

# NINNSights

## NORTH INDIA AND NEPAL NETWORK OF SCHOOLS NEWSLETTER



LEARN

COLLABORATE

EMPOWER

GROW

NINNS

EDITION - 04

January to June 2025

# NINNS VISION

To empower PYP schools to collaborate, learn and grow

**Collaborate**



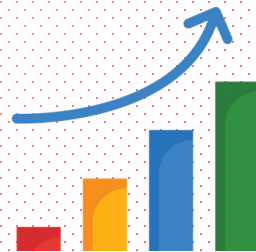
**Empower**



**Learn**



**Grow**



# NINNS CHAIRS 2024

## ***NINNS CHAIRPERSON***

Ms. Meenakshi Gupta  
Chairperson NINNS  
PYP Coordinator  
Manav Rachna International School IB46  
Gurgaon



## ***NINNS CO-CHAIRPERSON***

Ms. Nitima Arora  
Co-chair NINNS and Head of Junior School,  
Learners International School



## ***NINNS CO-CHAIRPERSON***

Ms. Minakshi Gurung  
Co-chair NINNS Fishtail Academy, Pokhara  
Nepal PYP Coordinator



# Welcome to our NINNS Fourth Edition Newsletter Year-2025-26

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## A MESSAGE FROM THE NINNS CHAIRPERSON

Dear Colleagues,

The new year began on a positive and energizing note for our community, bringing with it not only new opportunities but also thoughtful shifts within the IB curriculum that are shaping our collective journey forward. It's been heartening to witness the commitment, creativity, and adaptability shown by educators across our network as we continue to evolve with the times.

A notable highlight of the year so far was the Expert Talk on the PYP Exhibition led by Mr. Abhimanyu Das Gupta. His session was both insightful and timely, offering clarity and depth to one of the most significant milestones in the PYP journey. Equally exciting was the first-ever virtual 'Jobs Alike Session' hosted by the Premier International School in Nepal — a proud moment for our region and a testament to how collaboration transcends borders. The session was executed seamlessly and marked a new chapter in regional cooperation and shared learning.



**Ms. Meenakshi Gupta**  
**PYP Coordinator**  
**Manav Rachna International School IB46**  
**Gurgaon**

We also marked the inception of our professional reading series with *The Anxious Generation*—a book that resonates deeply with educators today. These sessions offer us not just a space for reflection but a shared platform to critically engage with emerging thought and its implications on our classrooms and students.

As we now approach the summer break, I encourage all of you to embrace this much-needed time for rest, joy, and family. Summer offers us the opportunity to pause, breathe, and replenish our energy—not just as educators but as individuals. Whether you're travelling, reading, or simply unwinding, may this break bring you the rejuvenation you deserve.

As always, thank you for the continued dedication, passion, and care you bring to the learning communities you lead. Let's return refreshed and ready to shape the second half of the year with renewed inspiration and purpose.

**"थक कर बैठ जाना कर्म नहीं, विश्राम भी ज़रूरी है,  
नई ऊर्जा के साथ उठो फिर, यही जीवन की दूरी है।"**

**— हरिवंश राय बच्चन**

# KALEIDOSCOPE

## UPDATES ON IB PYP COMMUNITY

### Congratulations to the following people for their new roles:

- Ms. Meenakshi Gupta – Manav Rachna International School IB, Gurgaon - PYPC
- Ms. Geetika Grover – Manav Rachna International School, Faridabad- IBEN Workshop Leader
- Ms Shradha Jain – Heritage International School, Gurgaon – PYPC
- Ms. Vidhi Goel –K.R. Mangalam Global School – PYPC
- Ms. Seema Tuli –DPSI-PYPC.
- Ms. Ridhi Bansal Deputy- DPSI-PYPC
- Ms. Deepika Bawa Kalra – Lancers International-PYPC
- MS. Ruby Gandhar from DPS, International School IBEN workshop leader.
- Ms. Monika Kala –Genesis Global School, Noida-Workshop leader.
- Ms. Rachel Brahmdev-Prometheus School, Asst. PYPC, IBEN workshop leader.
- Ms. Mangolika Chakraborty – Xavier International School, Nepal- PYPC

### Events in last six months:

Events	Dates
Expert talk on PYP Exhibition	20th March
Professional reading – <i>The Anxious Generation</i>	29th April
Job Alike Session	10th May

## **IB PYP Job-Alike Session 2025: A Powerful Gathering of Passion, Purpose, and Practice!**

On the bright morning of Saturday, 10th May 2025, over 200 passionate educators from the North India and Nepal Network of Schools came together for a truly inspiring Virtual Job-Alike Session, graciously hosted by Premier International IB Continuum School. The event was a vibrant celebration of professional collaboration, igniting conversations that stretched beyond classrooms and across school communities.

