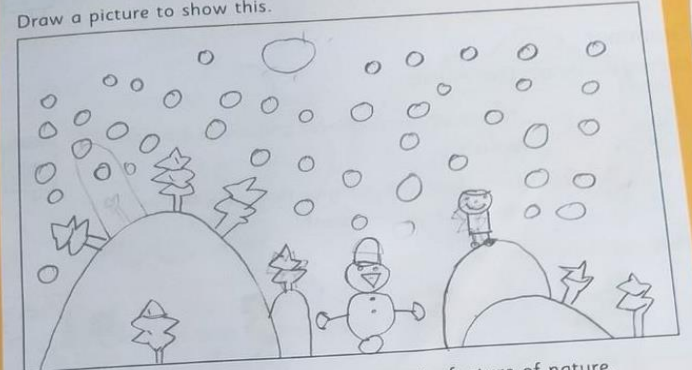
Imagine you are enjoying your favourite feature of nature.
Draw a picture to show this.



Write a few lines to describe your favourite feature of nature.

I go to beach I eat ice cream and boating and
I rest in hotel I sleep and

Imagine you are enjoying your favourite feature of nature.
Draw a picture to show this.



Write a few lines to describe your favourite feature of nature.

My favourite feature is snow.
i can play with snow.
i eat hot food.
i can make snowman.

Cultural Force – School System

Establishing dynamic learner-centric system!



Class 3							
Volume 1							
English		Math		Science		Social	
Lesson Name	Periods	Lesson Name	Periods	Lesson Name	Periods	Lesson Name	Periods
From the Cat's Eyes	13	Shapes around us	12	The Magic of life	14	My family	10
The Missing Trinkets	11	Numbers (Up to 4 digits)	12	The World of Green	12	It's About Time	10
In a nutshell	13	Addition and Subtraction	19	Spots and Stripes Come Alive	12	Then, Now and Tomorrow	10
The Road to Safety	14	Multiplication 1	14	Push and Pull	11	Beyond Our Skies	9
From the Heart of a Tree	12	Division 1	8	What's the Matter?	9	You and Me	5
Yours, or Mine?	12	Measurement	15			Look Around, Be Alert, Stay Safe	10
		Patterns	7				
Volume 2							
English		Math		Science		Social	
The Girl Who Beat All Odds	12	Multiplication 2	8	Systems In Our Body	15	Festivals And Celebrations	10
Three 'R's to Get Clean	11	Division 2	10	The Winged Wonder	14	Me and My Community	10
Different, Yet Similar	13	Fractions - Parts of a whole	10	Water Wise	16	Pride of India	10
A Plea to the World	13	Time	8	Where Are We?	11	My Surroundings	10
Every Drop Counts	14	Rupees and Paise	6			Maps and Globes	10
Topsy Turvy	13	Pictograph	6			Heritage of India	9



THINKROOM TRANSFORMATION

DONE BY: Wahem Dhanisha TRIP DATE: 23/1/22
 NAME OF THE SCHOOL: Sri Sri P.S TEACHER NAME: Asma njes
 THINKROOM PARTICIPATED IN: 4th SECTION: A
 SUBJECT: S.S.T LESSON/TOPIC: Completion
 NUMBER OF STUDIOS/WORKBOOKS SEEN: Completion

A. Cultural Force: Learning Environment

A.1 Use of Family words in Learning Ambiance
 During the flow of the period, Family Words were
 1. not displayed 2. displayed, but there was no evidence of students reading it 3. displayed, relevant but there was no evidence of students reading it 4. (Only applicable in KG) displayed, relevant and there were evidences of 3-4 students reading it

A.2 Use of Sight Words/Word Walls in Learning Ambiance
 During the flow of the period, Sight Words/Word Walls were
 1. not displayed 2. displayed, but there was no evidence of students reading it 3. displayed, relevant but there was no evidence of students reading it 4. displayed, relevant and there were evidences of 3-4 students reading it

Interaction between teacher and students, and amongst peers promotes an emotionally-safe environment
 During the flow of the period, there were evidences of any of the following:
 1. Teacher using loud voice/ screaming 2. no evidences of option-1 and no evidence of appreciation and encouragement among students and teacher 3. no evidence of option-1 and occasional evidence of appreciation and encouragement among teacher and students (e.g. Clap, praise, routines) 4. no evidence of option-1 and consistent evidence of appreciative collaboration by the teacher (e.g. eye contact, nodding, saying yes/finally but not screaming and appreciation and encouragement among students and teacher)

