



first steps


World School



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional



CAMBRIDGE
International Education
Cambridge International School



"We don't Teach - We EDUCATE"

WELCOME...

FirstSteps is an Authorized IB World School.
We offer IB Primary Years Programme till Grade V and
Cambridge International Examination from Grade VI onwards.

TABLE OF CONTENT

Mission	02
Vision	03
Academic Overview	04
Curriculum - IB Primary Years Programme	05
Cambridge Curriculum	08
Cambridge Checkpoint	11
Our Philosophy	13
Day Care	17
School Facilities/Credentials	19
Education for A Better World	20



MISSION

The mission statement of the school is aligned with the mission of IB to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Our Mission "INDIA FOR WORLD"

MISSION STATEMENT OF FIRSTSTEPS SCHOOL

FirstSteps School aims to move forward with the already adopted motto
"We don't Teach - **We EDUCATE**" and the Mission **"INDIA FOR WORLD"**

- » **I**nculcate universal brotherhood and values.
- » **N**urture innocence, uniqueness and creativity.
- » **D**evelop concern for environment in particular and the Planet Earth in general.
- » **I**mbibe entrepreneurial skills & international mindedness.
- » **A**cquire habit of inquiry.
- » **F**oster international education system.
- » **O**pen mind for the development of intellect, self-esteem, self-confidence and critical learning.
- » **R**espect one-self and others.
- » **W**elcome the change and develop it with a positive attitude and vision.
- » **O**rganise self-discipline.
- » **R**ight environment to develop inquisitiveness for learning and to dissipate learning beyond the classroom.
- » **L**earners for life time and leaders of tomorrow.
- » **D**evelop the virtue of understanding others' perspective.

VISION



Education is to prepare the students for life. They should be able to step out into the real world with the confidence to deal with diversities and achievements. FirstSteps is providing the highest standards of education and our programs offer peace of mind to every parent. We understand education and justify our Motto "We don't teach We Educate".

ACADEMICS OVERVIEW

FirstSteps is intrinsically a space that has been well thought of both in its philosophy and methodology to engage, energize, enlighten and empower the students as learners for lifetime and leaders of tomorrow.



Learning at FirstSteps

At FirstSteps School, we continuously refurbish, reinvent and appraise the classroom and teaching-learning strategies to create the most appropriate educational opportunities that any child deserves. Through sustained inquiries, students gain the knowledge, conceptual understanding, skills and dispositions to contribute to and make a difference in their own lives, their communities and the wider world.

We support student agency and foster self-efficacy by allowing students to take initiative, express interests and thoughts, make choices and set their learning goals. Students have a voice, choice and ownership for their learning. They are actively engaged, monitor and adjust their learning as needed. Our approach towards learning and teaching methodology ensures that students are being exposed to a holistic education experience in an active and dynamic learning environment, giving them the opportunity to identify and realize their potential, and to achieve excellence in life. We believe that every student differs in their individual learning styles, and each student possesses a unique combination of multiple intelligences. Our integrated teaching methodology nurtures a stimulating learning environment to encourage students to learn at higher levels.



Curriculum

IB Primary Years Programme

The PYP curriculum model constitutes of –

A. The written curriculum – The school has a well designed transdisciplinary programme of inquiry based on six themes that are cognitively and developmentally appropriate for young learners as they have enduring significance and students can identify with them.

These globally and socially driven themes provide a starting point from which students can examine issues and opportunities as they are being experienced in the real world. The themes are explored through open ended central ideas which are engaging, relevant, challenging and significant.

The inquiry based approach allows the students to be actively involved in their learning by developing demonstrating skills and attributes of the learner profile. Carefully considered resources such as technology, the library, books, design material, manipulatives, arts and science supplies and more contribute to the depth of the inquiry. Successful inquiries lead to responsible student actions in a variety of situations encountered through the curriculum.



B. The Approaches to teaching – In IB PYP the teaching is:-

- **Based on inquiry:** A strong emphasis is placed on students finding their own information and constructing their own understandings.
- **Focused on conceptual understanding:** Concepts are explored in order to both deepen disciplinary understandings and to help students make connections and transfer learning to new contexts.
- **Developed in local and global contexts:** Teaching uses real-life contexts and examples, and students are encouraged to process new information by connecting it to their own experiences and to the world around them.
- **Focused on effective teamwork and collaboration:** This includes promoting teamwork and collaboration between students, but it also refers to the collaborative relationship between teachers and students.
- **Designed to remove barriers to learning:** Teaching is inclusive and values diversity. It affirms students' identities and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.
- **Informed by assessment:** Assessment plays a crucial role in supporting, as well as measuring, learning. This approach also recognizes the crucial role of providing students with effective feedback.