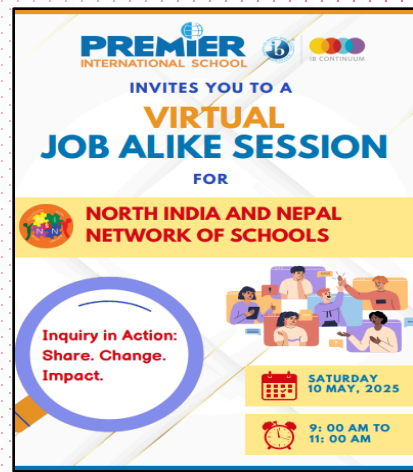
This dynamic learning exchange brought together educators from Early Years to PYP 5, as well as subject-specific educators in Arts, PSPE, and Languages, to reflect on how IB philosophy translates into powerful everyday practice. The event fostered rich dialogue, encouraged reflection, and sparked innovative ideas that will help bring the IB Learner Profile attributes, key concepts, and Approaches to Learning (ATL) skills to life in authentic ways for young learners.

A major highlight of the event was the powerful keynote addresses by two inspiring educational leaders:

### **Keynote Speakers :**

#### **Ms. Pravina Thapa**

A visionary in the field of education, Ms. Thapa is the Co-founder and Academic Director of Nepal's first and only IB Continuum School, offering the PYP, MYP, and DP programmes. With nearly two decades of experience as an education entrepreneur, leader, and teacher trainer, she also serves on the Board of Directors of Premier Education Network (PEN)—which includes institutions such as Montessori Kinder world, Nepal Montessori Training Center, and Teach and More Publications. She is also an executive member of IEPAN (International Education Providers Association of Nepal) and HISSAN-Lalitpur. Her keynote was both grounding and aspirational, reminding educators of their central role in building schools of excellence and purpose.





## Mr. Pujan Mani Rai

Currently serving as the IB Economics Facilitator at Premier International School, Mr. Rai is a firm believer in the transformative power of education. His personal journey—beginning as a government scholar in Nepal, then studying the IB on a UWC scholarship in Norway, followed by earning his BA from Princeton University and Master's from the Geneva Graduate Institute (both on full scholarships)—is a living testament to how education can uplift individuals and entire communities. Through both an economic and personal lens, Mr. Rai shared profound reflections on equity, opportunity, and the global impact of education.



These compelling stories of leadership, resilience, and purpose set a reflective tone and reignited the passion that drives the IB mission forward—to nurture curious, compassionate, and capable learners. Led by experienced session moderators, the breakout discussions showcased authentic classroom strategies, promoted collaboration, and strengthened professional connections across the network.

This Job-Alike not only reaffirmed our shared values as IB educators but also inspired new ideas and strengthened our commitment to creating meaningful, inquiry-driven learning environments.

Together, we continue to grow, lead, and transform learning—one conversation at a time.



## Nurturing Connections: Notes on Building an Effective Parent-School Alliance

Every child deserves a champion—an adult who will never give up on them, understands the power of connection, and insists that they can become the best they can possibly be.” – Rita F. Pierson

This powerful quote resonates deeply with educators and institutions committed to holistic development of learners. At Amity Global School Gurgaon, we understand that the heart of a strong parent-school alliance lies in one essential truth: truly knowing each child. Every student who walks through our doors brings a unique story, set of strengths, and learning needs. That’s why our approach is deeply student-centric—we believe that to build trust with families, we must first build deep understanding of the child.



**Ms. Sonam Mukherjee**  
**PYP Coordinator**  
**Amity Global School Gurgaon**

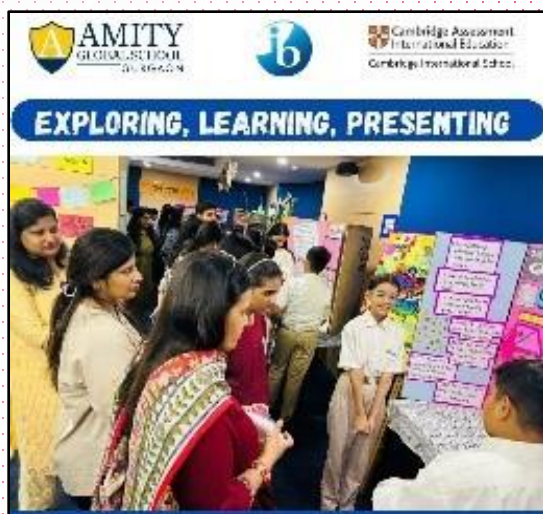
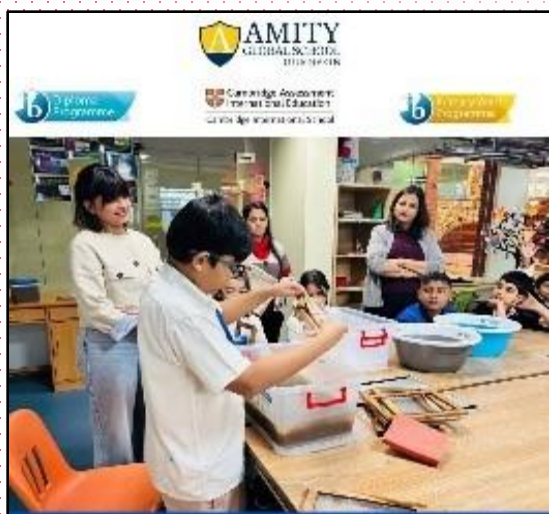
When educators and parents come together with the shared goal of knowing and supporting the child, a powerful partnership begins to take shape. This connection goes beyond grades and scores; it is rooted in empathy, observation, and collaboration. Our teachers invest time in learning how each child thinks, learns, and thrives. In turn, we value the insights that parents bring as first teachers and lifelong advocates.

