



Primary School

Parent Student Handbook

2026-27



Vision and Mission

OUR VISION

**“An Empowered, Innovative
and Agile community of
learners who achieve and
contribute positively within
and beyond the school”**

OUR MISSION

**Inspire Learning
Foster Responsibility
Celebrate Diversity**



Mission Statement & Rationale

Our purpose is to

Inspire Learning ~ Foster Responsibility ~ Celebrate Diversity

Inspire Learning

At Mahindra International School, we inspire people to become life-long learners who develop skills and conceptual understanding in a joyful learning process that is contextualized locally and globally through the IB Continuum of Programmes. The features of our learner-centric pedagogy include collaboration, differentiation, learning through play, inquiry, and reflection. Our passionate and empowered learners are balanced individuals who initiate action through their learning, in school and in the wider community.

Foster Responsibility

At Mahindra International School, we foster responsibility for self and towards others, based on the values of empathy, respect and integrity. We model leadership to contribute positively to society and to protect the environment. As independent learners, we are mindful of our responsibilities and practice reflective decision-making. We strive to resolve conflict through dialogue, focusing on sustainable solutions based on our shared responsibility as global citizens, contributing to a more peaceful world.

Celebrate Diversity

At Mahindra International School, we celebrate diversity by acknowledging different perspectives and promoting universal values rooted in the dignity of all individuals. We embrace inclusiveness and value our diverse learning community who come from a range of backgrounds, including languages, nationalities, personal histories, and belief systems. We cherish the power of language and culture to enhance understanding and build empathy within our community.

We will not tolerate any form of discrimination based on race, gender, national and ethnic origin, caste, religion, age, social status, physical differences, sexual orientation, or gender identity. Mahindra International School is a safe and secure environment for all.

Primary Principal's Letter

Dear Families,

It is with great pleasure that I welcome you to the Primary section of Mahindra International School for the 2026-27 academic year. As the incoming Primary Principal, I am honored to join this distinguished community and look forward to partnering with you to ensure a successful, enriching year for our students.

This handbook serves as an essential guide to the policies, structures, and daily life of the Primary section. Open and consistent communication between home and school is vital to your child's success. To stay fully informed about school events, academic progress, and key announcements, we ask that you regularly review the following channels:

- **Email:** For direct correspondence and official school-wide updates.
- **Weekly Whole-School Newsletter:** Sent via email every Friday.
- **Weekly Class Updates:** Published via Toddle every Friday before 4:00 pm.
- **Toddle Platforms:** Regularly check the Announcements and Calendar features.
- **Student Learning Journeys:** We encourage you to log into Toddle alongside your child to view, celebrate, and comment on their ongoing educational milestones.

Our educational framework is anchored in the International Baccalaureate Primary Years Programme (PYP), serving students from EY1 (three-year-olds) through P5 (10 and 11 year-olds). As the foundational continuum of the International Baccalaureate Organisation (IBO), the PYP at MIS is a separately accredited, rigorous program designed to foster global citizenship, critical thinking, and a lifelong love of learning.

We firmly believe that a strong, collaborative relationship with our parent body enhances the educational experience for all students. Throughout the year, we provide numerous opportunities for formal and informal engagement, including Back-to-School presentations, student-led sessions, coffee mornings, and targeted information workshops. These sessions—offered both online and in person—are designed to deepen your understanding of the PYP framework and equip you with strategies to support your child's learning journey.

Please note that as a parent at MIS, you are automatically a valued member of our Parent-Teacher Association (PTA). Through regular Class Representative initiatives, PTA meetings, and parent forums, we work collectively to strengthen the fabric of our school community. Your active support and insights are highly valued.

Maintaining a collaborative and supportive environment is my priority. To that end, I practice an open-door policy. To ensure that I can give you my full, undivided attention, I kindly request that you schedule an appointment through the primary office prior to your visit.

I look forward to a fun and successful academic year ahead in partnership with you and your family.

