

IN OMNIA  PARATUS
INDUS
INTERNATIONAL PRIMARY SCHOOL
CHENNAI

INDUS INTERNATIONAL PRIMARY SCHOOL

CREATING LEADERS OF TOMORROW

Admissions Open 2020-2021
2021-2022

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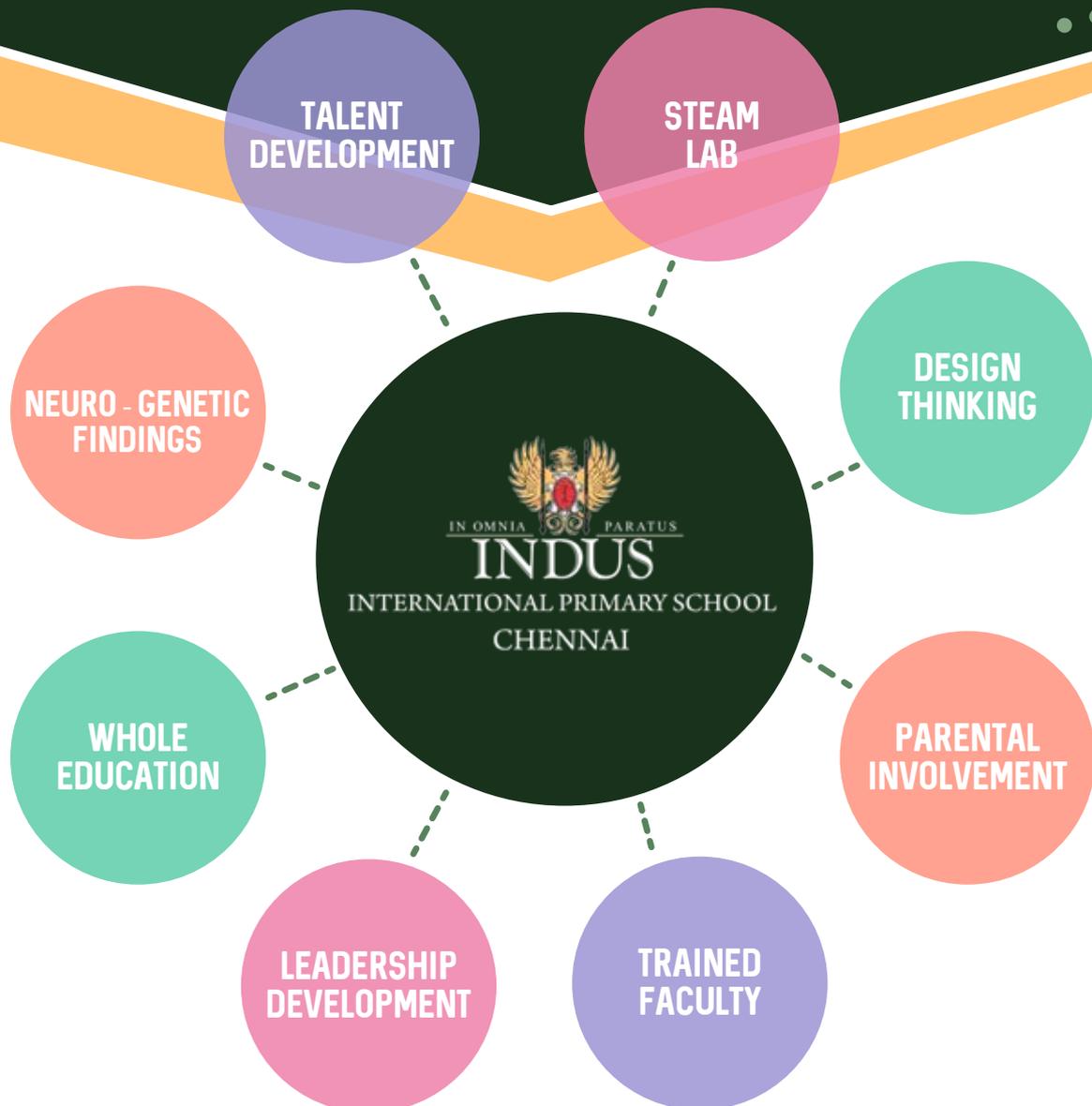
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Leadership begins here...

The Indus International Primary School (IIPS), Neelankarai, Chennai was started in August 2012 by the Indus Trust. The school is managed by the CEO and the Board of Trustees, comprising of members from fields like Real Estate Development, Information Technology and Consumer Durables.

