



The NEST School, Chennai

An International Baccalaureate  
Primary Years Programme (The NEST School PYP)  
Candidate School

The NEST School PYP Overview Handbook  
2022- 23

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## The NEST Foreword

### **“We Care About What You Love” is our Central Theme across The NEST School**

Every stakeholder – parent, child or teacher – has goals and dreams. Goals and dreams that need direction, empathy and care. NEST aspires to be that facilitator by helping all stakeholders pave a path to achieve their goals and dreams through education.

#### **1. Vision**

Nurturing young learners through the development of a global and creative mindset to power the transformation of their and our world

#### **2. Mission**

Children shape our world as much as we shape their world. As educators, we believe that transforming their learning experience is the key to unlocking a better, more empowered world. We aspire to create education that is

- Relevant to Real World & Individual Passions
- Supported by Application & Experience
- Collaboration Driven
- Organic & Holistic
- Anchored to Create Social Impact

#### **3. Values & Culture**

##### **i) Collaborative & Vibrant**

An environment where ideas are welcomed with open minds and hearts is a vibrant one. This is achieved by creating a hierarchy-free culture that fosters collaboration and an unwavering faith in our team.

## **ii) Children Centric**

When the focus moves from the 'what' to 'who', the shift in how education is designed, delivered and experienced transforms. Individual passions and talents trump archaic templates.

## **iii) Curiosity & Creation**

Learning becomes organic when the pursuit of curiosity is encouraged and facilitated. When teachers nurture learners to construct their learning, creativity is but a natural consequence.

## **iv) NEST as a Family**

By erasing formalities and archaic borders, we cultivate genuine relationships that are based on trust, mutual respect and an intrinsic affection that is palpable among everyone.

## **v) Positive Social Action**

Socially-conscious and environmentally-responsible in the way we teach, function and live. We believe we are agents of positive change in our community and world

## **The International Baccalaureate (IB) Mission**

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage learners across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



## **NEST is now an IB The NEST School PYP Candidate School**

The NEST School Chennai is a Candidate School for IB Primary Years Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy – a commitment to high-quality, challenging, international education that The NEST School Chennai, believes is important for our learners.

*\*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (The NEST School PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)*

## Note from the Head of School

Dear Parent,

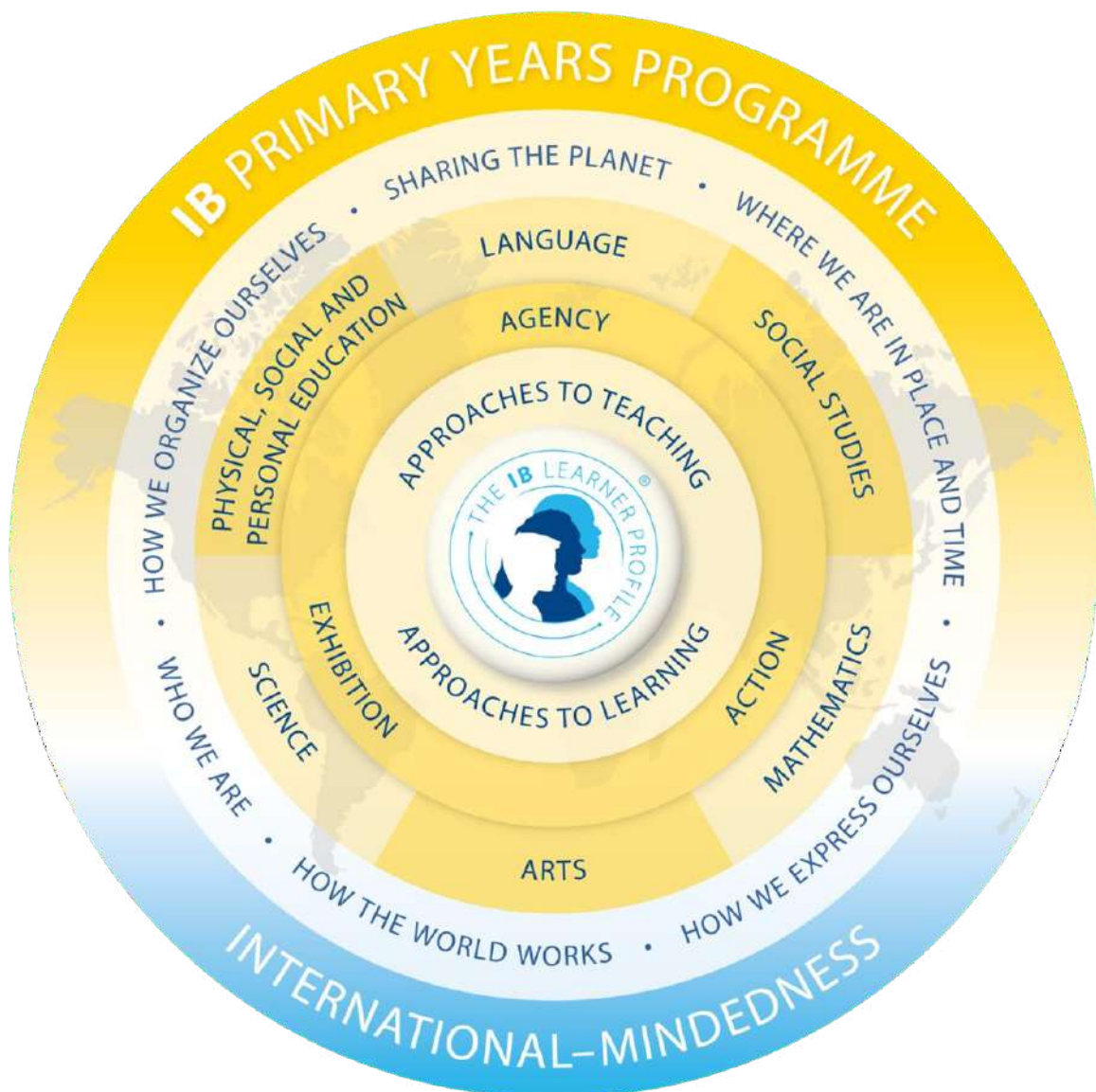
It is my honor and a privilege to head an institution with such a respected legacy as Meenakshi Group of Institutions in Chennai. We all have aspirations, passion and careers to follow, however have you ever thought if your passion and careers were integrated and united what would have happened.... Exactly on the line of same thoughts the whole idea behind the NEST School conceptualized, from the two dynamic founders of NEST school, as an offering from Meenakshi Group of Education. We want each learner to discover his or her best potential and passion to achieve self - actualization in life. Taking independent charge for their own learning through inquiry based, best pedagogy of the globe, we want each learner of the NEST School to be self- sustaining and contributing a positive social impact to the global family.