Use of routines for ThinkRoom management
 During the flow of the period there were evidences of routines in the learning environment or in the activities for the entire duration of the class
 1. no evidences of routines in the learning environment or in the activities for the entire duration of the class 2. evidences of routines in the learning environment or in the activities for the entire duration of the class 3. evidences of following routines prescribed by the programme, as well as new classroom management routines, primarily driven by the teacher 4. evidences of following routines prescribed by the programme, as well as new classroom management routines, and some/all of these were driven/initiated by students

Engagement of students in ThinkRoom Activities
 Students who were actively engaged (raising hands, discussing, typing in chat box, volunteering information and working on) for most of the time during the flow of period. Non examples (Engaged in talking to others/in other tasks, Participating in whole group recitation/repetition, Cameras turned off and no responses)
 1. less than 20% 2. 20% to 50% 3. 50% to 80% 4. More than 80%

B. Cultural Force: Teaching

B.1 Utilization of pedagogy inbuilt in Phonics Learning Experience/Story Reader * (Only applicable to KG)

B.1.a While conducting the Phonics Learning Experience, the teacher
 1. did not use phonics songs (put together the letters & add the words) 2. attempted putting together the sounds but didn't get some/all sounds right 3. got all the sounds right while whispering the students but did not use the relevant tools (sound cards/word calendar) 4. got all the sounds right while whispering the students and use the relevant tools (sound cards/word calendar) 5. got all the sounds right while whispering the students and use the relevant tools (sound cards/word calendar)

Chrysalis Systemic Practices

Establish routines to improve student outcome!

Word Wall Shuffle

Skill Development:

Speaking, Reading

Duration and frequency:

Any time during any class. Can be used to take a break between two activities or when students' attention is waning.

Classes:

Grades KG to 2,
conducted by the Class teacher

You will observe these results over time:

Students will be able to-
1. read words accurately no matter in which order they are asked to read them

Procedure:

1. The teacher calls 2 students to read all the words from the Word Wall in random order. Alternatively, the teacher points to specific words (not necessarily all) and asks students to read them aloud. This can be done by teachers of all subjects using their respective Word Walls.
2. They cannot use the order in which the words appear on the wall.

Show And Tell

Skill Development:

Speaking

Duration and frequency:

- a. 3-5 minutes, each child speaks for about a minute
- b. Daily, at the start of the day. If time is a constraint, you can do it on alternate days

Classes:

KG to 5, conducted by the class teacher

You will observe these results over time:

Students will be able to-
1. make sentences with all the given prompts.
2. make their own sentences in addition to the mentioned prompts.
3. speak comfortably and confidently in front of an audience.

Procedure:

1. On the day of introducing this activity to the class, the teacher can bring an object from her own home, hold it up for everyone to see, and speak about it in front of the class.
2. She can start with these prompts:

a. Good morning, everyone.	c. I use it when.....
Today I am going to show you.....	d. I chose this because.....
b. I got this from.....	e. Thank you for listening
3. Then the teacher selects 3 students every day (or asks for 3 volunteers) who will bring an object from their home the next day, show it to the entire class and talk about it.
4. The object could be their favorite toy, favorite book, favorite snack, something they find interesting, or something that makes them happy
5. Students can use the above sentence prompts for aid.

Chrysalis Learning Transformation Team

What we do!



Track

Transformation Partner visits school to track transformation in ThinkRooms, School Systems and Student Learning Outcomes



Enable

Transformation Partner, along with the Academic leadership, enables transformation across the 4 Cultural Forces



Celebrate

Transformation Partner celebrates successes, brings challenges/gaps to light and works with the academic team to address challenges