The medium of instruction is English and the curriculum is the Primary Years Programme from Pre-nursery till Grade 5. Indus International Primary School, Chennai provides a balanced environment focused on Creating Leaders of Tomorrow. Indus offers a comprehensive education through a developmental approach. The school environment promotes discipline, independence, a love for learning, a connection to the world and a sense of social responsibility.



Great leaders are made, not born

The central idea of Indus is based on the concept of 'Leadership' which focuses on a child's mind, body and spirit. At Indus, leadership is defined as the ability to lead yourself first and then others. Leadership is developed by enabling students to discover their 'other selves' as well as a complete range of multiple intelligences. Our Leadership Programme is centred around certain 'Keys to Leadership' which include: Life-long Learning, Goal Setting, Values, Persuasive Communication, Innovation, Critical Thinking and Community Service. These are promoted through experiential learning at school.

We are a school, not just a Primary school...

New insights in cognitive science conclude that young children know and learn about the world like adults. Children are not blank slates; even babies and young children think, observe and reason. They are scientists in the crib! Consequently, their learning journey can start much earlier than presumed. IIPS follows an international curriculum of high repute to exploit the 'critical windows' of learning. Through this curriculum, children develop an understanding about the world, gain relevant knowledge, acquire necessary skills, cultivate positive attitudes and learn how to take action.



Parental Involvement

'What the best and wisest parent wants for his own child, that must be what the community wants for all its children.' - John Dewey.

We believe in establishing a close partnership with parents. A well-structured parental participation programme supports the school, strengthens families and enhances student achievement. Engaging parents in the education system activates a built-in support system that works to help both students and teachers to do a better job. Our Parent Advisory Committee (PAC), provides an opportunity for Indus parents to share their ideas and concerns, as well as, collaborate with the management on several school initiatives.





Trained Faculty

The internet is a tool that allows knowledge to be at the fingertips of the learner. However, this has not diluted the changing and challenging role of a teacher.

Indus believes that preparation for life is the real purpose of education. In order to achieve this, the teacher is expected to unlock her own potential and also that of each child. This demands not only academic excellence but the development of 21st century skills which lead to self-actualisation. The Indus teacher goes above and beyond when teaching and are agents of change.

Indus promotes self-development of teachers through an experiential process, with in-house training as well as leadership retreats. Indus faculty are put through 4 weeks of intense training before the academic year commences. This is followed by periodic professional development sessions on aspects of pedagogy and implementation of various teaching tools.



STEAM Lab

STEAM Labs is a 'maker-space', where children of all ages and abilities come together to create and learn about using different tools. It's a place where Science, Technology, Engineering, Art and Math can be used to invent the future; a place where each student's imagination can come into play!

When kids are empowered to be makers, amazing things happen in their lives. By being creators, instead of just consumers, they are learning to be innovators of the future. Their confidence in their own abilities allows them to bring about the changes they want to see in the world.



Design Thinking

Design Thinking is an approach to learning which focuses on developing students' creative confidence. Teachers and students engage in hands-on design challenges that focus on developing empathy, encouraging ideation, developing metacognitive awareness and fostering active problem solving.

The Design Thinking process first defines the problem and then implements the solutions, with the needs of the user at the core of concept development. This process focuses on observation, understanding, creative thinking and performing.



Empathize: Understanding the experience of the user for whom you are designing through observation, interaction and immersing yourself with their experiences.

Define: Process and synthesize the findings in order to form a user point of view that you will address with your design.