By making everything we do around the student, we create a learning environment where each child feels seen, heard, and valued. This philosophy informs our teaching methods, our support systems, and the way we communicate with families. When parents see that their child is understood—not just academically, but socially and emotionally—they begin to trust the school as a true partner.

Trust also grows through consistency and care. We make it a priority to communicate regularly, not only when challenges arise but to celebrate progress and moments of growth. We create spaces where parents feel welcome to share, ask questions, and participate in shaping their child’s school experience. Parents are invited to participate in a variety of school activities—from volunteering and expert talks to storytelling sessions that celebrate linguistic and cultural diversity. Their input through surveys and suggestions also inform our continuous improvement efforts. Celebrating student achievements through events like exhibitions, science fairs, and student-led conferences, Grandparents Day not only strengthen community bonds but also foster a sense of ownership and self-efficacy in children.

We believe that nurturing these connections results in more than just academic success—it cultivates confidence, resilience, and a deep love for learning in our students. When parents and schools are united in truly knowing and supporting the child, the entire community flourishes.

We grow with them, alongside the families who know them best. Together, we build trust, one child at a time. By nurturing these connections with care and commitment, we champion every child's potential—together.





# Bringing Classrooms to Life: The Power of Audiovisual Learning in Modern Education

As a popular quote wisely states, *“Tell me and I forget, show me and I remember...”* - it captures the essence of audio-visual learning — an approach that speaks directly to the senses, deepens understanding, and ignites student curiosity, making learning more interactive and memorable. In modern day dynamic classrooms, the integration of audio-visual (AV) tools has transformed the traditional learning landscape, enhancing the learning experience for students and educators alike.

From interactive whiteboards and projectors to video conferencing and virtual reality, AV technology offers a diverse range of tools that engage students, expand access to information, foster collaboration, and cater to different learning styles. Audio-visual resources, including videos, animations, interactive simulations, podcasts, and digital storytelling, provide learners with a multisensory experience. In the IB PYP framework, where inquiry, engagement, and conceptual understanding are central, AV tools serve as powerful provocations and learning engagements



**Aarti Sehgal Sabharwal**  
**Asst. PYPC**  
**Pathways School Gurgaon**

The use of audio-visual aids assists the teacher for following maxims of teaching like ‘simple to complex’, ‘concrete to abstract’ ‘known to unknown’ and ‘learning by doing’ etc. Whether it’s exploring habitats through a BBC Earth documentary, understanding multiplication via animated number stories, or virtually touring ancient civilizations, AV content bridges the gap between theory and lived experience. The use of augmented reality in a 'body systems' inquiry helps learners visualize organs in 3D — sparking deeper inquiry questions and authentic engagement.

There is enough research available to underscore the fact that the use of AV aids helps retention of content. As per Edgar Dale's Cone of Experience, it is believed that people retain only 10% of what they hear, 20% of what they read, but up to 80% of what they see and do. As per few studies, classrooms using multimedia resources see a 30% improvement in student outcomes compared to those relying solely on traditional methods.

AV tools also promote inclusivity and differentiation. Visual learners, English language learners, and students with learning needs benefit greatly from multimodal content that supports varied learning styles and paces while also developing collaboration and communication skills. While facilitating active participation, as students can interact with the content, ask questions, and collaborate with their peers in real-time; polling tools and interactive quizzes enable educators to assess the students, gauge their comprehension instantly, and provide valuable feedback for adaptive teaching.

As educators, our role is to harness this power mindfully — selecting tools that enhance rather than distract. When thoughtfully integrated, AV learning doesn't just support content delivery; it brings classrooms to life, fosters global understanding, and empowers learners to make meaning from the world around them.



# Unleashing our Inner Potential through micro-habit formation: A Comprehensive Review of *Atomic Habits*



**Sulekha U Sharma**  
**PYPC**  
**Sanatan School Bharatpur**

In the pursuit of personal growth and self-improvement, the concept of micro-habits has emerged as a powerful strategy. Research shows that just a 1% improvement in daily productivity can lead to a staggering 37% increase in output over a year! This notion of leveraging tiny tweaks to drive significant results is the essence of micro habits. These micro habits are small, manageable actions integrated into daily routines, which, over time, lead to significant transformations. Unlike drastic changes that can be overwhelming, micro-habits focus on consistency and gradual progress, making them sustainable and effective.