C. The Approaches to learning

Our focus on approaches to learning is grounded in the belief that learning how to learn is fundamental to a student's education. The five categories of interrelated skills aim to empower IB students off all pages to become self-regulated learners. These skills also help to support a student's sense of agency, encouraging them to see their learning as an active and dynamic process.

The five categories are:

- **Thinking skills** —Including areas such as critical thinking, creative thinking and ethical thinking
- **Research skills** —including skills such as comparing, contrasting, validating and prioritizing information.
- **Communication skills** —including skills such as written and oral communication, effective listening, and formulating arguments
- **Social skills** —including areas such as forming and maintaining positive relationships, listening skills, and conflict resolution
- **Self-management skills** —including both organizational skills, such as managing time and tasks, and affective skills, such as managing state of mind and motivation.

The development of these skills plays a crucial role in supporting the IB's mission to develop active, compassionate and lifelong learners.

D. Assessment

The main purpose of assessment at firststeps is to promote student learning, to provide information about student learning and to contribute to the efficacy of the programme in order to evaluate and improve the overall curriculum and curriculum delivery.

We assess our students on the following

- Assessment of prior knowledge** - At the beginning of a new academic year to assess the literacy and numeracy skills which provides feedback of the students. At the beginning of energy inquiry to assess before embarking on new learning experiences.
- Assessment for learning** – Formative assessment. It is continuous and diagnostic and provides continuous feedback to teachers and students enabling them to achieve their potential. It aims at identifying the learning needs of the students and allows the facilitators to plan for differential learning.
- Assessment as learning** --The students are encouraged to actively design, manage and measure their own learning , they develop the skills to use assessments to self assess, to reflect on and to make adjustments in future learning .
- Assessment of learning** – summative Assessment The process of collecting and interpreting information to judge the student's achievement against predetermined criteria for the purpose of grading and reporting. This is conducted at the completion of each unit of inquiry to assess how much knowledge has been perceived and what connections are students able to make between new and old learning.

IB Learner Profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship; of the planet, help to create a better and more peaceful world.

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



Research has shown that interactive learning plays a crucial role in the development of the intellect self-esteem and self confidence. We have developed our curriculum, designed our facilities and trained our Facilitators according to these findings. We have developed interesting and intelligent, in-house, training modules for our educators and staff. Regular up gradation of methodologies and systems is undertaken by involving experts on the subject and from the field.

Training is an ongoing process at FirstSteps. Our mission is to nurture innocence and curiosity in partnership with parents, grand- parents and guardians. Both the content and the intent, at our end will be to take our students to hands-down experience of the Supreme Balance in a Healthy Environment. We provide the most comprehensive Learning Environment to meet the needs of your child and set in a foundation of intelligence and learning in the child.

CAMBRIDGE CURRICULUM

The Secondary Section of school is an authorized school for Cambridge Lower Secondary and Upper Secondary Qualifications of Cambridge curriculum offering Cambridge pathway from 11-16 years. The school is authorized to take private candidature for Cambridge Upper Secondary Assessments (IGCSE) and Cambridge Advanced Assessments (AS & A Level). Cambridge International Examinations prepares school students for life, helping them develop and informed curiosity and a lasting passion for learning. Cambridge Programmes and qualifications have a proven reputation for being an excellent preparation for university, employment and life.

Five elements of Cambridge education are:

- International Curriculum
- Teaching and Learning
- Assessment
- International Recognition
- Global Community

At FirstSteps School, Cambridge learners are aligned with the learner attributes of being:

CONFIDENT in working with information and ideas- their own and those of others.

RESPONSIBLE for themselves, responsive to and respectful of others.

REFLECTIVE as learners, developing their ability to learn.

INNOVATIVE and equipped for new and future challenges

ENGAGED intellectually and socially and ready to make a difference in the world

Cambridge Lower Secondary Curriculum (Grades VI,VII,VIII)

Cambridge Lower Secondary is typically for learners aged 11 to 14 years.

Curriculum:

- provides a natural progression from primary education.
- sets clear learning objectives for the first three years of secondary education in English, Mathematics and Science.
- is compatible with other curricula, internationally relevant and sensitive to different needs and culture.
- is appropriate for learners whose first language is English.
- gives you optional routes to use sections that suit your situation best.
- focuses on learners' development with international benchmarks.