Our team has been carefully curated based on true common passion for education, social productive endeavors, open mindedness and careful psychological stance towards young learners along with subject expertise. Each member of our team from the director to support staff has the same thought process towards the education and learners. We do not believe in subject hierarchy and have respect towards all learning styles with differentiation. We all want to contribute a substantial change to the world of education for young learners in a collective endeavor. We are also striving to be a single use **Plastic free** campus as our bit towards environmental responsibilities. I welcome you dear parent, for being a part of our family, with sustained cooperation and encouragement to help us reach our goal.

Our Best,

Shefali Tewary  
Head of School  
The NEST School  
Chennai

# The IB The NEST School PYP Model



## The IB Learner Profile Attributes

The IB learner profile represents ten attributes valued by IB world schools. We believe that these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IB, 2013)

Learner Profiles	Attributes we need to develop
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open Minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



## **The Primary Years Program**

PYP at The NEST School is an exciting and promising curriculum for children aged 3-12. It emphasizes holistic development of every child in a manner that is authentic and relevant to the learner.

The NEST School Primary years Programme adopts a transdisciplinary approach to learning and teaching. The emphasis is on conceptual development by connecting two or more disciplines organically to help a child understand the concept in depth. Learning outcomes pertaining to the subjects are facilitated in a blended manner and are taught in isolation only when there is a need.

The NEST School PYP is a transformative experience for all the members of the learning community. Knowledge, concepts, skills, and actions are the core elements of PYP. Every PYP class is driven collaboratively through inquiry, questions, and self-reflections. Assessments are on-going and transparency in assessments, where possible, is ensured to maximize learning for the learner.

learners deepen their prior knowledge of the concept through inquiry. This process of learning is long-lasting, relevant, application oriented, learner-centric, and meaningful.

## **Features of the IB The NEST School PYP**

### **Theme Based Curriculum**

The NEST School PYP is highlighted by six transdisciplinary themes around which learning is planned for every grade. The themes are focused in-depth for about 6-8 weeks and then constantly revisited throughout the year. The concepts are carefully placed under each theme and are articulated horizontally within the grade and, vertically across the grade to ensure relatability, authenticity, and relevance of the curriculum. The six crucial themes of the IB include:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

## **Play Based Curriculum**

Play and play based learning are an integral part of The NEST School PYP. Learning engagements are facilitated through play. Learners get opportunities to understand concepts, question, inquire, reflect about a concept through play. The personal and social aspects of one's well being is ensured through play. Just like guided play, free play is also encouraged at times, as The NEST School PYP believes that several skills are learnt through free play.

## **Concept Based Curriculum**

The NEST School PYP focuses on a concept-driven curriculum rather than a content driven curriculum. It teaches learners how to learn, make connections, question, and revisit a concept thereby maximizing their learning experience. Concepts are delved deeper by focusing on the 7 key concepts laid out by the IBO. The key concepts are listed below:

Form (What is it like?)