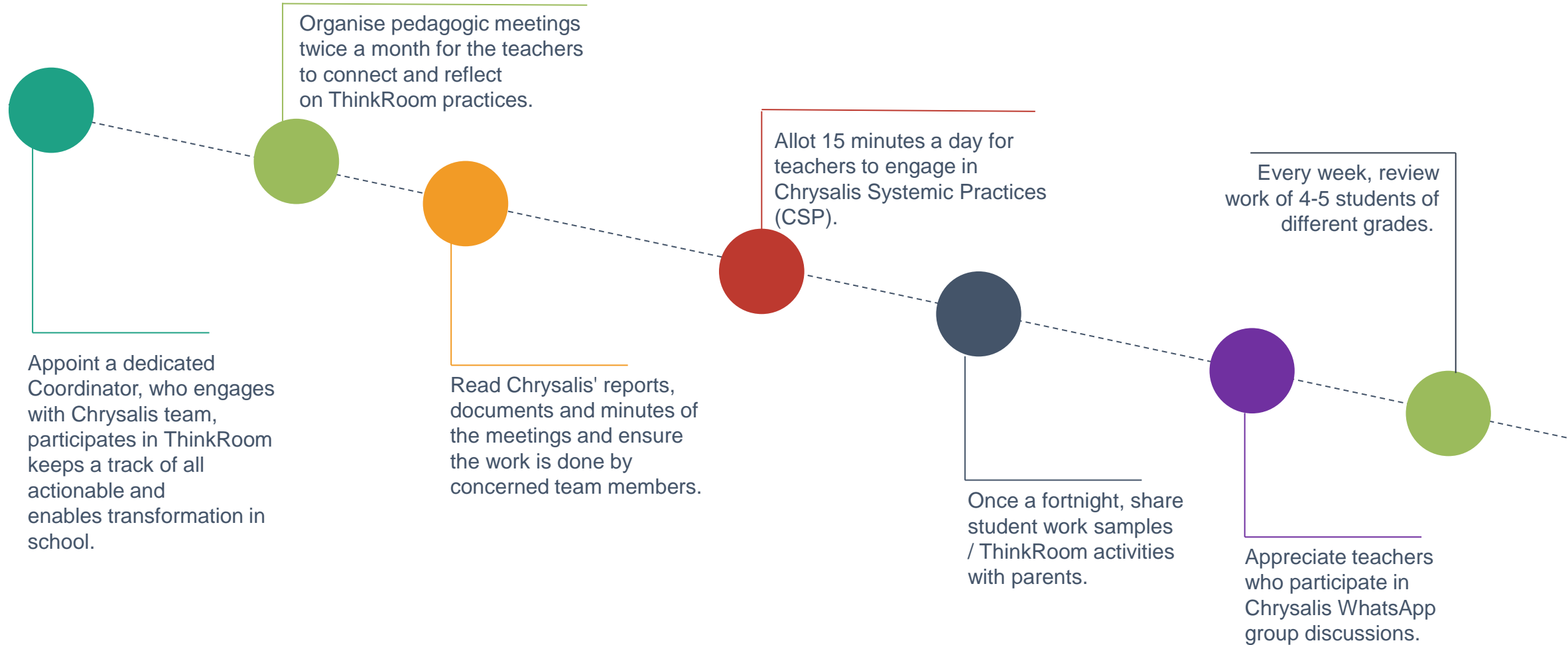
Cultivating Partnership

Let us set a goal!

By November, what are some visible changes we would like to see among teachers / students?

School System to establish

7 Practices that Enhance Transformation



Innovation in School

What will change!

Say bye bye to Classroom



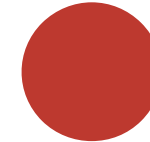
No more Home-Work



We don't do corrections



Welcome ThinkRoom



There is only Home-Fun



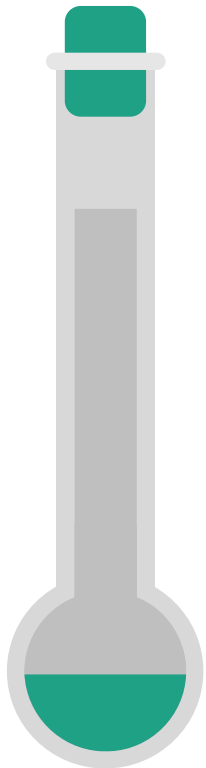
We review student work



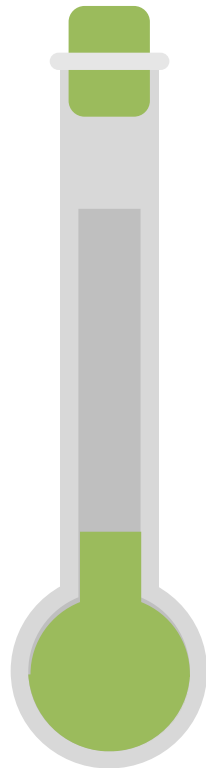
Emerging Challenges!

