

JPS

The Newsletter for 21st Century Schools Worldwide

EDGES

Issue 05, February 2022

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Central Board of Secondary Education
Committed to Equity and Excellence in Education



FUTURE OF LEADERSHIP INITIATIVE



LEADERSHIP INITIATIVES AT JPS



Academic Rigor. You Become an Academic Wizard



TEDX at JPS. You Become A Ted Speaker



National Cyber Resource Centre



Green School Program. You Become A Green Warrior



Leadership Integrated Curriculum Empowered Leaders!



ISA Accreditation. You Go Global



Google Certified. School You Become A Tech Genie!



SPACE Program. You Don't Touch The Skies, You Cross Them Way Beyond!



Excellence In Sports. You Break World Record



Get in touch with us at : www.jpsschennai.org

Welcome

ISSUE 05, February 2022



Greetings of the season to all our readers!

We don't know what the future holds, so we must make this work. We don't have a choice, because education is too important". Every child is unique and special. At JPS, the **Whole Child Approach** often begins with building a community within a classroom where each child feels known to be safe, secured, and valued. For the same, a teacher-student solid relationship is vital. The mental health, physical health, Cognitive Development, Academic Development, Social and Emotional Development of each child is nurtured with the utmost care and reaches their fullest potential.

As we focus on the Whole Child Approach to Education, we have an Integrated Curriculum that includes Art, Music, Sports, etc. We, at JPS, teach and practice **Dr. Howard Gardner's Multiple Intelligence Theory** in our classrooms by:

- Conducting Group discussions, Debates, etc.
- Using Story-telling Methodology
- The use of audio-visual aids in teaching
- Incorporating the Reading Programme for Linguistic Development
- Usage of Gaming Strategies
- Applying Techno-based Teaching Learning Strategies, etc.

At JPS, the students are free to voice their views and suggestions, making them develop a sense of responsibility. Catering to the needs of students beyond academics is vital for a child's growth, and it needs to be armed with skills that enable them to deal with the demands of growing up as responsible global citizens.

We're always interested in hearing your views. We invite articles on the topic '**Teacher Student Relationship**' for our next issue of the newsletter. If you have any comments about the newsletter, or if you'd like to tell us about what's happening at school, please email us at principal@jpschennai.org.



Tr. Saravanan Thiyagarajan

Principal

Jain Public School



IN FOCUS

'We've progressed from a society of farmers (AGRICULTURAL AGE) to a society of factory workers (INDUSTRIAL AGE) to a society of knowledge workers (INFORMATION AGE). And now we're progressing yet again – to a society of creators and empathizers, of pattern recognizers and meaning makers (CONCEPTUAL AGE).'- Daniel Pink



In the above picture the modern man has been portrayed as a liberated, confident, happy man who is a multi-tasker. Unlike his predecessors, he seems to be enjoying life and does not seem burdened with the 'cares' of day to day living. This is the result of **The Whole Child Approach** in Education. We know that treating schools as if they are factories turning out workers to compete in the world economy does not work. It fails to connect with what is highest and best in the child. We know that standardization, excessive testing, and narrowing the focus of education to measurable intellectual performance does not work. It leaves out too much of what it means to be a complete, spirited, fulfilled human being.

Brain science tells us that the more faculties, the more parts of the child's brain we engage, it is more likely that the material will be retained and truly internalized. Recent writing by developmental cognitive neuroscientist Adele Diamond and by neurophysiologist Carla Hannaford (Smart Moves: Why Learning Is Not All in Your Head) explain why this is so. But thinking about holistic learning is not new. It goes as far back as Socrates.

The Whole Child Approach teaching strategy uses social emotional learning to help students create the best learning outcomes. For optimal learning to occur, the emotional and social well-being of the students should also be considered and addressed; and this forms the Whole Child Approach.