Assessments:

There are two testing options at Cambridge Lower Secondary Stage:

Cambridge Lower Secondary Progression Tests and Cambridge Checkpoints

Cambridge Lower Secondary Progression Tests:

- Provides detailed information about the performance of each learner from Grade VI to VIII.
- Enable teacher to give structured feedback to learners and parents.
- Enable teacher to compare the strengths and weaknesses of individuals and groups.
- Are marked by teachers in school.
- Comes with clear guidance, standards and mark schemes.
- Can be used at any time during the year.





Dance as an art form has evolved considerably over the past century. Exploring dance in a historical and cultural context and in a variety of genres, enriches the students experience in creating and responding to dance.



Art engage students in creative processes through which they explore and experiment in a continual cycle of action and reflection.

Cambridge CHECKPOINTS

- A test to assess learning at the end of Cambridge lower Secondary and provide evidence of readiness for the next stage.
- Test skills, knowledge and understanding of the curriculum for English, Mathematics and Science.
- Feedback reports show how a learner has performed in relation to the curriculum, their learning group, the whole school and against all learners who have taken test in that series around the world.
- Tests are marked in Cambridge to provide an international benchmark of learner's performance.
- Learners receive a statement of achievement and a diagnostic feedback report.
- Can be used at any time during the year.

Cambridge IGCSE (Grade IX & X)

Curriculum

Cambridge IGCSE more than 30 years ago. Today, it's the world's most popular international qualification for 14 to 16 year olds. Not only is it truly international - it gives students more options than any other international qualification. That means more subjects to choose from, more ways to learn and more ways to succeed.

Cambridge IGCSE provides broad and balanced study across a wide range of subjects, using learner-centered and enquiry-based approaches to learning. The International General Certificate of Secondary Education - IGCSE (IX and X), is a stimulating, challenging and creative educational programme. This consists of two-year syllabi, culminating in a public exam at the end of grade 10. These syllabi provides an excellent platform for students who are considering applying to Universities Colleges abroad for higher education. The IGCSE (IX and X) programme is tailor-made for the academically inclined creative students. This programme teaches and encourages independence of thought, analysis of a wide range of both generic and complex issues and the knowledge of the communicative skills required to succeed thus Creating a strong foundation for the A level programme.

Assessments

Cambridge IGCSE assessment takes place at the end of the course and can include written, oral, coursework and practical assessment. This broadens opportunities for students to demonstrate their learning, particularly when their first language is not English. In many subjects there is a choice between core and extended curricula, making Cambridge IGCSE suitable for a wide range of abilities. Grades are benchmarked using eight internationally recognized grades, A* to G, which have clear guidelines to explain the standard of achievement for each grade. Cambridge IGCSE examination sessions occurs thrice in a year, in March, June and November. Results are issued in May, August and January. At FirstSteps, we follow March Series for IGCSE Assessments keeping in view the beginning of sessions as per the National School Education System so that the transision becomes smooth in Upper Secondary Section to other Boards(if, needbe). Students can comfortably apply for all National level Competitions after completing their AS and A Level Assessments by March Series. The students are required to take up minimum five IGCSE subjects during assessments Pass. A wide spectrum of subjects at this level gives all individuals a more robust education. Students are able to make choices keeping in mind a wide breadth of disciplines, possible career opportunities and aptitude. First Steps offers complete teaching, learning and preparation of seven subjects for IGCSE Assessments that makes all students eligible for ICE Award.

The Cambridge IGCSE subjects are grouped into five curriculum areas. The subjects offered at FirstSteps School include:

- Group I: Languages (English Language, Hindi language)
- Group II: Humanities and Social Sciences (Geography)
- Group III: Sciences (Combined Sciences, Physics)
- Group IV: Mathematics (Mathematics, Additional Mathematics)
- Group V: Creative and Professional (Global Perspectives, ICT)



Early years lay the foundations for all future learning, research indicates that the rapid rate of development that occurs in the physical, social, emotional, intellectual and aesthetic domains is particularly significant. It is our responsibility as educators to recognize and maximize this crucial stage of learning.

Our Philosophy

Love, Learning and Understanding, are the meaningful words that makes us believe in the proper intellectual development of the child. It is on these three words that our Philosophy is based. At FirstSteps, we believe that we need to be a vital extension of your family, sharing love and concern for your children and work together to build a foundation for their happiness and success. Our intent is to give back to childhood its inner calm and playfulness.

Security and Safety

In order to give you complete peace of mind, the safety & security of the children is of utmost importance at FirstSteps. Children are released only to those individuals listed on the child's records, at the time of enrollment. Gate is maned by guards and staff with safety and security always in mind. All our employees are required to wear identification badges and are thoroughly screened before employment. All transport staff is appointed only after their Police Verification.

Parent / Facilitator / School Triangle

At FirstSteps we encourage parents to participate in their child's learning process. To further parent /facilitator communication, we schedule routine interactions.