Let's gear up to respond to initial challenges!

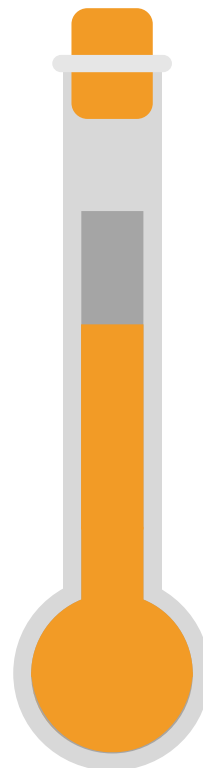
**With consistent implementation of above-mentioned practices, these can be overcome with time.
We are with you!**



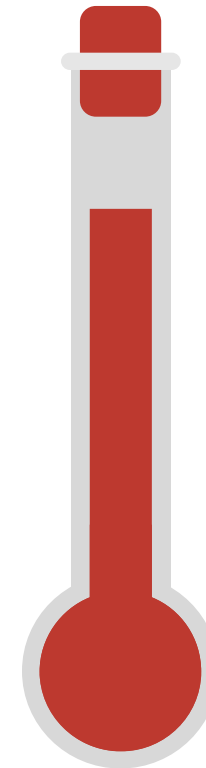
From day 1, students may not be able to write on their own. It takes some time to build the skill.



Teachers may feel that the content they taught earlier was "more than what we are offering currently."



Teacher may feel that there is "a lot of checking and review of work."



Teacher/Parents may feel "'home-work' is less and more practice worksheets should be provided."

Transformation Partnership Model

How will we engage with the school through the year?

Transformation Steering Committee

To discuss progress, challenges and way forward.

Initial Professional Development

To initiate teachers in Chrysalis' approach and pedagogy for effective implementation of the curriculum.

Programme Audit Visit

To equip schools with routines and research tools to assess, enable and track students' outcome, ThinkRoom and school transformation.

Continuing Professional Development

To empower teachers on pedagogic modules customized based on status of transformation and share progressive practices.

Parent Engagement

To orient parents towards the objectives of ThinkRoom Programme and their role in the child's learning.

Chrysalis Day

To provide opportunity for students to exhibit their thinking and skill and for parents to experience learning methodology.

Chrysalis' Digital Platform

Bringing in Dynamic Learning!

thinkroom

Learner's Corner Teacher Corner Badanamu Parent Corner Log out

Neha Who Says No Help

Interactives

Animated Story - Video

Video 1 - Neha Who Says No

Story Reader - Neha Who Says No

Video 2 - Neha Who Says No

Practice 1 - Neha Who Says No

Practice 1.1 - Neha Who Says No

Video 3 - Neha Who Says No

Practice 2 - Neha Who Says No

Video 4 - Neha Who Says No

Practice 3 - Neha Who Says No

Video 5 - Neha Who Says No

ASR_TRX_PP1_AV01 - Neha Who Says No

Watch on YouTube

Mathematics

Science

1. Food our fuel

2. Our invisible friend

3. Its all a cycle

4. The journey of food

5. The layer of life

6. Say Cheese

7. What makes things

8. Natures kitchen

9. Seeds and Sprouts

10. The invisible forces

Social Studies

e. Fruits and vegetables contain water.

II. Choose the correct answer.

1. Which among the following is not a source of proteins

- Eggs
- Chicken
- Chickpeas
- Sugar

2. Which of the following is not a source of iron?

- Meat
- Almonds
- Spinach
- Raisins

3. Which of the following is not a source of fats?

- Yogurt
- Spinach
- Ghee
- Pistachio

4. Which one of the following is not a function of vitamin C?

- Helps us heal wounds
- Helps us fight diseases
- Helps us have good eyesight
- Helps us have healthy gums

5. Which of the following statements is true for vitamins?

- Rich energy source
- Help us keep hydrated
- Protect us from illness
- Help us absorb nutrients

Page 1 | 10

Research Tool

To track the progress of the transformation!

