



Moving forward from our initial mixed feelings of trepidation and excitement of the Remote Learning platform, over the last few weeks we crossed over to focusing on the essential questions of this rather unusual academic year.

Staying true to the AAIS Vision, Our Philosophy and Our Values, some of the questions we began to unpack were - *What teaching-learning practices must we retain? What needs to be modified? What practices need to be augmented?*

That is what we will delve into a little further in the first edition of the Primary Abuzz for 2020! Read on to explore two School Practices through which these essential questions are being addressed!

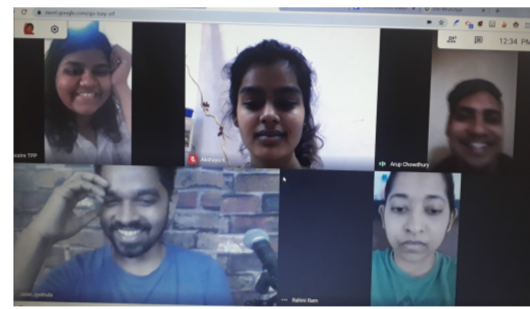
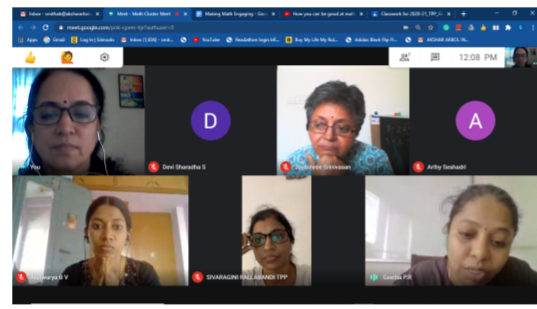
In clusters

"Individually, we are one drop. Together, we are an ocean."

– Ryunosuke Satoro

Collaboration lies at the heart of who we are and what we do, at AAIS. One of the pillars of the IB Philosophy, this is beautifully articulated in the IB Standard on Collaborative Planning and Reflection.

In the spirit of implementing the practices within this IB Standard, teachers meet regularly to ideate, discuss and reflect on their plans, teaching-learning practices and the transdisciplinary connections. Teachers have been working in clusters, within grade-levels and subjects; collaboratively discussing and supporting each other on plans, instructional strategies, assessments and feedback to students. That brings in multiple perspectives, while at the same time, ensuring consistency, enriching the learning & teaching practices!



Here is what some teachers say about working in clusters.

"Working in a cluster helps me see my work from various perspectives. I share my work and also understand the best practices that have worked well with students, across grades. It also gives me an opportunity to interact with my peer group and discuss solutions in a healthy and supportive environment."

- Ms Pavithra

"Working in a cluster has been a wonderful learning platform for me. It gives me the opportunity to work in a team, lead sometimes and follow at other times. The cluster group brings focus, helps us set a determined goal and hence makes the planning easier. On the whole, it's a wonderful place for team building and working together."

- Ms Aishwarya

"Planning lessons and learning engagements on our own is like walking alone in a street, managing and figuring out things ourselves; but, working in a cluster gives me the feeling of walking with my friends on a beautiful road filled with opportunities to explore; as a group. It always gives us that extra confidence and comfort to try out different things for our learners, as we tread happily with our co-teachers. I know that even if I find anything challenging on the way, I have my cluster group who will guide me through!"

-Ms Sadhana

Technology - a worthwhile enabler!

How can we have our children continue to be engaged in their learning? How do we know what they have learnt? These are some of the questions that we set out to answer! While Google Classroom is the predominant Learning Management System being used in our classrooms, our teachers have been using some additional tools to build engagement and make it interactive and exciting for students. Here are some of the interesting tools being used in the classroom. While ensuring that students are engaged, they help assess students formatively!



A wonderful tool for all grades from the little ones in ELC, to the older ones in Grade 5



An awesome tool to for students to engage in games such as crosswords and pin board matching



This wonderful tool makes it "real" for students, as they can hear their teacher giving instructions, even during async work.

Ask your child which of these tools he/she is familiar with! Has she used it during a Sync Session? Does he know which one of these his teacher uses to send him little videos? [Click here](#) to tell us what your child tells you!