According to research, nearly 40% of our daily activities are driven by habits rather than conscious decisions. The strength of micro-habits lies in their simplicity and the ease with which they can be adopted. By starting with actions that require minimal effort—such as drinking a glass of water each morning or writing a single sentence in a journal—individuals can build momentum without the pressure of substantial commitments. This approach reduces the likelihood of burnout and increases the chances of long-term adherence.

From a neurological perspective, micro-habits leverage the brain's plasticity. Consistent repetition of small actions strengthens neural pathways, making these behaviours more automatic over time. This process not only facilitates the formation of new habits but also aids in replacing detrimental behaviours with positive ones.

Moreover, the psychological benefits of micro-habits are noteworthy. Achieving small goals provides a sense of accomplishment, boosting self-esteem and motivation. This positive reinforcement encourages the continuation of these habits, creating a virtuous cycle of improvement. Additionally, micro-habits can enhance focus, reduce stress, and improve overall well-being by introducing structure and mindfulness into daily life. (Paul Strobl Coaching, Reddit)

Implementing micro-habits can be as straightforward as pairing them with existing routines—a technique known as habit stacking. For instance, one might decide to do a brief stretching exercise after brushing their teeth or practice deep breathing before starting their car. These associations make it easier to remember and maintain new habits. (realsimple.com)

In conclusion, James Clear's *Atomic Habits* is a transformative guide which serves anyone seeking to understand and harness the power of small changes. Its principles are applicable across various facets of life, from personal development to professional endeavours, making it a worthwhile read for those aiming to cultivate lasting, positive habits.

# Teacher-Student Relationships: How Positive Connections foster Supportive Learning

Strong teacher-student relationships are fundamental to academic success and emotional development. All of us are aware of this fact as such instances we have not only observed but experienced as a teacher. The most impactful investment which can be done as a teacher is undoubtedly the one, which is done in nurturing the relationship with students.

Research from the National Centre for Education Statistics (2023) reveals that students with positive teacher relationships show **23% higher academic achievement** compared to peers with neutral relationships which I can substantiate through my personal experience post Covid.

To ensure the social emotional wellness of our students, we started with longer circle time in the beginning of the day and closed circle time at the end. Last year, the implementation of cross-age mentor-mentee program, wherein the students select mentors from across different school divisions, proved to be a powerful approach to fostering positive school culture and student development.

The analysis demonstrated significant impact across multiple domains including academic performance improvement, Social emotional development, behavioural and disciplinary improvements and positive impact on studies.

Cross-age mentor-mentee programs with student choice elements demonstrated profound positive impacts across academic, social, emotional, and behavioural domains. It consistently showed that when students are empowered to choose their mentors and engage in regular, meaningful interactions across grade levels, both mentees and mentors experience significant growth and development.

As per the meta-analysis by Hattie (2023) examining 800+ studies found teacher-student relationships have an **effect size of 0.52**, ranking among the top 10 factors influencing student learning.



Hanu Narang  
Headmistress Middle & Primary  
School PYP Coordinator IBEN  
Satya School

## Key Research Findings :

### Academic Achievement Impact



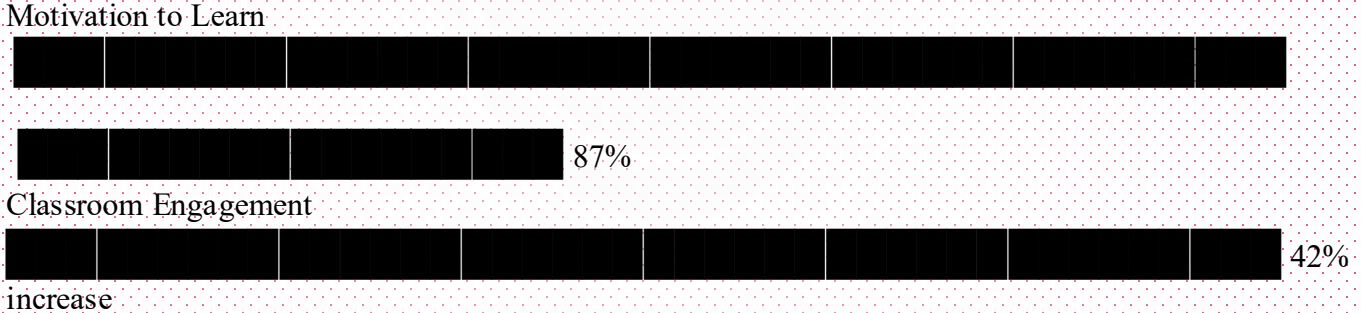
### Student Wellbeing Outcomes



### Dropout Prevention



### Engagement Metrics



*Sources: NCES (2023), Hattie Research (2023), Chicago Consortium (2023), Journal of School Psychology (2023)*

Mental health benefits are equally significant. Students reporting strong teacher connections show **31% lower rates of anxiety** and **27% better emotional regulation** (Journal of School Psychology, 2023). Particularly impactful for at-risk students, supportive relationships reduce dropout rates by **40%** (Harvard Educational Review, 2023).

