



PEDAGOGICAL PLAN



TEACHING AND
LEARNING



PERFORMANCE
AND
DEVELOPMENT
CULTURE



COMMUNITY
BUILDING AND
PARTICIPATION



ORGANISATIONAL
TEACHING AND
LEARNING
STRUCTURES



Sanghamitra School

(Affiliated to CBSE AFF No. 96/3630038)2-32,
Nizampet Road, Hydernagar, Kukatpally.
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OUR SCHOOL VISION

We aim to develop the Intellectual, Aesthetic, Emotional, Moral, and Spiritual values in the students to instill the right temperament and capabilities to make them holistic individuals..

OUR SCHOOL MISSION

We put into practice UNESCO suggestion of education for the 21st century by using the four pillars...

- Learning to know.
- Learning to do.
- Learning to live together.
- Learning to be.

OUR CORE VALUES

- Discipline
- Respect for others
- Responsibility
- Honesty
- Courage
- A healthy lifestyle
- Service
- Commitment

SCHOOL CONTEXT STATEMENT

When intentions are big, no infrastructure is small. Sanghamitra school was born on March 27th, 1990 in plot no. 325, Vivekananda Nagar, KPHB. Sanghamitra's journey began in a humble abode with eight determined teachers who slowly and steadily harnessed the potential of 135 students in the 1st year. All our efforts included addressing every individual student's need. A systematic approach ensured that Sanghamitra School set out to do what it was mandated to do. People's perception changed when they saw us fulfilling our commitments. The school strength swelled from 135 students to 1800 and from 8 teachers to 96 teachers. As our rented premises at Vivekananda Nagar could not accommodate the growing student population and the ambitious plans of the steering team, we moved to a new location.

Today, the school is situated on a wide-spread expanse of 2.25 acres at the Nizampet Road, Hydernagar, Kukatpally. The location ensures that the school attracts a diverse population, rich socially and culturally. Our students are from the local community with varied backgrounds. The school now offers admissions from LKG to class X and we are affiliated to the Central Board of Secondary Education, New Delhi bearing the School Affiliation Number 3630038 and School Code 57544..

VALUES WE LIVE BY

1. Each child is a distinct individual with an innate drive to achieve.
2. Children blossom in an environment that is specifically designed for their grade and age to help them to get to the next stage of development.
3. We are with -every child, every day because every day counts.
4. Frequent and effective communication between parents and school is essential in supporting the whole development of the child.
5. A culture of collaboration, respect and kindness is fundamental to fostering joyful learning.

OUR SCHOOL CULTURE

1. We are positive and optimistic.
2. We believe good work comes from hard work and hard work gives results.
3. We care and enforce.
4. We believe in our school core values.
5. We are honest and ethical in our words and our actions.
6. We respect all members of the staff - teaching and non-teaching.
We recognise and value the contribution that each person makes in supporting our individual and collective success.
7. Kindness – we show compassion and generosity and are willing to help those in need.
8. We do not accept excuses from ourselves nor our students. We take initiative when we are faced with opportunities to improve, either for ourselves or our school.
9. We believe all children will learn and succeed.
10. We always strive to do our best. We show persistence and grit in overcoming obstacles and work towards achieving our mission and vision.

OUR PEDAGOGICAL PLAN-2021-2025

(BACKGROUND AND DEVELOPMENT OF THE STRATEGIC PLAN)

The pedagogical curriculum committee came together in January 2021 to revise the strategic plan that needs to be followed. The aim is to prepare students to develop the skills and qualities that prepare them to meet the future challenges and become global citizens.

PEDAGOGICAL COMMITTEE

Pedagogical planning in the school is undertaken by the coordinators and the subject heads under the guidance of Principal. The Principal demonstrates pedagogical leadership by leading from the front in defining and setting standards of academic instructions, teaching strategies, learning outcomes, methodology of learning, assessment and differentiated teaching –learning.

Planning committee Is :-

Name of the Teacher	Designation
Mr D Nageswara Rao	Principal
Ms M Sunanda	Academic Coordinator, Classes IX & X In charge
Ms E Vijaya Sree	Academic Planner, Classes VII & VIII In charge
Ms M Suchetha	Classes V & VI In charge
Ms Ch Sirisha	Classes III & IV In charge
Ms K Swarupa Rani	Classes I & II In charge
Ms V Jyothi	Class LKG & UKG In charge

CURRICULUM LEADERS:

The principal and curriculum leaders held a series of meeting to reflect on the previous school years and identify areas of improvement. The feedback is duly considered when planning for the future.