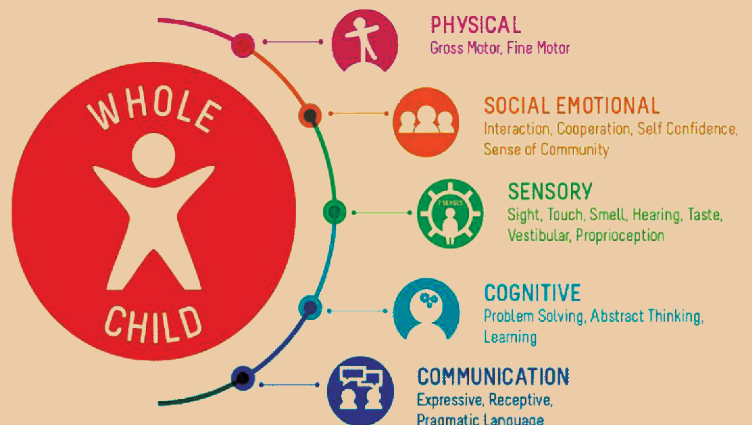
The objective of the Whole Child Approach is not just to improve students' academic performance, but also contribute to their overall development. When students are healthy, safe, supported, engaged and challenged, they are able to learn to the best of their ability.

While there is no singular or universal answer to reduce the stress and academic challenges facing our students today, incorporating the Whole Child Approach may prove useful in developing healthier and happier children better equipped for real-life.

Drawing on the best holistic approaches and recognizing that children have multiple intelligences, the Whole Child Approach identifies five kinds of learning that we like to see every child exposed to, every day if possible.

They are: cognitive-intellectual activity, associated with the left brain creative-intuitive activity (the arts), associated with the right brain structured physical movement and unstructured, self-directed play handwork, making things that can be useful engagement with nature and community.

It has been rightly said –The Whole Child approach does not see youth as empty vessels to be filled with narrowly defined content knowledge, but as individuals who have great potential to grow and develop socially, emotionally, physically, mentally, and civically as well as cognitively.



Courtesy: The Progressive Teacher



Approach in Education



- We start learning from the moment we are born. That comes naturally to all living beings. But, to learn the right things in the right manner, we need mentors.
- Parents and teachers are a child's primary mentors. Children learn from both home and from school.
- Both at home and school, the focus on learning should not be restricted to just academics; it must include development of the whole child – physical, social, emotional and cognitive.
- Education lays the foundation for lifelong learning. Hence the system of education should be one that makes a child want to go to school; love school; become curious to learn more; and keep that curiosity alive throughout his lifetime.
- That's why a whole child approach to education becomes important.
- A whole child approach to education is one where there is a shift in focus from just academic achievements to one that includes a broader view of the skills and knowledge that a child should develop for long term success.
- It helps the child to reach his full potential in becoming knowledgeable, responsible, creative and empathetic adults. It goes beyond just literacy.
- When children are empowered to become the best version of themselves, they become the future citizens who will strengthen the well being of the whole society.
- The whole child approach encourages a child's learning and thinking by being responsive to children's understanding, interest, abilities and by allowing them to deepen their natural curiosity and eagerness to discover and learn more. It also addresses the child's emotional state and considers his economic background.
- As compared to the old school way of education, the whole child approach gives immense priority to a child's state of mind and the background he comes from. It addresses a child's stress, trauma and learning disabilities and paves way for his optimal learning by not sticking to a narrow method of teaching.
- School becomes a second home when the whole child approach is implemented. It helps the child in blooming into the best version of himself, enjoy his educative journey and pave the way to being a confident and stable adult.