The key elements of effective relationships include:

- **Trust and respect**
- **Individual recognition**
- **High expectations**

Quality teacher-student relationships aren't just beneficial—they're transformative, creating lasting impacts on academic achievement, emotional wellbeing, and future success.



# Building Strong Societies through Education

**“Education is the most powerful weapon which you can use to change the world.” – Nelson Mandela**

When we think about what makes a society truly strong, it's not just the buildings, roads, or systems—it's the people. And the values those people hold. That strength begins in classrooms, where young minds are shaped not only with knowledge but with kindness, empathy, and a sense of purpose. Education is where strong societies begin, because it's where children learn how to live, care, question, and lead.

**Why Education Matters** - A good education does more than prepare students for exams—it prepares them for life. It helps them understand the world around them, to respect differences, to stand up for what's right, and to work together to build something better. In times of division or uncertainty, it is education that brings clarity, connection, and hope. When children are taught to think critically, express themselves with confidence, and care about others, they grow into adults who lift their communities and support those in need.

**How Education at K.R. Mangalam Global School Strengthens Society** - At our school, we see this happening every day. We don't just teach lessons—we nurture voices. We don't just focus on grades—we focus on growth. Here are specific evidences from our school that illustrate how we are actively building strong societies through education:

**1.Partnering with Parents to Build a Supportive Learning Community-** At KRMGS, parents are valued partners in the learning journey, actively involved through student led conferences, assemblies, guest speakers, Unit Showcases, and regular communication. This collaboration strengthens home-school connections and supports the development of responsible, empathetic, and globally minded individuals.



**Ms. Rachel Vincent**  
**PYP Facilitator**  
**K.R. Mangalam Global School**

**2. Encouraging Student Voice and Agency-** Student voice and action are actively encouraged in our school through opportunities for choice, collaboration, and authentic contribution. Learner's co-construct assessments, participate in peer reviews, and take on co-mentoring roles. Lately, the students designed and hosted an exhibition, creating and selling their own products to raise funds for a meaningful cause. After learning about SDG 6, some students extended their understanding by creating water filters at home, demonstrating real-world application of their learning. These early acts of agency sow the seeds for lifelong civic participation and social impact.

**3. Promoting International Mindedness-** Organizing educational excursions serves as meaningful opportunities for learners to explore cultural richness, fostering appreciation for diversity and promoting respect for differences—key elements in strengthening social cohesion. Through many such experiences, students develop skills such as social and communication, as well as attributes like open-mindedness, empathy, and a sense of responsibility.

These competencies empower learners to become globally aware and responsible individuals who contribute to building a more inclusive and peaceful society. As part of this ongoing effort, we celebrated International Mothers' Day, where parents from diverse backgrounds were invited to share their stories, traditions, and values. This created a vibrant platform for students to learn firsthand about cultural perspectives and the shared human experience, reinforcing international mindedness in authentic, heartfelt ways.

**4. Transdisciplinary Learning-** Transdisciplinary learning integrates multiple subjects through meaningful themes, encouraging students to see connections across areas of knowledge. At KRMGS, this approach fosters critical thinking and helps students apply their understanding to real-world situations.



**Ms. Sadaf Naaz**  
**PYP Facilitator**  
**K.R. Mangalam Global School**

# Silent Strength: Enhancing 4C Skills through Quiet Time in Schools

In today's fast-paced educational environments, the constant buzz of activity can sometimes overshadow the profound value of silence. Implementing structured quiet time in schools isn't merely about creating a peaceful atmosphere—it's about cultivating the essential 4C skills that students need to thrive in the modern world: critical thinking, creativity, communication, and collaboration.



**Dr. Jyotsna Sharma**  
Head Of School  
Shambhu Dayal Global School

## The Power of Pause

When students are given dedicated quiet time, whether for reflection, reading, or mindful activities, they engage in a form of mental processing that cannot occur amidst noise and distraction. This intentional pause creates space for deeper engagement with ideas and concepts, allowing connections to form that might otherwise be missed in more stimulating environments.

Research suggests that regular quiet periods help students develop self-regulation skills and improve their ability to focus. For young minds constantly bombarded with sensory input, these moments of stillness become invaluable opportunities to practice concentration—a foundational element of critical thinking.

## Nurturing Critical Thinking

During quiet reflection, students naturally engage in analytical processes. They question, evaluate, and synthesize information without external pressure or influence. This internal dialogue strengthens their capacity to examine ideas independently before bringing them into group discussions.

Teachers who implement quiet journaling or thoughtful reading periods often report that subsequent class discussions show greater depth and nuance. When students have had time to process their thoughts, they approach problems with more sophisticated reasoning and evidence-based arguments.