Warm regards,

Kimberly Strandemo

Primary Principal
Mahindra International School

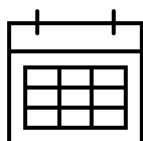
GENERAL INFORMATION



A Safe Place for All

The school is proud of its family and community feel. We have a mutual respect policy that applies to all our community members including faculty, students, and parents.

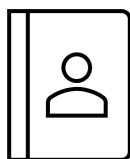
See Mutual Respect Policy – [Appendix 4](#)



Attendance

If your child is unwell and will be absent from school, submit an “Excusal” via toddle. See [this video tutorial](#) on how to do this. Do submit a reason for the illness as it helps us identify any potential trends in learner absences.

As MIS has generous holidays as part of the planned academic year, we request that you plan travel during these holiday slots. If you need to travel, email the Primary Principal and Office Manager in advance.



Contact List

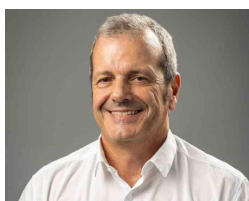
All members of staff can arrange a virtual or face-to-face meeting with you outside of class time. To receive the teacher’s undivided attention, email them to arrange a mutually convenient time. If you are unable to reach the teacher, email the Primary Office Manager who will assist you.

For general day to day questions about your child, the homeroom routines, you should first contact the homeroom teaching team or single-subject teachers.

See [Lines of Communication](#) on our school website for a summary of whom to contact and in what order.

School landline number: 020-42954444

Administration



Joel Cohen
Director
joel.cohen@misp.org



Carla Swinehart
Deputy Director
carla.swinehart@misp.org



Kimberly Strandemo
Primary Principal
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Farida Bhaidani
PYP Coordinator
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Edna Borges
Primary Office Manager
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Extension 2225



Shraddha Deshpande
Executive Assistant to the Director
shraddha.deshpande@misp.org
Extension 2213



Kawita Sharma
Admissions Manager
kawita.sharma@misp.org
Extension 2205



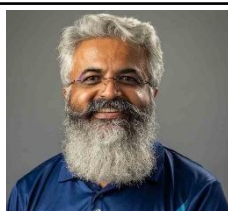
Poonam Kabadi,
Head of Business Office
businessoffice@misp.org
Extension 2206



Ajinkya Ranawade
Accounts
ajinkya.ranawade@misp.org
Extension 2207



Umesh Shitre
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Vikramjeet Sra
Head of Facilities
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Extension 2202



Gerald Lewis
Administration Manager
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Extension 2211



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Head of Procurement
purchase@misp.org
Extension 2209



Narendra Sawant
Transport Manager, General Services Officer
transport@misp.org
Extension 2210



Irfan Khan
Sr. Manager Technology & Digital Compliance
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Extension 3000



Akshay Dhongade
Senior Systems Administrator
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Extension 3000



Rahul Gupta
Integration Specialist
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Extension 3000



Dally Jojo
School Nurse
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Extension 2235



Poonam Dubey
School Nurse
poonam.dubey@misp.org
Extension 2236



Remya Mahesh
School Doctor
remya.mahesh@misp.org



Jacintha Pegado
Receptionist
reception@misp.org
Extension 2222 and 2214

Teaching Staff



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EY1 Homeroom Teacher
sharon.noronha@misp.org



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EY3 Homeroom Teacher
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Vijay Patil
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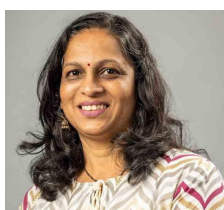
Meghna Jain
ELA Teacher
meghna.jain@misp.org



Shabina Hoskote
ELA Teacher
shabina.hoskote@misp.org



Christine Parke
ELA Teacher
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 Sakshi Singh Visual Art Teacher sakshi.singh@misp.org	 Huma Bola Learning Support Teacher huma.bola@misp.org	 Namrata Kulkarni Primary School Counselor primarycounselor@misp.org
 Devaki Shahagadkar Primary Teacher Librarian devaki.shahagadkar@misp.org	 Vaishnavi Raut Primary Assistant Librarian vaishnavi.raut@misp.org	 Nidhi Bhasin External Partnerships Coordinator nidhi.bhasin@misp.org