Mrs. Vrinda.V

Mother of **Vivek G Krishna**

Grade 3B

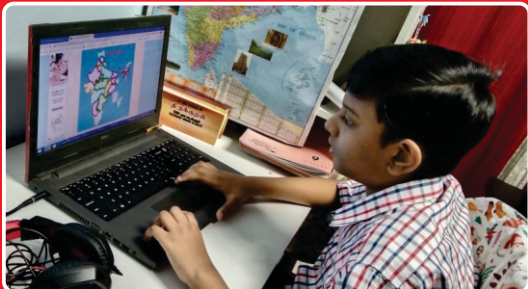


ACHIEVEMENTS

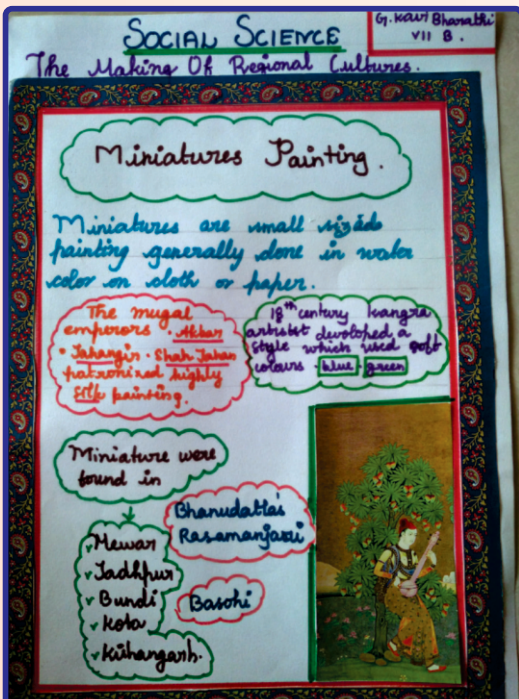
The best way to predict the future is to create it



We are proud to Share , **Pugazhenthik** of **Grade IA** has won **Silver Medal** at Tamilnadu state boxing association - Republic day boxing championship 2022.



Rithik R of **Grade VI** has secured **Online Map Quiz**.



kavibharathi of **Grade VII** has created mini Painting in Social Activity competition



We take the Pandemic Situation Seriously. we are doing our part in vaccinating our Students. Together We Can Fight The Pandemic. Vaccinate. Stay Safe.

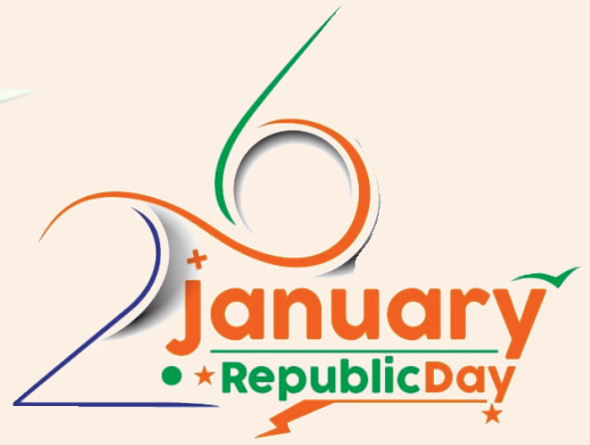


PONGAL CELEBRATION



Jps went into a festival mood, this month with the celebration of Thai Pongal in a grand manner. With this celebration a vibrant prosperity spread around the campus.







A Very - Spirited sense of patriotic fervour pervaded the air of Jain Public School, As Our Correspondent, Principal, staff and student went, about with celebration on the Occasion of Republic Day.



“**CREATIVE** people
are **CURIOUS**, **flexible**,
PERSISTENT,
and independent with a
TREMENDOUS SPIRIT
of **adventure**
& a love of **play**.”



Prakrati of Grade I-A



Yashita M of Grade II A



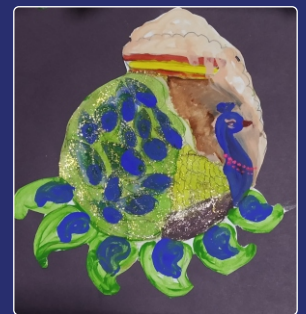
Arjunaa L.C of Grade II



Onith Saravanan of Grade IV -A



J. Nardanesh of Grade IV 'A'



Sri Vaishnavi L C of Grade V



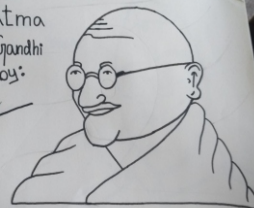
A.P.J. Abdul kalam
Drawn by:

B.P.



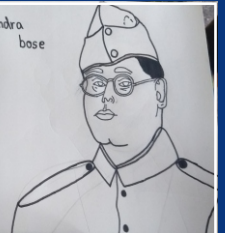
Mahatma Gandhi
Drawn by:

B.P.



Subash Chandra bose
Drawn by:

B.P.



Sathvikha B of Grade V



Pranav Satish Kumar of Grade 5B



G. Kavi Bharathi of Grade VII



Kiruthiga sri J of Grade VIII

S. Aarthi of Grade VIII



D Preethi Sharma of Grade VIII



M. Swetha of Grade VIII

Monthly Calendar

February 2022

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |

Important Events

Dates

- 02 Read Aloud Marathan
- 21 International Mother Language Day
- 28 National Science Day