Function (How does it work?)

Causation (Why is it like it is?)

Connection (How is it connected to other things?)

Perspective (What are the points of view?)

Responsibility (How are we accountable?)

Change (How is it changing?)

## **Inquiry based learning**

Inquiry is an approach to facilitating learning that starts by posing big questions, ignites the curiosity of children and fuels their questions through an active, hands-on manner. Traditional inquiry is instructional and one directional. Inquiry based learning is interactive, collaborative, and reflective. learners get to actively lead their learning in an inquiry bred classroom. Inquiry-based learning uses different approaches to learning, including small-group discussion and guided learning. Instead of memorizing facts and materials, learners learn by doing. This allows them to build knowledge through exploration, experience, and discussion.

## **Action**

While learners are exploring concepts, learners are encouraged to reflect and make informed choices that are based on their newly acquired knowledge. Demonstration of action can include participation, advocacy, social justice, social entrepreneurship, and lifestyle choices. learners can either exhibit their actions through a changed behavior or changed intentions. Action may be taken by an individual learner or by a group of learners working collaboratively.

## **Agency**

Agency is a mindset not a skill, and as such cannot be measured. Agency supports action. Learners who are agentic are risk-takers, are responsible for their learning, are actively involved in discussion. They question, plan, modify and create their learning. They have an active voice in the classroom/ community. In a The NEST School PYP classroom, learners have voice, choice, and ownership of their learning.

## **International Mindedness**

The IB emphasizes inculcating international mindedness for all its stakeholders across every programme. The attributes listed in the IB Learner Profile defines international mindedness. The concepts that are framed in every theme are placed thoughtfully so as to generate learners to think from a local and a global perspective.

IB encourages that every learner has a thorough understanding of the local history, general awareness of the city and country of residence and parallelly connects the understanding to international issues around the world. This paves the way for children to be mindful of themselves and their actions, develop an appreciation for diversity, inculcate an inclusive mentality, develop intercultural awareness and sensitivity, and foster a deep sense of respect for the world, in general.

## **Approaches to Learning**

The approaches to Learning (ATL) develop transferable cognitive and metacognitive skills. The ATLs help learners to become self-regulated, active, and agentic learners. The five ATL skills include:

- Thinking Skills
- Research Skills
- Communication Skills
- Self- Management Skills
- Social Skills

Skill development in the IB The NEST School PYP is one of the biggest tenets and is encouraged to be emphasized in an authentic manner. Skills in IB The NEST School PYP are not taught explicitly but are rather scaffolded, guided and enhanced through learning engagements and inquiry.

## **Assessment**

Assessment is an ongoing process of gathering, analyzing, reflecting, and acting on evidence of learner learning to inform teaching. learners actively engage, assess and reflect on their learning and act on feedback from peers to further their learning.

Learning goals and success criteria are co-constructed and clearly communicated to the members of the learning community. In an IB The NEST School PYP classroom, both learning outcomes and the learning process are assessed.

An effective assessment is authentic, clear, specific, varied, collaborative and interactive. Assessments cater to an individual's progress in learning rather than their academic performance in relation to others.

The NEST School PYP assessments have four dimensions: monitoring, documenting, measuring, and reporting on learning. Each dimension has its own importance and value. Assessing the learners' prior knowledge and experience as well as monitoring their achievement enables teachers to plan and refine their teaching accordingly.

### **Formative Assessment**

Formative assessments are ongoing assessments based on clear expectations on rubrics shared with students and are facilitated when the learning outcome required for one line of inquiry is completed. These assessments provide information that is essential to plan the next stage in learning. It promotes learning by giving regular and frequent feedback. Formative assessments foster enthusiasm, encourage thoughtful reflection, and develop capacity for summative assessments.

### **Summative Assessment**

Summative assessment is the culmination of the teaching and learning process of a unit. It gives learners the opportunity to demonstrate their understanding. Several success criteria are put forth and evaluated carefully. It informs and improves learner learning and the teaching process; it measures understanding of the central idea, and prompts learners towards action.

### **Reporting**

In the The NEST School PYP, reporting on learner growth and learning is very much essential. The NEST School adopts a variety of reporting styles to keep learners and the parents in loop for the development of the child.

### **Fortnightly Update Reports**

Fortnightly update reports consist of a brief summary of a learner's inquiry over the week, images of the classroom activities, highlights, exhibition of approaches to learning and learner profile attributes, learner's exploration into Arts, PE and other co-curricular activities. The homeroom facilitator mails the fortnightly update report to every child's parent at the end of every week.

### **Learner's Portfolio**

A very personalized handbook consisting of the highlights of the term, learner's inquiry, workpieces, images, drawings, learner and the teacher's reflections are collated in the form of a learner portfolio.