Class Logistics

Grade level	Max class size*
Early Years 1	12
Early Years 2	14
Early Years 3	16
Primary (P1- P5)	18
Secondary (MYP1-5, DP)	18

* These numbers may be exceeded in the case of staff children

In EY1-EY3, there is a teacher, teaching assistant, and classroom assistant; as students are younger, this level of attention is required.

P1-P2, there are separate sections with 1 teacher and 1 teaching assistant for each section. At this age, students are learning fundamental math and language skills.

P3 is a single section in this academic year.

P4-P5, we have 1 large space with room for 2 sections (A and B) with 2 teachers and 1 teaching assistant - a potential total of 36 students and up to 38 if there are staff children, as per the admissions policy. A with a maximum of 18 students per teacher and B with a maximum of 18 students per teacher. Students are older and able to work more independently. Students are in A and B and go to single-subject classes separately. In homeroom they interact with all learners and teachers. We view this as a benefit. Each year, we look at any moves to assign students to A and B to benefit the learners.

A larger space with shared teachers allows for:

- Grouping and regrouping frequently based on the content and concept, a requirement of the IB
- Working with a range of students, not only some, developing key social and communication skills, an Approach to Learning (ATL) required by the IB
- More opportunities for dynamic collaboration.
- Co-teaching opportunities - often there are push-in lessons with the learning support teacher and ELA teachers, so we have many adults in the room at the same time, working with dynamic groups. At MIS, this has been an intentional decision and pedagogical approach not only with the space design but also with our teacher training.



Dress Code



Regular School T-shirt



PE T-shirt

MIS learners are active throughout the day, so your child should be dressed appropriately each day.

School uniforms can be ordered through MIS.campusmall.in.

EY1-3	P1-5
• Wear either the regular school T-shirt or the PE T-shirt each day. • Wear any kind of preferred shorts, skirts or trousers. Learners will engage in messy play – their clothes should be comfortable and able to get dirty. • Wear comfortable shoes that are appropriate for play.	• On non-PE days, wear the regular school T-shirt each day along with any kind of preferred shorts, shirts or trousers. Wear comfortable shoes that are appropriate for play. • On PE days, wear the PE t-shirt. It is optional to change into the regular school t-shirt later in the day. • On swimming PE days, the learners will need to bring the following items: • A towel • Flip flops or Crocs • Swimwear • Swim cap

- Sunscreen
- Swim goggles - please try the fit of the goggles at home.

A hat is required each day for all learners.

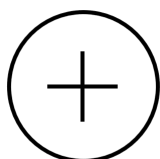


We require students to always have hats to avoid heat stroke, sunstroke and sunburn while playing outside or doing sports. ***"No hat, no play, no fun today!"***

Other Uniform Notes

- No short shorts, short skirts or ripped jeans.
- **Jewellery:** if a learner wears earrings, they must be the small stud type. If a teacher feels that any item of jewellery is a health and safety issue, the child will be asked to remove it, the parent will be informed, and the item should not be worn again to school.
- Watches may be worn, but not during PE.
- All learners with shoulder length hair must tie it back. If a learner has long hair over their eyes, this needs to be clipped back.
- In wet weather if you send your child in rain boots, ensure they have shoes for use in the classroom. Rain jackets may be worn but learners should not have umbrellas due to safety concerns.

All items are the responsibility of the student and should be labelled with their name and class.



Extra Curricular Activities (ECAs) for P1-5

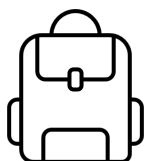
Extra curricular activities (ECAs) happen between 2:05-2:50 pm on certain days of the week. Caregivers and learners together choose the ECAs for Semester 1 (September to December) and Semester 2 (February to May). A wide range of choices are available.

