

Shining Together- A season of gratitude and growth

Dear Parents,

As we complete three meaningful months of this academic year, the spirit of the festive season fills me with a deep sense of gratitude and joy. The months gone by have been rich with experiences that reflect our shared commitment to nurturing curious, caring, and confident learners.

From our Parent Orientation, which saw parents step into the role of learners as they inquired, questioned, and experienced what learning looks like in a PYP classroom, to the heartwarming Grandparents' Day Celebration, each event has strengthened our sense of community and connection.

The Grandparents' Day celebration was especially touching. It was a day filled with warmth, nostalgia, and joy as children and grandparents came together to share stories, laughter, and love. Watching the generations connect reminded us of the timeless bond between wisdom and wonder, a true celebration of learning across ages.

Our Developmental Discussions opened valuable conversations about each child's growth, while our first field trip allowed students to extend their learning beyond the classroom, becoming inquirers who explore, observe, and reflect on the world around them.

Each day, we see our students demonstrating the IB Learner Profile attributes in action. Being thinkers who question deeply, communicators who express their ideas clearly, and risk-takers who step forward with confidence. They are growing into principled and balanced individuals, embracing challenges with positivity and reflecting on their learning with maturity.

As we celebrate Diwali, the Festival of Lights, let us also reflect on how we can embody its true essence as a globally minded community. This is a time to be caring, to share light and kindness with others, and to be reflective about how we can make thoughtful choices that respect our environment and celebrate diversity in meaningful ways.

Thank you, dear parents, for being our partners in this journey of learning and growth. Your trust, encouragement, and engagement help us create an environment where every child feels empowered to shine their own light.

Wishing you and your family a joyful, peaceful, and light-filled celebration! May this season inspire all of us to continue learning with curiosity, compassion, and international-mindedness.

With gratitude and warm regards,

Arpita Saxena

(Head Of Primary)

IB PYP Action: Learning That Makes a Difference

Dear Parents

I hope the new year is filling your days with smiles, just as being with our students continues to fill ours. I bring to you another essential element of the PYP—Action. This powerful component highlights how learning moves beyond understanding and into meaningful, student-led impact.

In the IB Primary Years Programme (PYP), learning extends far beyond academic attainment. At the heart of the programme lies Action the intentional application of learning to real-life contexts. Through action, students translate understanding into purpose, make informed choices, and contribute meaningfully to their communities. It nurtures agency, empowering children to recognise themselves as capable individuals whose actions, however small, can create meaningful impact.

PYP Action is dynamic and multifaceted. It emerges naturally as students deepen their understanding and develop confidence. Action may be expressed through thoughtful behaviour, principled decision-making, leadership, or compassionate service. Within the PYP framework, action is commonly seen through participation, where students actively engage in learning and community experiences; advocacy, where they speak up, influence others, or raise awareness; social action, which involves collaboration, service, and care for others; and lifestyle choices, where students demonstrate responsibility towards health, well-being, and the environment. Collectively, these forms of action foster empathy, responsibility, and a strong sense of student agency.

Our Grade 4 and 5 students have exemplified authentic action through meaningful real-world experiences. During a visit to a local NGO, students engaged purposefully with children, supporting them through play-based interactions and teaching activities. This experience strengthened their communication skills, deepened their empathy, and reinforced their understanding of social responsibility and community engagement.

Action is also evident in everyday moments across the school. An Early Years student demonstrated awareness and care by ensuring that peers stayed hydrated, reflecting responsibility for personal and collective well-being. On the playground, students consistently support one another resolving minor challenges, including others in play, and fostering a safe and respectful environment.

Students have further demonstrated leadership by independently assuming responsibility as line leaders. With confidence and care, they guided their peers to the auditorium and provided thoughtful support to younger EYI students. Their calm guidance, attentiveness, and willingness to help reflect the strong sense of community, leadership, and responsibility we strive to cultivate.

Action is deeply embedded in learning itself. Students took ownership of their learning by independently identifying words with different speed sounds, demonstrating curiosity, initiative,

and a commitment to developing their understanding. Such moments highlight learning as an active, self-directed process.

Parents play a critical role in reinforcing and extending PYP Action beyond school. By providing opportunities for children to make choices, take responsibility, and contribute at home, parents support the development of independence and accountability. Everyday experiences such as household responsibilities, caring for siblings, or making conscious lifestyle choices offer powerful contexts for action.

Equally important is modelling. When children observe empathy, integrity, and responsibility in daily interactions, these values are internalized and reflected in their own actions. Encouraging reflection through purposeful conversations helps children articulate their actions and recognise their impact.