## Awakening Creativity

Contrary to the misconception that creativity thrives only in dynamic, interactive settings, some of our most innovative thinking emerges from solitude. Quiet time allows students' minds to wander constructively, making unexpected connections and generating original ideas.

Many creative professionals—from writers to scientists—attribute their breakthroughs to moments of quiet reflection. By incorporating this practice into the school day, we teach students that creativity isn't always about immediate production but sometimes about allowing ideas to incubate in silence.

## Enhancing Communication

Effective communication begins with listening—both to others and to oneself. Quiet time develops students' ability to attend to their own thoughts before expressing them, resulting in more articulate and purposeful communication.

When students practice silent reading or writing, they absorb language patterns and develop vocabulary in a focused way. This foundation strengthens their overall communication skills, whether written or verbal, formal or informal.



## Deepening Collaboration

Perhaps counterintuitively, quiet time actually enhances collaborative skills. When students return to group work after individual reflection, they bring more fully formed ideas and perspectives to the table. This leads to richer exchanges and more productive teamwork.

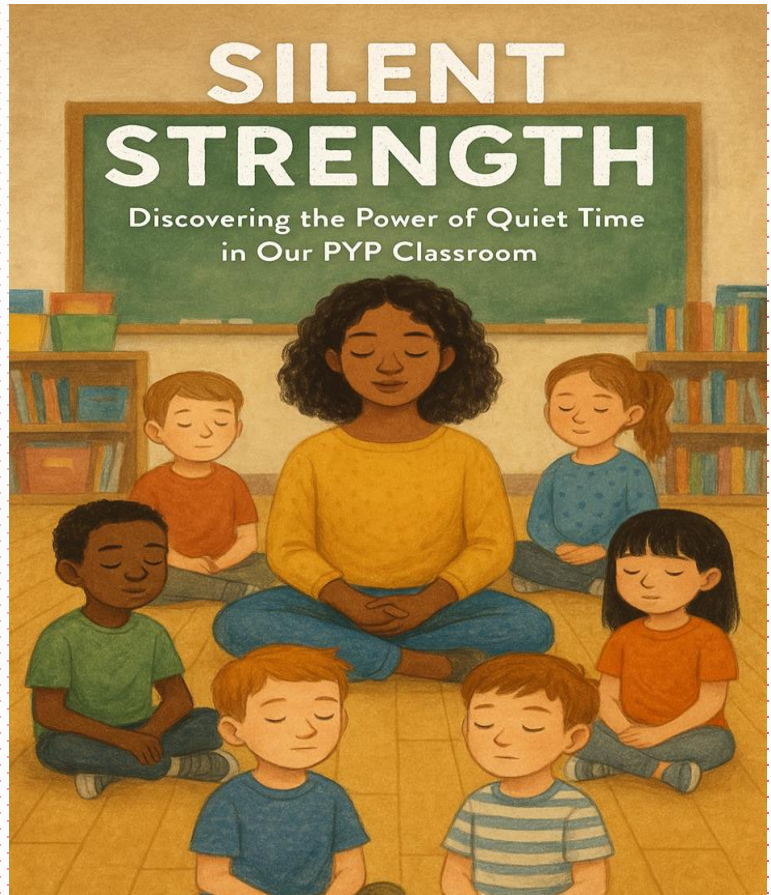
The alternation between quiet individual work and interactive group activities teaches students the value of both modes of operation. They learn when to contribute actively and when to step back and consider—a rhythm that characterizes successful collaboration in professional settings.

## Implementing Quiet Time Effectively

For quiet time to truly enhance the 4Cs, it must be thoughtfully integrated into the school day. Some effective approaches include:

- Morning mindfulness sessions that prepare students for focused learning
- Mid-day reading periods that provide a cognitive reset between subjects
- Reflection journals that encourage students to process complex concepts
- Silent brainstorming before group projects to ensure all voices are represented
- Dedicated spaces within classrooms for quiet work when needed

The key is consistency and purpose—students should understand that quiet time isn't punishment or merely "down time," but a valuable opportunity for cognitive development.



## Conclusion

As we prepare students for a future that will demand both independent thought and teamwork, the ability to function effectively in quiet reflection and dynamic interaction becomes increasingly important. By honoring the role of silence in developing the 4C skills, schools can nurture more balanced, thoughtful, and capable individuals ready to meet tomorrow's challenges with confidence and clarity.

In the eloquent words of educational philosopher Maxine Greene, "To be aware of the multiplicity of possible perspectives is to recognize alternative ways of being in and thinking about the world." Quiet time opens the door to this multiplicity, allowing students to discover the silent strength that will support them throughout their lives

# The Evolving Role of Educators: Shaping Futures beyond the Classroom

Step into any classroom today, and you'll see that the teacher's role is vastly different from what it was a generation ago. Teachers are no longer simply the individuals at the front of the classroom, presenting information. Rather, they act as mentors, guides, and on occasion, even a second family to their students. This development signifies what children genuinely require to thrive. Today, with information only a click away, learners require more than mere facts—they must understand how to think critically, inquire, and address challenges.