The Primary Office Manager manages and sends information regarding signing up. Monitor the Toddle announcements for more information.



Home Learning

At MIS, we have a home learning procedure that focuses on reading over traditional homework. Please read detailed procedure, supported by research, in [Appendix 3](#). Your homeroom teachers can provide further information



Learner Belongings

Please label **ALL** your child's possessions with their names.

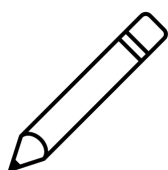
All primary students MUST bring the following each day:

- A small school backpack
- ID card
- Hat
- A reusable water bottle
- 2 healthy snacks – 1 morning snack, 1 afternoon snack; Note 1 healthy snack for EY1
- Lunch (EY2 to P5), if not signed up for the school lunch service

We have a lost and found cupboard in reception; high value items are safely kept in the administration block with Mr. Gerald Lewis.

Notes About Belongings

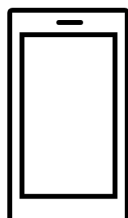
Students should take all their belongings home with them at the end of the day. Students may leave their hat in school, and we will send them home periodically for washing.



MIS provides all necessary stationery items. Personal learner's pencil cases are optional, and learners are responsible for them and their contents. If students bring their own stationery, ensure they have a case to keep them in and the supplies have the learners' name on them.



Drinking water – MIS provides safe drinking water throughout campus. We encourage learners to drink frequently to avoid dehydration and headaches. Your child **MUST** bring a clearly labelled (name and class) water bottle each day. We strongly recommend metal bottles or re-useable plastic bottles - NO single use plastics please.



No use of personal phones or devices during school times is permitted. Any call to a parent must be made via the Primary Office Manager or Reception, with a teacher or teaching assistant present. If you give your child a smartphone or iPad for the bus journey, then they are responsible for its safe keeping. We would advise that the children DO NOT need devices on the buses; they can talk or read. In addition, they must be **responsible digital citizens** and NOT access any sites while on the bus, nor share films or videos.



Students must have had breakfast before coming to school each morning. Students are responsible for bringing their own snacks. They may not share food. No eating or drinking is permitted in the classrooms. **There will be no microwave or hot water facilities available to the primary learners due to health and safety protocols.**

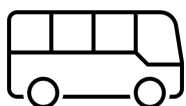
A paid school snack is available for snack break and for the afternoon break. Payment needs to be made in advance to avail of the snack option.

Healthy Snacks <i>Some ideas of what you can send.</i>	Unhealthy Snacks <i>Do not send these with your child.</i>
• Fruit • Sandwiches • Cut vegetables • Nuts • Dried fruit	• Sugary drinks • Chocolate • Sweets/candies • Large packets of crisps/chips • Full packets of biscuits/cookies



Medical

The medical form for your child needs to be filled in accurately and updated regularly on Open Apply. It is also important that you notify the school nurses of any changes in your child's health - nurse@misp.org / medical.support@misp.org.



School Bus Service

The optional school bus service is arranged with pick-up and drop-off points around Pune; this is not a door-to-door service and there is a fee for this service.

Transport Manager, Mr. Narendra Sawant (transport@misp.org), coordinates transport questions.

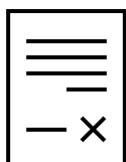
EY1 may **not** use the bus transportation. The driver or parent should be at school by 12:00 for EY1 dismissal. EY2 and upwards may use school transportation.

At times, your child's departure arrangements change due to family circumstances. If this happens, send an email at least 24 hours in advance to your child's homeroom team or by phoning the school and speaking to the Primary Office Manager. It has been known to cause distress, especially to the younger children, if we are not aware of the changes made. If no contact is made, we will stick to the original arrangements.