Name of the Teacher	Designation	Subject
Mr D Nageswara Rao	Principal	Mathematics, Science
Ms Swarupa Rani K	HOD – Department of Hindi	Hindi
Ms M Sunanda	Academic Coordinator, Capacity Building Programme Coordinator	English
Ms M V Bharathi	HOD – Department of Mathematics	Mathematics
Ms PVH Haseena Nargis	HOD – Department of Science	Science
Ms NC Beena	HOD – Department of Social Science	Social Science
Mr K Ramesh	HOD – Department of Sports	Physical Education
Ms G Lakshmi Sai Valli	HOD – Department of Art & Craft	Art & Craft Education

OUR PREFERRED PEDAGOGICAL VISION

At Sanghamitra we personalise our students' learning to ensure that each student is met at their point of need and actively engaged in co-constructing their individual learning pathway. We pride ourselves on knowing our students as individuals and as learners. We use our knowledge of individual students' interests and their evidence of learning to create relevant and meaningful learning engagements.

Our students receive ongoing, specific and meaningful feedback about their progress. They are self-reflective and participate in regular one-on-one conferencing with their teachers to discuss, refine and extend their learning goals. Teachers facilitate students' understanding of curriculum expectations by using whole school documentation that explains curriculum standards that can be easily understood by our students.

Our teachers work in collaboration to develop and implement an inquiry driven curriculum. Student grouping is flexible, enabling essential skills and knowledge to be explicitly taught at student's individual point of need.

Teachers share and refine their practice by learning and working in teams. Mutually respectful working relationships exist between staff, parents and the broader community, focusing on supporting and extending student learning by providing opportunities for them to apply their skills and knowledge in real life experiences.

OUR PREFERRED PEDAGOGICAL STRATEGIC PLAN 2021-2025

Teaching and Learning:

Personalised learning:

- To ensure students are engaged and involved in their learning in the following ways:
 - Carefully planned based on each individual child's needs which includes:
 - prior knowledge.
 - Background.
 - Interests.
 - learning styles.
 - abilities and skills.
 - The use of evidence that provides students with information about their development and helps them to identify their future learning goals.
 - Students and teachers constructing learning pathways together based on two-way feedback.
 - It is used as a tool to personalise learning.

Curriculum

- Inquiry based learning is used to drive an interdisciplinary curriculum throughout the school
- Reading, Vocabulary, grammar writing and math is mandatory every day for the entire school.
- Teachers instructions are explicit and language is clear to ensure that students understand the expectations.
- During reflection time students will be able to articulate what they've learnt and how it relates to their personal goals.

Assessment

- All staff to pre-test students in necessary areas to ensure they can develop appropriate learning goals for individual students.
- Review Assessment and Reporting schedule to remove unnecessary testing. Ensure all staff are following the schedule and are made accountable for this.
- Effective moderation.
- All staff to keep a record of assessment data in a generic form for each student to avoid unnecessary testing at the beginning of the year

The importance of social emotional learning:

We believe that it is essential that every student learns to read and write , it is equally important that social and emotional skills are also developed. This helps students to become:

- Global citizen
- Open minded and accepting others cultures ad ideas.
- Aware that disabilities or economic disparities exist.
- Respectful and polite.
- Charitable and empathetic.
- Conscious of their impact on the environment.
- Skill driven .

CRITICAL THINKERS:

- Analytical
- Able to propose and debate a point of view
- Public speakers
- Problem solvers
- Having creative minds and imagination
- Thinking outside the box
- Self-awareness

ORGANISATIONAL TEACHING AND LEARNING STRUCTURES

- Clear decision making hierarchy and clear identification of roles within teams.
- Collaborative planning by the staff every week at a common time frame.
- Common area to raise awareness for teacher resources.
- Year planners.
- Collaboration as a whole staff.
- Sharing common expectations.
- Development of scope and sequence documents for literacy and numeracy.
- Resource organisation – whole school – team approach.
- Skill development in ICT – esp. Interactive whiteboards
- Degree of accountability

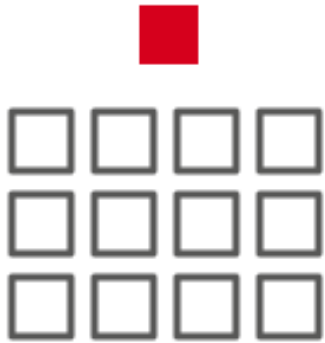
Performance and Development Culture

- Protocols are developed to ensure that everyone is a learner.
- A clear understanding of the different forms of feedback;
- Recognition that there is both positive and constructive formal and informal forms of feedback and this can be received from a range of staff.
- An openness to feedback relating to the school's goals and expectations;
- And respect for opinions from staff of varying experience.
- A common language and set of beliefs that allows for challenging and professional discussions..
- We utilise multiple sources of feedback to improve our practice and student learning.
- All staff contribute to the development and the implementation of action plans.
- Teams set goals that are based on student learning outcomes.
- We consistently review our Teaching and Learning beliefs.
- Teachers teach collaboratively and share strengths and expertise.
- Staff plan for their individual and team professional learning.
- There is an attitude that teachers can learn from each other in many and varied ways.