THINKROOM PARTICIPATION

DONE BY:	TRP DATE:
NAME OF THE SCHOOL:	TEACHER NAME:
THINKROOM PARTICIPATED IN:	LESSON/TOPIC:
SECTION:	SUBJECT:

A. Cultural Force: Learning Environment

A.1 Use of Family words in Learning Ambience

During the flow of the period, Family Words were

- | | | | |
|------------------|-------------------------------------|---|--|
| 1. not displayed | 2. displayed, but were not relevant | 3. displayed, relevant but there was no evidence of students reading it | 4. displayed, relevant and there were evidences of 3-4 students reading it |
|------------------|-------------------------------------|---|--|

*** (Only applicable in KG)**

A.2 Use of Sight Words/Word Walls in Learning Ambience

During the flow of the period, Sight Words/Word Walls were

- | | | | |
|------------------|-------------------------------------|---|--|
| 1. not displayed | 2. displayed, but were not relevant | 3. displayed, relevant but there was no evidence of students reading it | 4. displayed, relevant and there were evidences of 3-4 students reading it |
|------------------|-------------------------------------|---|--|

A.3 Interaction between teacher and students, and amongst peers promotes an emotionally-safe environment

During the flow of the period, there were

- | | | | |
|---|--|---|--|
| 1. evidences of any of the following -
1. Teacher using loud voice/ screaming
2. Teacher using words of threat (E.g. "I will punish you")
3. Teacher using negative physical contact (E.g. Glaring, beating) | 2. no evidences of option-1 and no evidence of appreciation and encouragement among students and teacher | 3. no evidence of option-1 and occasional evidence of appreciation and encouragement among teacher and students (E.g. Clap, praise, routines) | 4. no evidence of option-1 and consistent evidence of assertive communication by the teacher (e.g. eye contact, negotiating, saying no firmly but not screaming) and appreciation and encouragement among students and teacher |
|---|--|---|--|

A.4 Use of routines for ThinkRoom management

During the flow of the period, there were

- | | | | |
|--|---|---|--|
| 1. no evidences of routines in ThinkRoom or in the activities for the entire duration of the class | 2. evidences of routines in ThinkRoom or following routines prescribed by the programme (use of whose turn, voice meter, brain buttons, mood meter) | 3. evidences of following routines prescribed by the programme, as well as new classroom management routines, primarily driven by the teacher | 4. evidences of following routines prescribed by the programme, as well as new classroom management routines, and some/all of these were driven/reminded by students |
|--|---|---|--|

A.5 Engagement of students in ThinkRoom Activities

% of students actively engaged (raising hands, discussing, volunteering info and working on activity) for most of the time during the flow of period. Non examples (Engaged in talking to others/in other tasks, Participating in rote/whole group recitation/repetition)

- | | | | |
|---|---------------|---------------|------------------|
| 1. Less than 20% or (more than 80% demonstrated non-examples) | 2. 20% to 50% | 3. 50% to 80% | 4. More than 80% |
|---|---------------|---------------|------------------|

B. Cultural Force: Teaching

B.1 Utilization of pedagogy inbuilt in Phonics Learning Experience

B.1.a While conducting the Phonics Learning Experience, the teacher

- | | | | |
|--|---|--|---|
| 1. did not use phonic sounds (put together the letters & read the words) | 2. attempted putting together the sounds but didn't get some/all sounds right | 3. got all the sounds right while instructing the students but did not use the relevant tools (word cards/word calendar) | 4. got all the sounds right while instructing the students and used the relevant tools (word cards/word calendar) |
|--|---|--|---|

*** (Only applicable to KG)**

B.2 Utilisation of pedagogy inbuilt in a lesson

B.2. While conducting a Learning Experience (Pre-primary)/teaching a concept (Primary), the teacher

- | | | | |
|--|---|---|--|
| 1. did not follow the Learning Experience/Lesson flow in Studio/Companion and explained in own ways with or without any material | 2. followed the Learning Experience/Studio Lesson flow but missed some steps or modified them in a way that the ELO* was not achieved | 3. followed all the steps or modified them suitably, used necessary material, but sought for evidence of ELO* attainment only with a few students | 4. followed all the steps or modified them suitably, used the relevant material and there was clear evidence of ELO* attainment among most of the students |
|--|---|---|--|

*** ELO = Expected Learning Outcome**

D. Cultural Force: School System

D.1 Follow up/implementation of actionable discussed by ThinkRoom Coordinator.