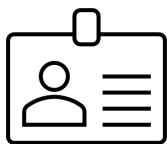
Teacher's WILL NOT have time to check their mails during the day. Please do not send urgent emails during the teaching day. **Instead, call Ms. Edna, Primary Office Manager, if you have an urgent message, at 42954444, Ext. 2225. All bus changes should be notified no later than one hour prior to the end of the school day unless it is an emergency.**

The school bus service is unable to accept requests for changes for playdates and parties. However, in the case of an emergency, we will do our utmost to accommodate all requests.

We request students to use headphones when watching videos or listening to music on the bus, so that others are not disturbed or inconvenienced and to keep the noise level down. This ensures that the driver is not distracted. We ask that the primary students do not access the internet via their phones or tablets while on the buses. Students who bring devices to school in the primary bear full responsibility for them.



All students and parents must read, discuss and sign the bus essential agreement by completing [this Form](#); this applies to all learners as we use the buses for field trips from time to time. Parents are notified in advance and asked to sign permission forms for all trips. See [Appendix 1](#) - PYP Bus Essential Agreement



School ID Card

This **MUST** be brought daily.

Learners swipe their card when they:

- Enter school
- Leave school
- Have school lunch

If a card is lost, then the family is charged for a replacement card (850 INR).



School Timings

Grade Levels	Arrival Time	School Starts	School Ends
EY1 - Early Years 1	7:45 - 7:55 am	8:00 am	12:00 noon
EY2 - Early Years 2	7:45 - 7:55 am	8:00 am	3:00 pm – Monday, Tuesday, Wednesday, Friday
EY3 - Early Years 3	Learners MUST arrive by 7:55 am.	All classes start promptly at 8:00 am.	2:00 pm – Thursday
P1, P2, P3, P4, P5			

The school follows a 7-day schedule.

Find the school calendar that shows the day number:

- See [Appendix 2](#)
- [On our school website](#)
- In the weekly updates sent by each grade level
- On the calendar in Toddle

After classes are finished for the day:

- EY1 students are all brought to the reception by the homeroom team by 12:00.
- EY2 to P2 students – Dismissal is from reception for those in private cars. Learners are escorted to the allocated school bus.
- P3 to P5 make their own way to the allocated school bus or to reception.
- All parents and drivers **MUST** follow the instructions of the Security Team without exception.
- Parents are asked to ensure that the learners are picked up promptly at the close of the school day.

Caregivers who regularly collect the students must have a school ID as part of our child safeguarding protocols. Please contact Mr. Gerald Lewis (gerald.lewis@misp.org) to arrange this if you or a designated caregiver (e.g. driver, maid, etc.) require an ID.



Student Birthday Celebrations

We know that many students like to celebrate their birthdays in school, however we do not hold full parties.

If you choose, you may send in enough for your child's class of the following possibilities:

1. Small packet of cookies (no more than 2 per packet) **OR**
2. Small cupcake **OR**
3. Doughnut holes (large doughnuts are not recommended for EY1 to P2) **OR**
4. A larger cake to be cut for the learners in the class **OR**
5. A healthy option such as fruit kebabs.

You should not send all these items; please choose one only if you wish to have your child celebrate in school. We recommend sending in eggless options to include all learners. If you do not wish your child to celebrate in school, that is a parental choice.

We ask that you inform your child's teachers at least 48 hours in advance that you will be sending the items. We do not allow any gift to be sent to the birthday person nor their classmates.



Supervision after school hours protocol

Note our protocol around dismissal and being on campus after school.

After 3 pm (Monday, Tuesday, Wednesday and Friday) and after 2 pm (Thursday), the school hands over supervision of your child to you (or the bus monitor) at these times.

If you remain on campus, supervision of your child(ren) is your (parent's) responsibility.

You may remain with your child in your direct supervision (your child is within 2 meters of you, and you maintain proximity and attention):

1. Reception
2. Cafeteria
3. Ground floor of the library to check out a book

This means that your children are not allowed on the field, jungle gym, basketball court, etc. even under your supervision. Thank you for your understanding.