COMMUNITY BUILDING AND PARTICIPATION

1. Regular communication is established between teachers and parents.
2. Parent teacher meeting through phone, emails and in person.
3. Awareness and exposure sessions and interacting with experts from the corporates and community to develop inquiry based learning...
5. Keep the students abreast with current events in community. E.g. Planting trees, ecofriendly Ganesha.
6. Parents are committed to their own child's learning ..
7. Community outreach activities e.g. waste no food, reach to the needs, lending hand to the needy in the pandemic time.

PEDAGOGICAL KEY FACTS



Maximum class size of
32 children



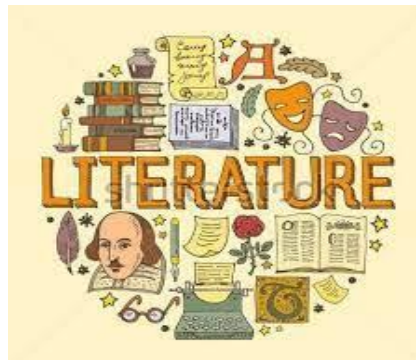
Balanced Curriculum
(Academics, Arts & sports)



Inquiry based learning
approach



Motivating & meaningful
curriculum focused on
World issues



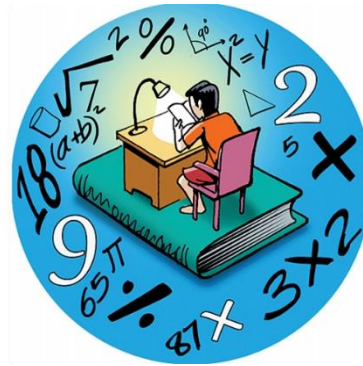
Language & Literature
(English)



Opportunities to learn a
Second & Third language



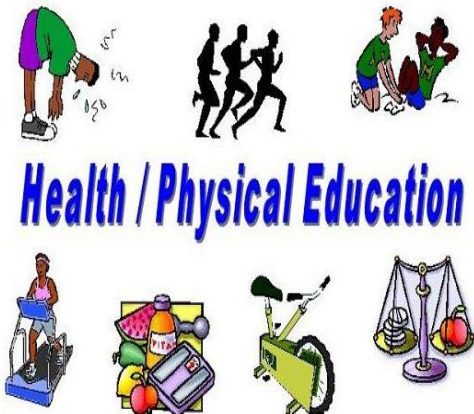
Sciences



Mathematics



Arts (Drama, Visual art Music & dance)



Health / Physical Education

Physical & Health education



21st Century skills



Testing

OUTCOMES OF LEARNING



Independent learning



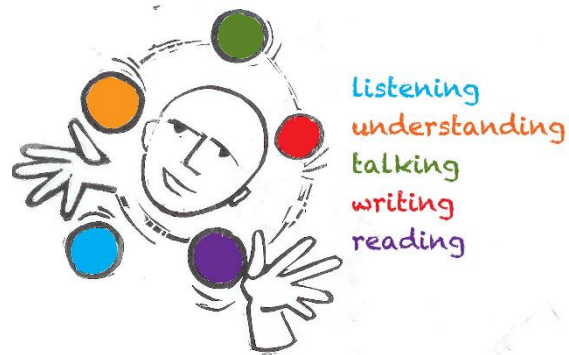
Academic, Social & Emotional well-beings



Strong personal values



Community Mindedness



Language acquisition



Becoming global citizens.





SANGHAMITRA SCHOOL

CURRICULUM AND PEDAGOGICAL PLAN 2021-22

CLASSES I TO X

Counseling & Guidance

GUIDANCE AND

COUNSELING



Philosophy -

"Children are the hope of the Future. the builders of tomorrow."

CURRICULUM FRAMEWORK



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PHILOSOPHY

The education of a human being should begin at birth and continue throughout his life. The only thing you should do assiduously is to teach them to know themselves and choose their own destiny, the path they will follow; to teach them to look at themselves, understand themselves and to will what they want to be.