### **Parent Teacher Conference**

These meetings between the teacher and parent(s) are scheduled to share classroom observations of the child to their parents. Such forums are to discuss goals for the term ahead and revisit the parent-learner-facilitator collaboration. Parents are invited to meet every facilitator and discuss their ward's performance.

### **Progress Reports**

These formal documents are distributed at the end of each term, and report on learner achievement and areas of growth in all subject areas (including specialty subjects). They also comment on the extent to which learners exhibit each of the approaches to learning.

### **Learner-Led Conferences**

Learner-led conferences are a unique time for The NEST School PYP learners to orient their parents/ guardians through what they have been learning at school, and to highlight their personal growth, challenges and achievements. Learners will guide their parents/ guardians through the contents of their portfolio, discuss objectives of each included item and indicate their successes and discover areas of improvement; often, goals are set for the following term. Teachers are present, but are passive during the conferences.

### **Culminating Project: Exhibition**

In their final year of the The NEST School PYP (Grade 5), learners participate in a culminating project: the The NEST School PYP Exhibition. This requires that each learner demonstrate engagement with the four essential elements of the programme: knowledge, skills, concepts and action. It is both a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration and rite of passage from the The NEST School PYP into the next grade. The Exhibition occurs within the six units of inquiry, and while all learners work under the same theme, this is an opportunity for individual learners and groups to develop their own central ideas and lines of inquiry and dive deep into concepts of their interest.

## **Home Reinforcement**

The NEST School believes strongly in the importance of reinforcement of learning at home. This may be through home assignments, projects, activities, and other tasks that advance learners' understanding of specific concepts in various subjects. The ideal time for home reinforcement is the evening after school, before early dinner. Reinforcement tasks will be distributed throughout the week so that learners have personal time in the evenings to pursue their hobbies and interests as well. Try to schedule a balanced timetable at home for learners to focus well on the assignments. We shall recommend a specific time and subjects shall be distributed evenly throughout the week to sustain the learner's interest and efforts on the same.

## **Curriculum**

### **Unit of Inquiry**

The NEST School PYP learners complete six units of inquiry and kindergarten learners complete a minimum of four units of inquiry. A unit of inquiry is a 6–8 week in depth exploration of concepts to build their knowledge and skills. Learners' learning and questions are documented at every level. Science and Social Studies form the fundamentals of the unit of inquiry.

### **Numeracy**

In The NEST School The NEST School PYP, mathematics is viewed as a vehicle to support inquiry. Since mathematics is used frequently in real-life situations, it needs to be taught in relevant, realistic contexts, rather than attempting to impart a fixed body of knowledge directly to learners. Mathematics in The NEST School PYP is driven by concepts and skills rather than by content.

### **Literacy**

The NEST School PYP schools have a special responsibility to recognize and support language development. Acquisition of more than one language enriches personal development and helps facilitate international mindedness. It helps children to be culturally sensitive and mindful. Language development in The NEST School PYP is the responsibility of all the facilitators.

Language is taught in a way that is relevant to the units of inquiry.

### **Arts**

Arts are integral to the The NEST School PYP. They are a powerful mode of communication through which learners explore and construct a sense of self and develop an understanding of the world around them. Learning about and through arts is fundamental to the

development of the whole child, promoting creativity, critical thinking, problem-solving skills and social interactions. In the The NEST School PYP, arts are identified as dance, drama, music and visual arts.

### **PSPE**

In the The NEST School PYP, personal, social and physical education (PSPE) is concerned with the individual's well-being through the promotion and development of concepts, knowledge and skills that contribute to one's well-being. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

### **Extra and co-curricular activities**

PSPE, Visual Art, Dance, Yoga, Environment Sustainability through Organic farming, Field Trips shall form integral part of NEST curriculum woven in the various disciplines. All subjects shall be taught in a transdisciplinary manner.

At the NEST school we have an infrastructure for Cricket, Soccer, Volleyball, Throwball, Basketball, Lawn Tennis and all Track and Field events. We support local Indian traditional sports too. The NEST School shall have Hobby Clubs like-

- Yoga
- Bharatnatyam
- Music
- Singing
- Flameless Cooking
- Robotics
- Debates and Persuasive talking
- Calligraphy
- Craft and Origami
- Baking
- Quilling
- Glass Painting
- Digital Art
- Puppet Games
- Shadow Plays

In addition to the above-mentioned extra and co-curricular activities, the NEST aims at strengthening education through a list of programs infused in their academic calendar on a periodic basis. The agenda is to involve key members of the learning community in

the child's learning and increases whole school interaction. At NEST, we believe in identifying the strengths of every child and contribute to the community authentically. A list of programs adopted with visions in mind include:

- Hobby Club
- Special Days
- Competitions
- Field Trip
- Special Week
- Parent Involvement Activities
- Mother Tongue Support Activities
- Community Action Service Day
- Walkathon