**Shalini R Ranjann**  
**PYP Coordinator**  
**DPS International**

Teachers today act as guides in the learning process. They create tasks that ignite curiosity, promote collaboration, and push students to utilize their knowledge in imaginative manners. This also indicates that educators must continue to learn and adapt to new tools and teaching techniques to ensure lessons remain engaging and pertinent.

Contemporary teachers consider more than just assessment results. They regard every student as a distinct person, possessing their own abilities, aspirations, and obstacles. Educators invest time in understanding their students, providing encouragement and assistance suited to each individual's needs. This comprehensive method aids students in developing confidence and a feeling of belonging, both essential for learning and personal development. A key transformation in education has been the emphasis on social-emotional learning, commonly referred to as SEL. It is now recognized that the emotional well-being of students holds equal significance to their academic advancement. SEL aids children in comprehending their emotions, handling stress, fostering healthy relationships, and making considerate decisions.

Educators have a significant impact in this matter. They demonstrate empathy and kindness, attend to students' worries, and foster a classroom environment where all feel secure and valued. SEL is not an isolated subject; it is integrated into daily interactions—whether it involves settling a playground conflict or motivating a timid student to express their thoughts. Example - Teachers at DPS International ensure that students' social and emotional well-being is of paramount importance. Be it the choice of student to greet him/her in the morning or daily emotional check charts and boxes, categorization of emotions into pleasant, unpleasant, high or low energy or using KiMo chis ( Hugg opus, Cloud, Bug, Lovey Dove, Bellarose, Cat and others), students have learnt the skills to understand their emotions, peacefully communicate feelings to others, develop positive relationships, manage conflicts and challenges, and make and keep friends. It's not just students who benefit from this focus on well-being. Teachers, too, are learning to care for their own emotional health. When educators practice self-care and emotional awareness, they're better able to handle classroom challenges and build positive relationships with students and colleagues. The modern educator's job is demanding, but it's also deeply rewarding. Teachers today are shaping not just students' minds, but their hearts and futures. They're helping young people become thoughtful, resilient, and compassionate adults.



# The Evolving Role of Educators: Shaping Futures beyond the Classroom

In an era defined by change, uncertainty, and global interconnectedness, the role of educators is undergoing a profound transformation. No longer restricted to being transmitters of knowledge, educators today are cultivators of curiosity, co-learners, emotional anchors, and global mentors. Their responsibility transcends curriculum delivery—they are shaping character, nurturing values, and preparing learners to become conscious global citizens who can think critically, act compassionately, and adapt confidently.

The classrooms of today are no longer passive spaces for information absorption—they are vibrant ecosystems where inquiry, reflection, dialogue, and action converge. The educator in this ecosystem is not the “sage on the stage” but the “guide on the side”—one who walks with learners, helping them construct meaning from experience, and encouraging them to see learning as a lifelong pursuit.



**Geetanjali Malhotra**  
**PYP Coordinator**  
**Mt. Abu School, Rohini**



At Mount Abu Public School, the evolving identity of the educator is not a concept but a lived reality. As an IB PYP school, we have consciously redefined teaching roles to reflect the demands of a rapidly shifting world. Our educators are facilitators of authentic inquiry, designing learning experiences that are meaningful, transdisciplinary, and rooted in real-world challenges. Whether it's leading projects on sustainability through our in-house Global Citizenship Curriculum, encouraging student-led action aligned with the UN Sustainable Development Goals, or integrating intercultural perspectives through global partnerships, our teachers help learners make connections that go far beyond academic content.

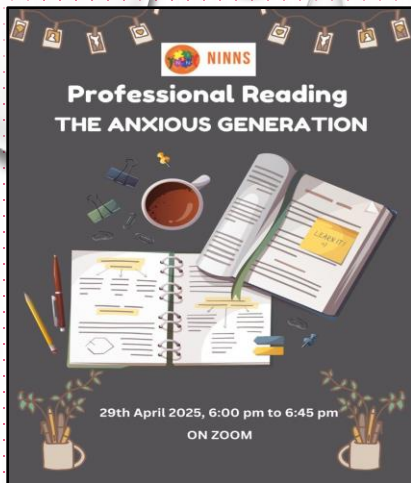


The educator here is a designer of learning environments where student voice, choice, and ownership are central. They are reflective practitioners who continuously evolve—engaging in action research, documenting learning journeys, and participating in collaborative professional learning communities. Initiatives like Kindness Matters, Rise Up for Peace, and virtual collaborations with schools across continents exemplify how our educators nurture empathy, leadership, and global awareness in learners. They also act as bridge-builders between home and school, fostering strong relationships with parents to co-create meaningful educational experiences. This evolving role calls for more than just professional competence—it requires emotional intelligence, resilience, adaptability, and a strong moral compass. Our educators model the values they wish to see in learners: curiosity, courage, compassion, and commitment. They are not merely preparing students for the next grade—they are preparing them to be thoughtful contributors to society, conscious stewards of the planet, and empathetic individuals who can navigate complexity with humility and hope.