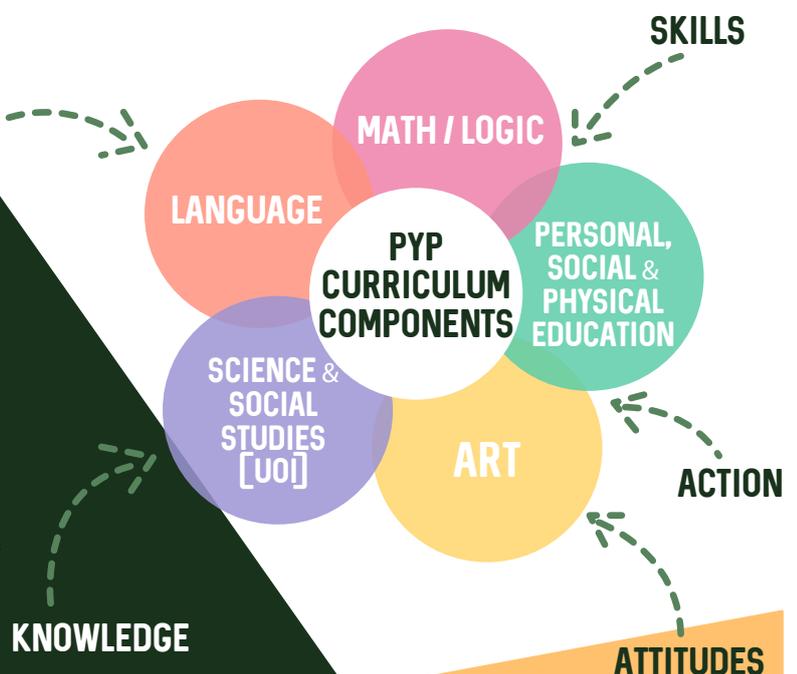
Ideate: Explore solutions by generating large diverse ideas that allow you to go beyond the obvious and think out of the box.

Prototype: Transform your ideas into physical form so that you can experience and interact with them and in the process develop products that perform.

Test: Try out high-resolution products by testing the ideas and use observations / feedback by implementing a plan of action to achieve defined results.

Five Essential Elements

The Primary Years Programme (PYP) presents schools with a comprehensive plan for high quality, international education. It provides schools with a curriculum framework of essentials - Knowledge, Concepts, Skills, Attitudes and Action that young students need to be equipped with, for successful lives for the present and in the future.



Knowledge

The 21st century is characterized by constant change and enormous competition. We help our students prepare for these challenges through a well designed curriculum that is a mix of academics, creativity and character building. This also makes learning enjoyable and brings out the best in our students. Activities based in the community are included to build qualities like citizenship, compassion and empathy. We advocate lifelong learning and a global outlook on life. Our students come from diverse cultures, backgrounds and have different experiences - this brings varied beliefs and expectations to the school. We are sensitive to this, and strive to meet the needs of each and every student.

Our curriculum is designed for our students to become well rounded people and independent learners who will be self motivated to seek knowledge. Knowledge at Indus is not merely about natural sciences, social sciences and arts. True knowledge is experiential and transformational.

Learning Methodology

Holistic education through a developmental approach with modern methodologies to enable learning. The methods are traditional learning imparted in most schools. The syllabus is flexible and integrates online/offline as well as formal and informal curriculum.

Learning is progressed by...

**STUDENT - CENTRIC
LEARNING**

**PROJECT - BASED
LEARNING**

CREATIVITY

**CITIZENSHIP - EDUCATION
THROUGH COMMUNITY PROJECTS**



PYP Exhibition

The PYP students in the final year carry out an extended, collaborative project known as the PYP exhibition which involves students conducting an in-depth inquiry into real life issues. It also gives students the opportunity to express their understanding of what they learnt.