On following up on the actionable from the previous meeting / touchpoint, the ThinkRoom Coordinator

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> did not mention any actionable or was vague about actionable discussed | <input type="checkbox"/> mentioned some actionable but did not have a clear plan for implementation | <input type="checkbox"/> mentioned most/all actionable and had a plan for implementation | <input type="checkbox"/> implemented most/all actionable and showcased evidence of implementation/improvement |
|---|---|--|---|

D.2 Evaluation of the transformation in ThinkRooms by ThinkRoom Coordinator

Question to the Coordinator: How are you evaluating ThinkRooms?

The ThinkRoom Coordinator

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> did not use ThinkRoom Participation tool, or Did go for rounds/ observation but did not use any format to document/ track transformation | <input type="checkbox"/> used ThinkRoom Participation tool but no clear periodicity or used a format different from ThinkRoom Participation tool no matter what the periodicity | <input type="checkbox"/> used ThinkRoom Participation tool at mutually defined periodicity and shared inferences, suggested areas of improvement | <input type="checkbox"/> used ThinkRoom Participation tool at mutually defined periodicity and shared inferences, suggested areas of improvement and used TRP data to discuss with teachers at defined intervals |
|---|---|--|--|

D.3 Teacher collaboration

Question to the Coordinator: How are you ensuring teacher collaboration?

For the grades relevant to ThinkRoom, the school had

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> not established systems for teacher collaboration, or meetings were ad hoc and called when required | <input type="checkbox"/> periodic meetings among teachers but mostly for administrative reasons (organising events, preparing exam results etc.) | <input type="checkbox"/> periodic meetings for pedagogic purposes (reflection on lessons, ideas for improvement) but mostly were initiated & driven by the | <input type="checkbox"/> periodic meetings for pedagogic purposes (reflection on lessons, ideas for improvement), and these were initiated by |
|--|--|--|---|

Parents' Involvement

Showcasing Transformation to Parents!

Establish a PTA and periodically meet them to share highlights of learning and encourage them to share with other parents

Every month, share a list of concepts that students will learn in Thinkrooms along with triggers on what to ask children at home to further their learning

Create a Broadcast group to send out periodic student work evidences for parents to gain a deeper connect with the teaching-learning process



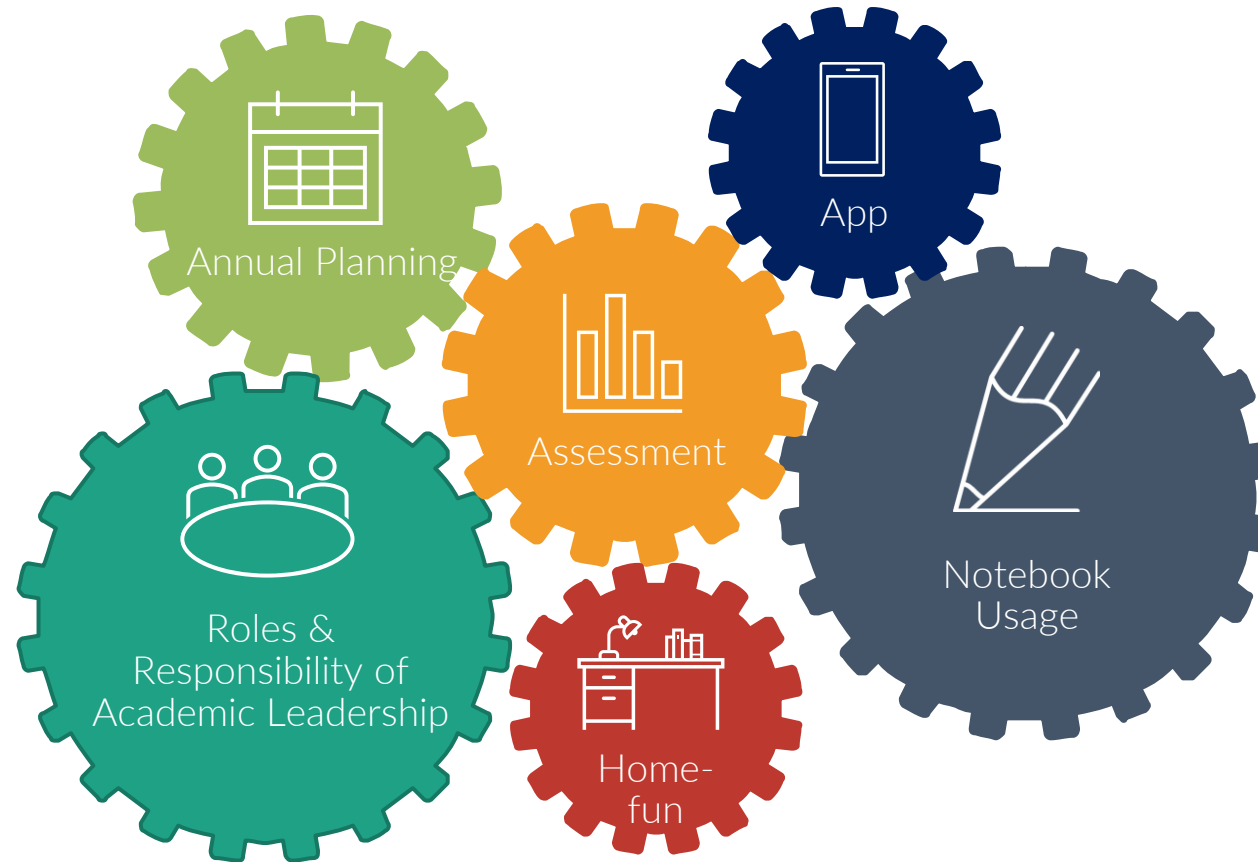
Walkthrough for parents where all learning and ThinkRoom resources are on display for parents to understand the teaching-learning practice