Weekly and monthly reports go home to inform you of the Child's individual activities and events. The parent /facilitator/ school triangle is an integral part of the healthy development of each child. PFM (Parent Facilitator Meeting) is held every quarter.





"To be truly educated a student must also make connections across the disciplines, discover ways to integrate the separate subjects and ultimately relate what they learn to life."

~Ernest Boyer



Children at FirstSteps are exposed to an experimental interaction with nature.....

The facilitator is exposed to understand her own self worth vis a vis the world around. She is constantly aware of the development stages of the child in order to make the appropriate individualized lesson plans for each child as well as interact with the parents about the child's progress.

Learning is approached with a harmonious balance between inner directed and outer directed activities related to Prithvi, Jal, Aakash, Vyahu... The importance of the soil from which the little one takes sustenance, the air he/she breathes, the sights and the sounds, all mould the little habits of tomorrow and it is from these that the FirstSteps emerges

Children at FirstSteps are taught to appreciate simplicity and are gradually led to a path of observation and then participation. Children are encouraged to ask queries. The more answers are given to them, the more their minds get acquainted with the real world.

We offer our children the very best in education, in a safe learning environment. Our endeavor is not to tutor, but to set the base for future learning. The primary aim being to raise the curiosity levels of the child without lowering their dignity. The facilitators interact in a manner, which is personalized and interactive thereby enhancing the child's emotional, physical and intellectual growth.



Drama explores how we express ourselves physically and vocally. Students explore the use of facial expressions, gestures, movement, posture and vocal techniques to convey emotional or cultural meaning to both characters and stories.

DAY CARE

Our Ethos and Research has made us to realize the intrinsic need of the society today. Working couples are very common today. Moms and Dads go to work and children are left with fancy equipment (TV's & Computer's etc.) and in the care and company of untrained caretakers. We as a genuine facilitators for running a quality institution a center of excellence catering to the needs of the society, we are equipped to take care of the needs of children in the age group of 2 year to 8 years. Day-Care timings, after school, are upto 6:00 p.m. Monday to Friday. Facilities for Saturday can

be discussed. Facilitators and Caregivers, specially trained for the Day Care activities form a part of our team in this section. Our curriculum and sensitivity is not to over expose but it is there to gently nurture. The children need proper nutrition in their snacks, treats and daycare/school lunch menu. A proper balance of healthy snacks and lunch, makes the children feel great, provide more healthy productive energy, as well as improve their concentration and individual dispositions. The same is be taken care of under the supervision of care givers and facilitators.





Involving Students
in Planning for their
own Learning and
Assessing.

School Facilities/Credentials

FirstSteps is a boutique school and the entire campus is under CCTV surveillance to ensure the safety and security of students and other members at school.

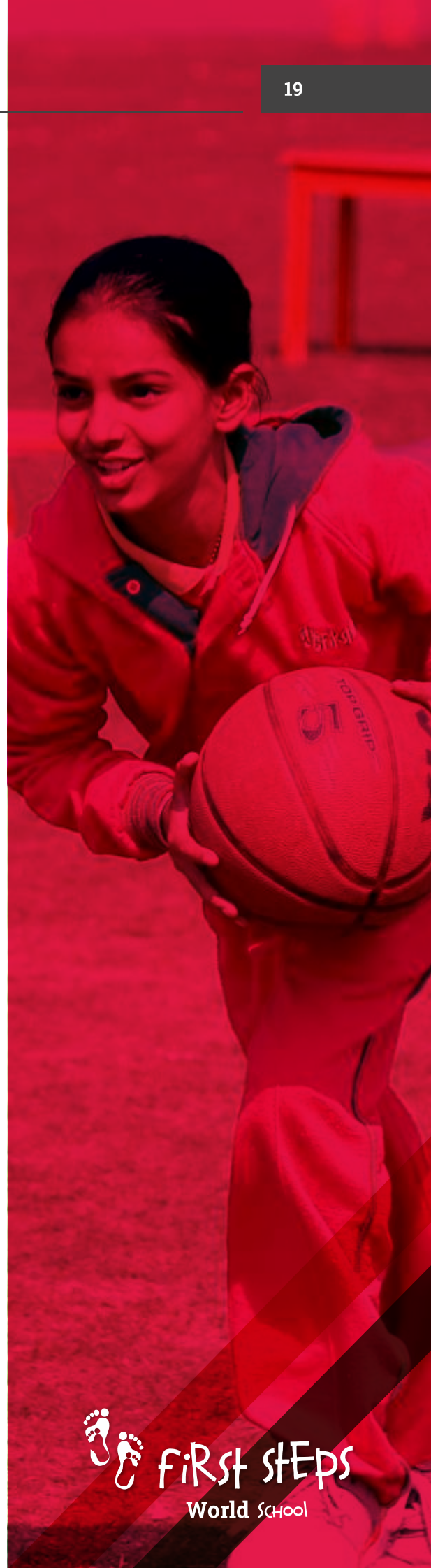
Air-conditioned and well-ventilated classrooms at the school are equipped with smart boards, class library and manipulatives to provide a conducive environment for learning and teaching.