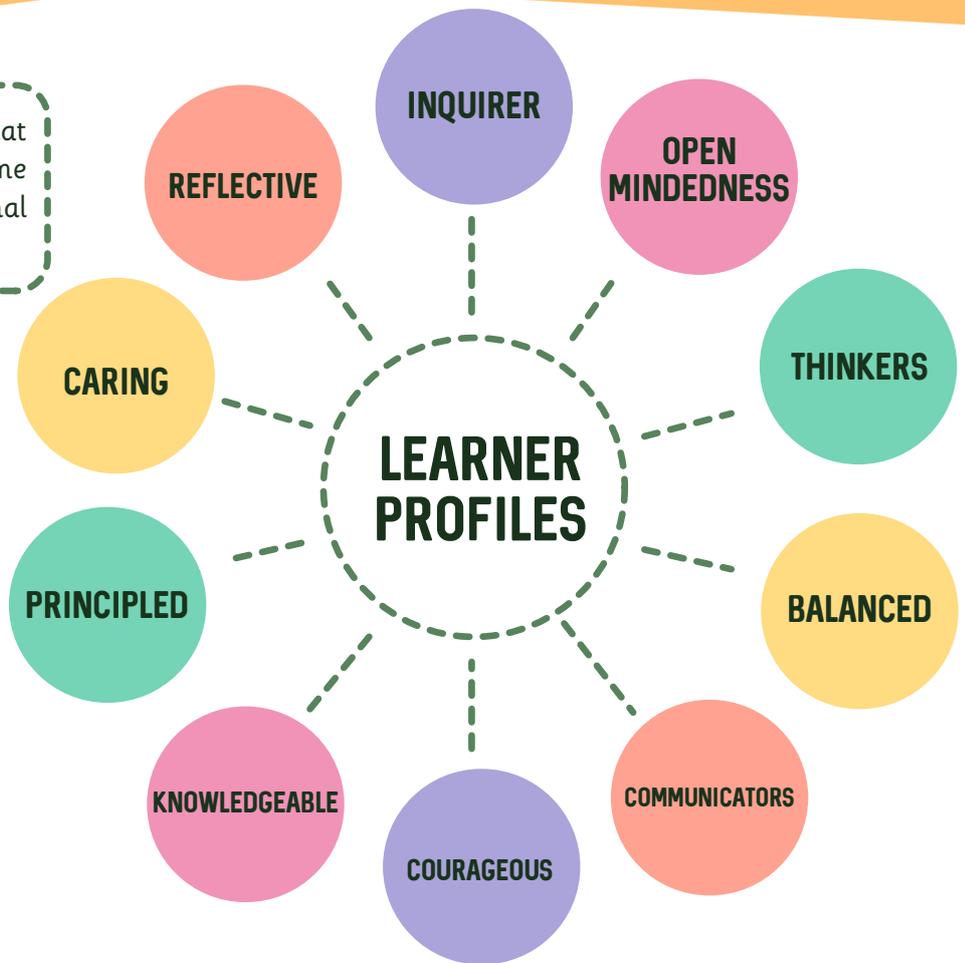
Trans - Disciplinary Skills

- **THINKING SKILLS**
- **COMMUNICATION SKILLS**
- **SOCIAL SKILLS**
- **RESEARCH SKILLS**
- **SELF - MANAGEMENT SKILLS**

Children with Special Educational Needs (SEN)

At Indus, we plan for every child's learning requirements, including those with Special Educational Needs. The focus is on eliminating barriers for children, which prevent them from achieving normal milestones. Effective strategies to meet these needs are in the form of Individual Educational Plans, which are used in school. Where required, Indus works with specialists from other agencies to support the child. We do not discriminate between children and aim to include every child, providing equal opportunities for all.

Learner Profiles in IB are abilities that Indus believes helps students become responsible members of local, national and global communities.



Learner Attributes are a vital focus in the development of positive attitudes towards people, the environment and learning.



Action in PYP

Taking action is an integral part of the learning process and incorporates students making connections to what they have learned, applying real life skills, understanding through concepts and reflecting on the attributes of the learner profiles and attitudes.

Assessments

Teachers and students assess academics and monitor student progress. There are no examinations and external assessments.

Formative Assessments: Interlaced with daily learning which help teachers and students find out what they already know in order to plan the next level of learning.

Summative Assessments: Done at the end of the teaching and learning process after a long period of time and the end of the term.

Inquiry Based Learning

'Tell me and I forget, show me and I remember. Involve me and I understand.' - Benjamin Franklin

Involvement and understanding are integral to inquiry based learning. Inquiry implies involvement that leads to understanding.

Involvement in learning implies processing skills and attitudes that permit you to seek resolutions to questions while you construct knowledge. Students gather knowledge about various subjects through inquiry-based learning which begins by posing questions, problems or scenarios - rather than simply presenting established facts or portraying a smooth path to knowledge. The process is assisted by a facilitator, who is the teacher.



Key Concepts

FORM - What is it like?

CAUSATION - Why is it the way it is?

CONNECTION - How is it connected to other things?

RESPONSIBILITY - What is our responsibility?

FUNCTION - How does it work?

CHANGE - How is it changing?

PERSPECTIVE - What are the points of view?

REFLECTION - How do we know?



Differential Learning at Indus

The Indus Primary Years Programme focuses on transdisciplinary education through an inquiry based-approach to learning. Our curriculum encourages children to ask questions, plan investigations, explore various results, and reach credible and logical conclusions. Our aim is to plan and provide a curriculum which is engaging, exciting, challenging and relevant to children. Using higher order thinking skills helps children analyse, process and understand what they learn, while enhancing their competencies and skills.

The Five Areas of Learning:

Language Development

Concentrating on the basics of oral communication - listening and speaking, reading and comprehending simple texts as well as encouraging writing skills. This area of learning helps children stay ahead of the curve by giving them the edge to start writing and reading voraciously and become adept at communication.