Providing parenting tips on whatsapp to be shared parents

Organise Chrysalis Day for parents to explore the methodology and student work

School Process Recommendation

Establishing school systems!



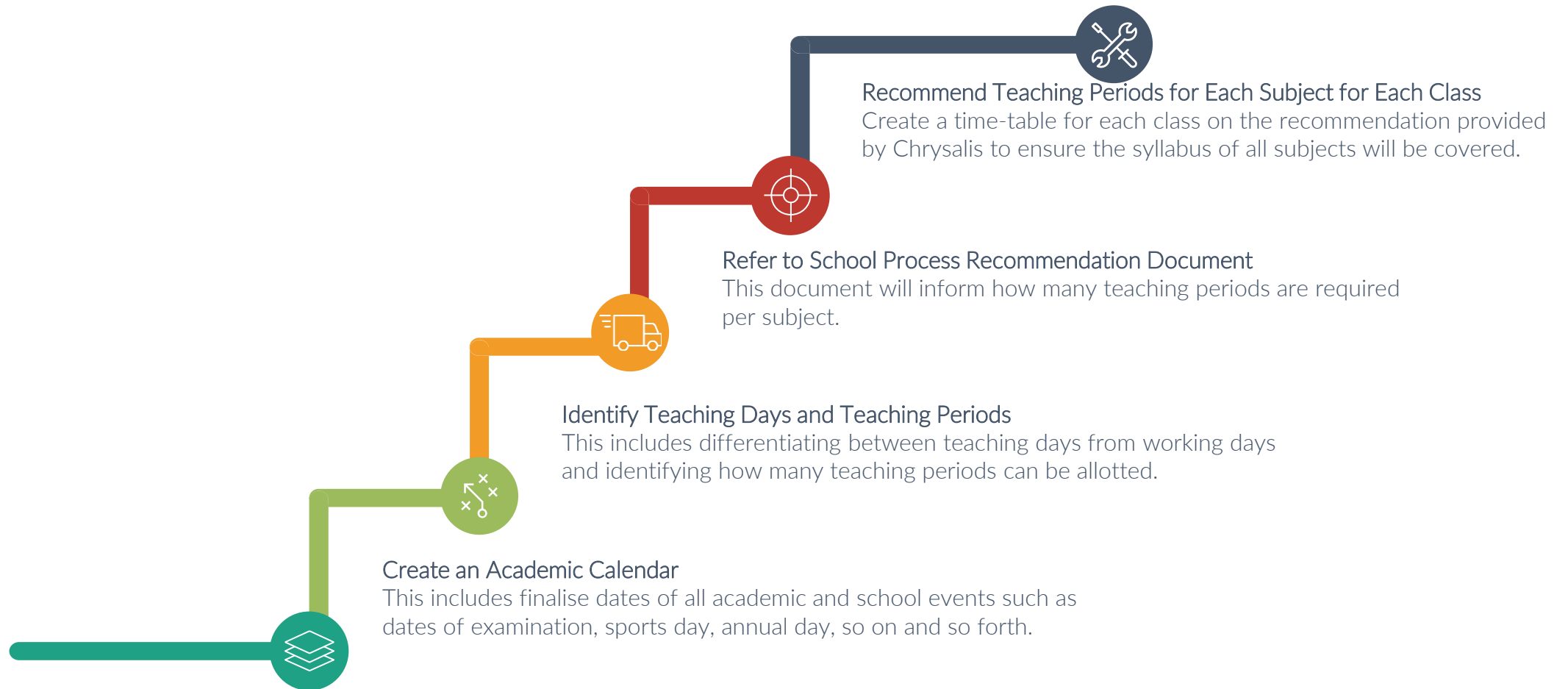
Key People Profile

Establishing Mode of Communication

Name	Designation	E-mail	Phone Number
Dr. Khurshid Alam Salar	Principal	principalpmna@auraglobalschools.com	9656400900
Ms. Dhanya Nair	Asst to Principal	dhanyanair@auraglobalschools.com	9526186089
Ms. Daliya P N	Primary Coordinator	daliyapn@auraglobalschools.com	9846597503
Mr. Dhileep Kumar	Sr Associate	dhileep@chrysalis.world	8089314364
Mr. William Daniel	Sr. Associate	william@chrysalis.world	8113823711

Annual Planning

What and How of Initial Annual Planning!



Notebook Usage

Notebooks may be used to record responses to Question Time, Project Time and other questions in the Studio/Companion that need to be answered separately. Notebook recommendations are based on age-appropriateness. Here is a list of recommendations for notebooks across grades.

Grade	Notebook Type	Number of notebooks
PP1 and PP2	Pencil Time provided as part of deliverables	NA
Grade 1	Four-line notebook (80 pages)	2 per year for English 1 per year for EVS
	Big box (square line) Math notebook (80 pages)	2 per year
Grade 2	Double line notebook (96 pages)	4 per year (2 per subject for English, EVS)
	Big box (square line) notebook (80 pages)	2 per year

Notebook Usage

Grade 3	Double line notebook (96 pages)	6 per year (2 per subject for English, Social Studies and Science)
	Horizontal Ruled Math notebook (120 pages)	2 per year
Grade 4	Single line ruled notebook (96 pages)	6 per year (2 per subject for English, Social Studies and Science)