At FirstSteps School, the computer is viewed as a tool and is extensively used for inquiry and research. The computer lab is a spacious learning area with strong WiFi connectivity, giving every student continuous access to the internet. Alongside, the school library is an important resource with its vast collection of books from different genres catering to the needs of the teaching-learning community at FirstSteps. The school has a well-furnished science lab equipped with scientific instruments and materials. The students and facilitators use the facilities for hands-on activities and experiments which fosters the scientific aptitude.

Visual Arts play an important role in the life of young learners and FirstSteps considers this to be an integral part of a child's holistic development. A well-lit and well-ventilated art studio equipped with art inclined furniture, drawing boards and art & craft resources are extensively used for nurturing the creative skills of our students. Theatre, Music and Dance form an indispensable part of our curriculum, the students explore their creativity, present and perform on various platforms like open-house, and student-led conferences, exhibitions and annual productions. Well equipped music, dance and theatre studios provide space for rehearsing and presenting performances.

An amphitheatre occupies the central space in the school which is equipped with light and sound facilities and is the venue to showcase the talent of young learners. A cross-cultural diversity is reflected in the national and international days celebrations, role plays, street plays which aim towards developing respect, tolerance and understanding of others perspective at FirstSteps. Moreover, a multipurpose room at school is a space to explore manipulative, art therapy sessions, free play and to cater to the need for differential learning of our students. The Special Educator at school makes use of the learning and teaching aids for the push-in and pull-out services for the special needs students.

At FirstSteps School, students are encouraged to take part in sports activities for enjoyment, relaxation and exercise as well as to develop personal and social well being. The school grounds have a multipurpose court for basketball, lawn tennis and badminton along with the cricket practise nets, taekwondo ground, treehouse, playstation and a sandpit.





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EDUCATION
FOR A BETTER
WORLD

What makes IB Programmes Unique?

INTERNATIONAL

Our commitment to international education starts with a belief that the only way to appreciate someone else's culture is first to be confident in your own. The international-mindedness that permeates our programmes is about more than simply learning a second language. For example, in biology, students might learn about the typhoid bacteria but also its impact on life expectancy in a developing country. Students learning about the history of their town or region might look at the broader context, of history and the effects of certain global events, and how these impact on their local environment.

INDEPENDENT

The IB and its programmes are unique in many ways. We are a not-for-profit organization, which means that there are no shareholders and any surplus income is reinvested in our work. We are independent of political and commercial interests. We operate in 143 countries, frequently working alongside national educational systems. Most schools, for example, offer the DP alongside other courses whereas the PYP and MYP are flexible enough to incorporate national curriculum requirements.

RESEARCH-BASED

Like the world it seeks to improve through education, the IB never stands still. Our programmes and curricula evolve and undergo regular review to ensure we are delivering the best possible education for IB students. Our vision is constantly sharpened by research, both our own and that of other respected academic bodies. Innovative and creative educators from many different

cultures play a critical role in the development of each programme. The programmes represent good practice from around the world, and the curriculum review process involves practising teachers, examiners and education experts. We are flexible enough to be able to respond to new research and pedagogical studies and engage with expert analysis where appropriate. For example, the IB Career-related Programme, our newest qualification, is designed to provide a flexible learning framework to meet the needs of students and the local community as well as the world beyond.

WIDELY RECOGNIZED

Our programmes are challenging. Universities and future employers recognize the depth and breadth of the rigorous work undertaken by IB students. As a result there are many literate scientists, numerate artists, and sociologists able to communicate in more than one language among IB graduates. In spite of this breadth, the depth of subject study is not sacrificed. Universities also welcome the creativity, activity and service (CAS) requirement, alongside the 4,000 word extended essay component in the DP that demands research, analysis and in-depth study to prepare students for work at university level. Research by and with universities in Australia, Canada, the United Kingdom and the United States has demonstrated that IB students are well prepared for university. Almost 2,000 of the best universities around the world list their IB admission policies on our web site at [http:// www.ibo.org](http://www.ibo.org). Of course results are important, and we are proud of our programmes and of our students, but the IB experience is much more than that: it's not just a way to learn, it's a way of life.



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