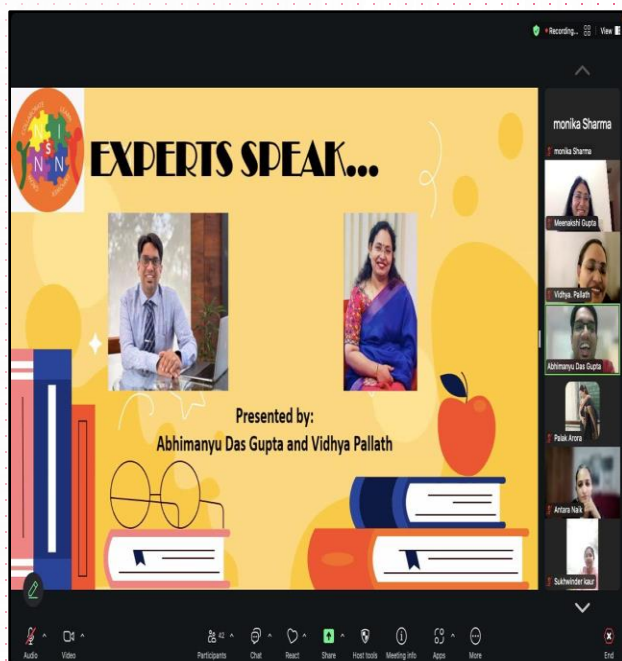
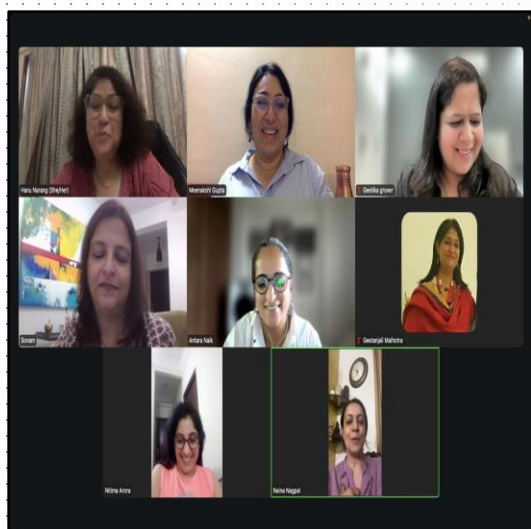
As we look ahead, it is clear that educators are not just shaping students—they are shaping the future of humanity. And in doing so, they remind us that education is not just about what we learn, but about who we become.





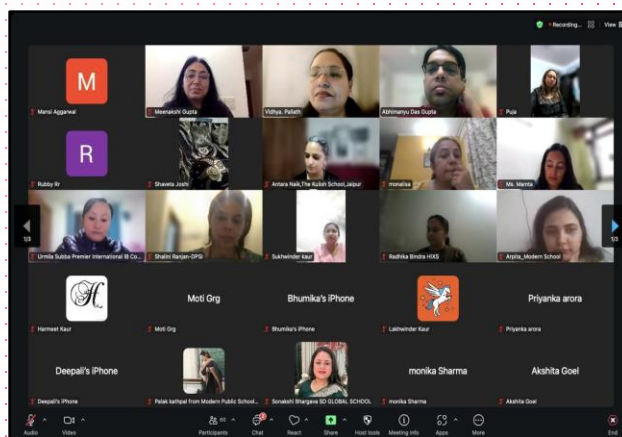
## Professional reading:

As part of our ongoing professional growth, teachers engaged in a reflective reading session based on *The Anxious Generation* by Jonathan Haidt. The session sparked meaningful conversations around the impact of technology on children's mental well-being and how educators can respond with empathy and informed strategies.



## Expert talk:

An insightful expert talk on the PYP Exhibition (PYPX) was conducted to deepen our understanding of the process and its significance. The session offered valuable guidance on mentoring students through authentic inquiry, fostering voice, choice, and ownership in their culminating PYP journey.







## NINNS Upcoming Events:

### Looking Forward to :

- ❖ Professional Reading Sessions
  - Continue with the book study- *The Anxious Generation*
  - Article study
- ❖ Pan-India and South Asia IB Coordinators Meet - 23rd August 2025 – Pathways School, Noida
- ❖ UBUNTU
- ❖ Physical and Virtual JAS – December



## **A THANK YOU NOTE FROM THE EDITORIAL BOARD**

**"LEARNING IS NOT ATTAINED BY CHANCE, IT  
MUST BE SOUGHT FOR WITH ARDOR AND  
ATTENDED TO WITH DILIGENCE."**

**– ABIGAIL ADAMS**



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