	Horizontal Ruled Math notebook (120 pages)	2 per year
Grade 5	Single line ruled notebook (96 pages)	6 per year (2 per subject for English, Social Studies and Science)
	Horizontal Ruled Math notebook (120 pages)	2 per year

Our Next Steps!



Who will stay in touch with Chrysalis for coordination?

When will you plan for the upcoming year? How can Chrysalis assist you?

When can we schedule Initial Professional Development Session?

Cultural Force – Learning Environment

Creating ThinkRoom vibrant and emotionally safe environment!

	The Third Teacher Let the Wall Speak!	Emotional Safety Being Compassionate!	Participation Encouraging 100% engagement!
Leadership Team	<p>Providing required resources such as chart papers to teachers for use.</p> <p>Arranging a proper infrastructure for teachers and students to have a conducive learning.</p>	<p>Bringing awareness about emotional safety among teachers.</p>	<p>Appointing a coordinator that conduct walk-throughs to see the engagement of students.</p>
School Teachers	<p>Creating a vibrant ThinkRoom by putting up recommended charts and using ambience kit for each period.</p>	<p>Having a routine of appreciation and encouragement to motivate and make the environment joyful.</p> <p>Using assertive communication yet keeping it emotionally safe.</p>	<p>Creating a routine to establish 100% engagement in ThinkRoom.</p> <p>Providing opportunities to students to participate in various activities and express themselves.</p>

Working Towards our Dream!

By the end of AY 2023-2024,

Let's plant our seeds into 'awakening human potential in every child!'

Say Bye Bye To Classroom...
AND **SAY HELLO** TO
— **ThinkRoom** —

**25000+ CLASSROOMS
HAVE ALREADY TRANSFORMED
TO THINKROOMS**