Numeracy

This area helps children develop their skills in logical operations like counting, sorting, matching, creating patterns, problem solving and working with shapes and measurements. We help them build a strong foundation in mathematics through practical tasks, stories, songs, games and imaginative play. We also help them apply these concepts to real life.

Personal, Social and Physical Education

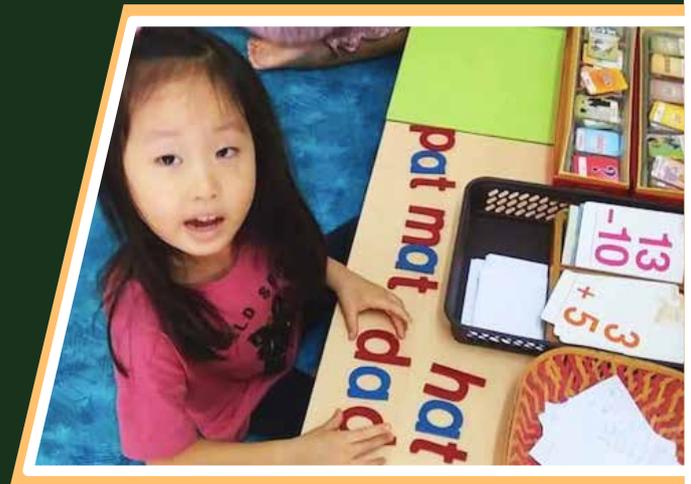
To become true leaders, children must learn to strive for success through the all-round development of their personal, social, emotional and physical selves. This provides our students with an excellent opportunity to succeed in all areas of learning.

Creative Arts

Research has proved that learning the arts helps children experience a unique integration of the body and mind and problem solve in a creative way. We also encourage children to indulge in and appreciate various forms of creative expression like fine art, music, dance and drama.

Science and Social Studies (Inquiry Units)

Children are inquisitive by nature. They are constantly exposed to a whole range of sights and sounds, which stimulates curiosity. At Indus, we help children to form crucial knowledge and understanding to make sense of the world around them and learn from life. This sets the stage for in-depth work to happen in Science and Social Studies of 4 Units (in Reception and Prep 1) and 6 Units (Prep 2) that the children will explore throughout the school year.



Application of Neuro-Genetic Findings:

'Walk upstairs, open the door gently and look in the crib. What do you see? Most of us see a picture of innocence and helplessness, a clean slate. But, in fact, what we see in the crib is the greatest mind that has ever existed, the most powerful learning machine in the universe.'

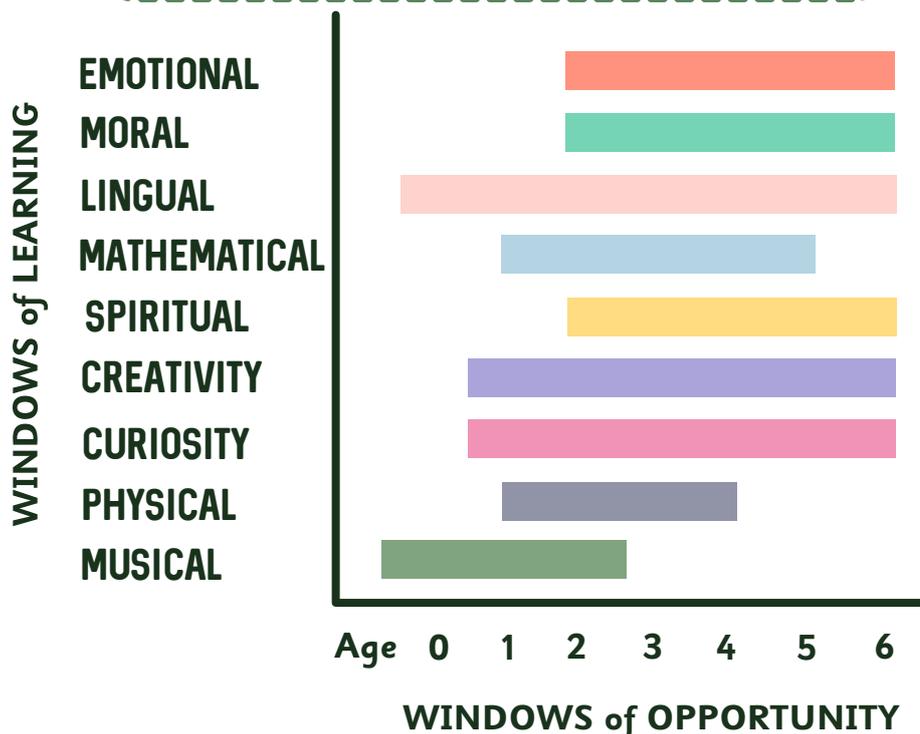
-'Scientist in the Crib', Alison Gopnik



For the 17th century philosopher John Locke, minds of babies were 'tabulae rasae' or 'blank slates'. New neuro-genetic research shows that this historical consensus about children was not accurate. New scientific insights in cognitive science establish that young children know and learn about the world like adults. Children's minds are not blank slates at birth; babies think, observe and reason like adults do. In fact, their learning journey starts as soon as they're born!