Counselling process



Approach :

Children should be allowed to be free so that they can express their thoughts and feelings, can experience life, learn from their experiences and integrate all this in to their being in a psychologically healthy manner. Using Mindfulness and heartfulness based tools to help children align with their true selves.



Objectives :-

- To bring children up to be self-sufficient, independent able to venture into the world with confidence and aspirations.
- To instill in children strong ethical values while being empathetic towards others and able to show compassion towards everyone in society.
- To build resilience and the ability to understand and manage their emotions, navigate through the vicissitudes of growing years.
- To be friendly, cooperative with peers and have healthy relationships with parents, teachers and friends.
- To be attentive, mindful and focused on their work when needed and be able to regulate distractions and lack of concentration.
- To be in touch with their inner being, have harmony & balance within their selves and lives.

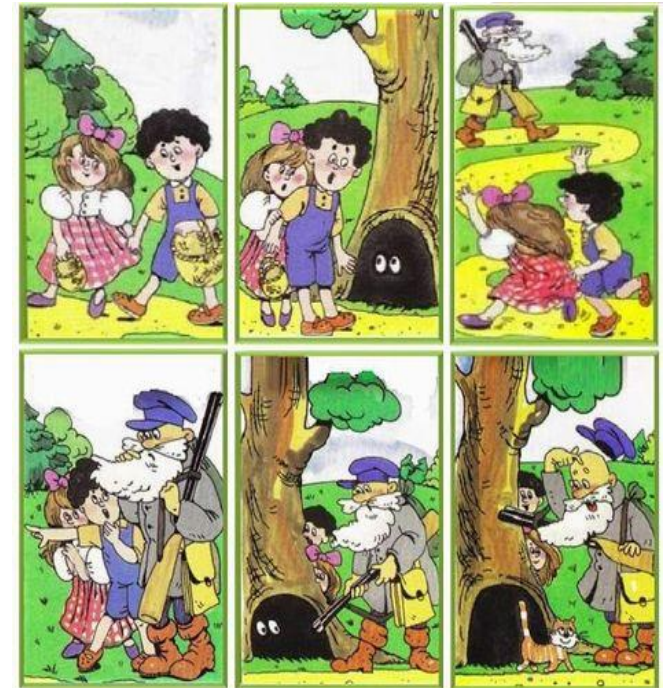


Outcomes -

- They are emotionally balanced and can withstand peer pressure.
- They are not adversely affected by stress of competition and are able to challenge themselves to greater levels of excellence.
- They are well prepared for the next phase of life and capable of choosing their future academic paths and careers.

Class 1-4 : Paying attention, playing with others, being happy,

Workshop theme / objective	Methodology	Activities
<p>Improving attention span, concentration ability</p> <p>Healthy boundaries and good relations with peers</p> <p>Emotional Development - Knowing one's emotions and being happy</p> <p>Learn Emotional Vocabulary</p>	<p>Art therapy</p> <p>Play therapy</p> <p>Narrative therapy</p> <p>Mindfulness</p>	<p>Mandala drawings and other art work</p> <p>Story telling, play acting, games</p> <p>Interactive sessions with the counselor, word games, board games,</p> <p>Interactive sessions with the counselor, word games, board games,</p>



Class 5-7 : Bullying, social media usage, competition and peer pressure

Workshop theme/ Objective	Methodology	Activities
Peer Pressure	Person Centred Humanistic approach Cognitive Behavioural approach	Role Plays, Videos, Worksheets, Collages, Moral Thermometer, Comic strips, Affirmations and Mirror Work, etc.
Bullying		
Healthy Social Media Use/ Cyber Safety		
Healthy Competition Self Confidence and Body Image		



I AM
ENOUGH.

I
BELIEVE
IN ME.

I AM
WORTHY
OF LOVE.

I AM
ON MY
SIDE.

I TAKE
CARE OF
MYSELF.

MY
HEART
KNOWS.

Class 8-9 : Puberty, Anger management, relationships, Bullying in group and online

Workshop theme/ Objective	Methodology	Activities
Dealing with Puberty	Person Centred Humanistic approach Cognitive Behavioural approach	Role Plays, Videos, Worksheets, Comic strips, Reflection and Discussions, story boarding, 1-1 Counselling sessions, etc.
Anger Management		
Cyber bullying		
Relationships - platonic and romantic		



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EXAMS are coming

Class 10 : Motivation, Career counselling, Exam stress

Workshop theme/ Objective	Methodology	Activities
How to choose the right career	Eclectic approach Solution Focused Approach CBT	Discussions and 1-1 Counselling sessions
Dealing with Exam stress		
Study habits		
Staying Motivated		