I invite you to share examples of action observed at home or in the wider community with teachers. These shared insights allow us to celebrate student growth and strengthen the partnership between home and school. Together, we nurture caring, confident, and principled learners who understand that action is not an outcome of learning, it is its purpose.

Warm regards

Ms Arpita Saxena

Head of Primary

Exploring, Questioning, Connecting – The PYP Way

Dear Parents

I'm delighted to write to you again and share another glimpse into our journey with the IB Primary Years Programme (PYP). At our school, we believe learning is at its best when it begins with curiosity. The PYP encourages children to wonder, explore, question, and connect ideas through inquiry-based learning, making education not just about answers, but about discovering how to think.

Inquiry is not about collecting facts, it's about making connections. Children learn to use information, ask meaningful questions, and see relationships between ideas. Whether they are reading a newspaper, observing nature, or having a conversation, inquiry helps them connect what they know to what they are discovering. This makes learning deeper, more relevant, and much more exciting.

Through inquiry, children:

- Build curiosity and stay engaged
- Develop communication, research, and problem-solving skills
- Learn to work with others and value different perspectives
- Make sense of the world by connecting new learning to real-life situations

Recently, one of our grades explored the idea of friendship. They started with the beautiful story, 'A Friend Like You'. After reading, students reflected:

- What does it mean to be a good friend?
- What qualities matter most in a friend?

They brainstormed ideas like kindness, loyalty, and being a good listener, creating a lively word web together. The activity encouraged teamwork and reminded everyone that a “perfect” friend looks different to each of us and that’s something to celebrate.

Another grade explored patterns through stories, songs, and hands-on activities. They read 'Pattern Fish' by Trudy Harris, went on a pattern hunt around the school, created patterns with beads and blocks, and turned their discoveries into paintings and collages.

These activities are not just about reading or counting, they are about thinking, experimenting, and creating connections between ideas.

The inquiry classroom encourages students to ask questions and post their wonderings on a Wonder Wall placed in the classroom, making their thinking visible and celebrated.

Inquiry doesn't stop at the classroom door. You can support your child's curiosity by asking open-ended questions and encouraging exploration. For example, while reading a class blog together, exploring a topic together you can ask:

- What do you notice about this?
- Why do you think that happens?
- What might happen if we change something?
- How does this connect to what you learned at school?
- What surprised you today?

The “why?” and “how?” questions can spark deeper thinking and help your child see learning everywhere.

Together, let's continue to nurture children who are curious, creative, and confident explorers of the world around them.

If you see your child asking and exploring things at home, please do share it with me at arpita.kkgib@ked.edu.in I am always curious to see how inquiry is taking shape beyond the classroom.

I look forward to welcoming you on September 6 at 9:00 a.m. in your child's classroom, where we will be sharing information about our teaching pedagogy and learning approaches.

Warm regards

Arpita

Focus on Learner Profile

Dear Parents,

As the Head of Primary at Kunskapsskolan Gurgaon, I'm delighted to begin a new monthly communication with you, where I will share insights into various aspects of the Primary Years

Programme (PYP). These letters are a way to keep you informed and involved in your child's educational journey.

At Kunskapsskolan, we believe in fostering a strong partnership between school and home, and we view open communication as a vital component of that relationship. By sharing key elements of the PYP framework with you, we aim to strengthen your understanding of how and why we approach learning the way we do.

This month, I would like to focus on the IB Learner Profile—the heart of the PYP.

The Learner Profile is a set of ten attributes that guide the development of internationally-minded individuals who recognize their shared humanity and responsibility toward creating a better and more peaceful world. These attributes include being inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

We at school believe that education is not only about academic excellence, it is about nurturing the whole child. When we intentionally focus on developing these attributes, we are helping children grow into confident, compassionate, and capable individuals, prepared not just for exams, but for life.

In our classrooms, we develop the Learner Profile attributes through a range of meaningful learning experiences such as student-led inquiries, reflective journaling, collaborative group work, peer feedback, and class discussions that build empathy and perspective-taking. These are woven seamlessly into both academic and social-emotional learning throughout the day.

To further strengthen this development at home, I've attached a document with simple, practical ways you can support the Learner Profile attributes as a family. Your involvement can make a significant difference in reinforcing these values beyond the classroom.

Ways to Implement learner profile at home [Click Here](#)

I would also love to hear from you if you try any of the suggested activities at home to build the Learner Profile. Please feel free to share your experiences at arpita.kkgib@ked.edu.in

Your insights and stories will always be welcomed and valued.

Thank you for your continued partnership and trust.

Warm regards,

Arpita Saxena

Head of Primary