Our curriculum is planned in a way to exploit the critical windows of learning. Children are born with nine windows of learning through which their brains absorb and assimilate information. There is a critical period to develop each 'Window of Learning'.

Critical Windows of Learning



Talent Development

Talent is a process; one is not simply just born with it. But man is born with potential and with the right nurturing, develops talent. We provide myriad activities and opportunities for students to discover and develop their talents, especially in the areas of music, kinaesthesia, multiple languages, art and mathematics. Apart from skill-building, this helps children emerge as active learners, well-rounded and engaged individuals, and contributes to the success of their academic achievements later on.



'In Omnia Paratus'

VISION:

MISSION:

ETHOS:

CORE VALUES:

Prepared for all challenges

To create global citizens and leaders of tomorrow, through traditional values of love, empathy, discipline and respect - 21st century citizens who think globally and act locally.

To create leaders of tomorrow through whole education and lifelong learning.

- The absence of all fear
- Leadership - the ability to lead oneself first, then others
- Whole- education, without compromising on academic excellence
- Close partnership with parents
- Strong community orientation

LOVE: Fountainhead of all values that translates into a desire to make a difference in the lives of others.

EMPATHY: A pre-requisite for leaders in order to be sensitive to other's feelings and realities.

DISCIPLINE: Effective self-management which imbibes confidence and boldness in a student.

RESPECT: Respect for oneself, others, the society and the environment we live in.



Ranked amongst the **Top 3 pre-schools**
in **Chennai** for **3 consecutive years!**

Leaders behind future Leaders...



Lt. General (Rtd.) Arjun Ray, PVSM, VSM - CEO, Indus Trust

Lt. Gen. Arjun Ray has been honoured by the highest award in the armed forces for distinguished service- the Param Vishishta Seva Medal. The CEO of the Indus Trust, he is responsible for strategic direction, policy formulation, future school projects, quality excellence, budgeting, teacher selection, succession planning and faculty training. As Chief Mentor to the faculty, he conducts mentoring programmes regularly for all teachers. Through example, guidance and vision, he inculcates within the Indus community, an ethos of discipline and passion of excellence.



Col. Sathya Rao - Director, Indus Trust

Col. Sathya Rao is a silver medalist from the Officers' Training Academy, Chennai and an ex-army officer (21 years in service) with vast experience in counter insurgency and peace keeping operations both in India and outside India. Col. Rao has been the Director of Indus Trust since its inception (2003) and has been instrumental in setting up all the Indus Educational Institutions in South India overlooking aspects of infrastructure, process and systems, human resource management and operations of the school. Col. Sathya Rao is also the Director of Indus School of Leadership, Kanakpura which imparts leadership programmes in experiential learning for students and corporate groups. He has been instrumental in setting up the Leadership School. He is a certified trainer from Project Adventure, USA and a senior coach in Life Skills.



Nuwaira Pasha - Principal, IIPS Neelankarai, Chennai

As a professional educator of young children for over 10 years, Ms. Nuwaira is very passionate about sharing her love for learning with young learners. Her primary objective is to create an environment which encourages learning and where students work towards developing new skills and build on prior knowledge. She strongly believes in the importance of 'academic readiness' and that children must be allowed to develop and learn at their own pace, as no two are the same. While doing this, she also emphasizes on the importance of ensuring children meet their educational and developmental goals. Ms. Nuwaira completed her graduation in Bangalore in Psychology, English and Sociology. She moved to England to study further, and has successfully acquired her Qualified Education and Pre School Practice, making her a specialist in the field. She is currently the Principal of the Primary School at Indus International School, Hyderabad and supervises the Indus Early Learning Centre at Hyderabad as well as Chennai. Ms. Nuwaira has been instrumental in setting up the Early Learning Centres at Indus. She has also been involved in the teacher training at Indus International School, Hyderabad.