Toddler is the platform where you will find most of the information you need as a caregiver.

Your child's teacher will provide detailed login instructions. If you have not received this for some reason, do reach out to the homeroom teaching team or the Primary Office Manager.

It is vital you familiarize yourself with Toddle. The school's expectation is that you regularly view the weekly update and your child's learning here.

View these short instructional videos on how to access the different Toddle features:

1. [Toddle Tour](#) – overview of the caregiver view
2. [Viewing announcements, Announcements](#)
3. [Attendance](#)
4. [Timetable](#)
5. [Student profile](#)
6. [School policies](#)
7. [Progress reports](#)
8. [Notifications](#)
9. [Classroom](#)
10. [Finding the MAP Family Report](#)



Update your mobile numbers, email addresses, physical address, your child's medical information and other relevant information on the school platform [OpenApply](#), so that we can get in touch with you if your child is unwell or in an emergency.

Each year, you will also re-register on this platform. Do bookmark the link.



Withdrawal Process

If you wish to withdraw your child from the school, follow this protocol:

1. Inform the Admissions Officer, Primary Principal and Primary Office Manager as soon as possible via email.
2. Complete a withdrawal form provided by and returned to the Primary Office Manager.
3. The school will help your child(ren) collect the necessary signatures.
4. The school will provide the following documents:
 - o Transcript with the school stamp – five copies
 - o Bonified certificate with the school stamp – one copy

We do not give stamped copies of report cards; we have researched the requirements for many of our communities and the transcript is all that is required for receiving schools and universities.

We will complete up to 3 confidential references per student that many schools require. If you need to apply to more schools, there may be an administration charge. Note most schools require us to return these directly to the school. Please allow us at least 72 hours of working school days to complete these in during the academic year and longer in the school holidays.

CURRICULUM

IBO - Primary Years Programme - EY1 TO P5

Introduction

The purpose of the PYP curriculum section of the handbook is to give parents a basic understanding of the PYP at MIS. There are regular information sessions throughout the year to develop your understanding of our programme further. In addition, unit flyers, blogs, weekly school newsletters and weekly updates from your child's homeroom team also include important information about our programme to help you better understand all aspects of the PYP. In addition, visit the PYP section of the IB's website at:

<https://www.ibo.org/programmes/primary-years-programme/>.

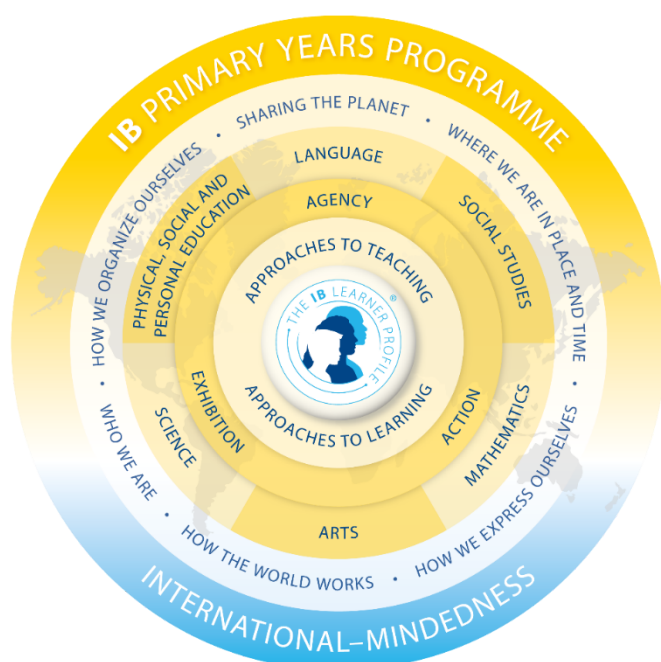


Fig. 1. Primary Years Programme model.

The Primary Years Programme (PYP) is designed for students from three to eleven years old. It is a **concept based, inquiry-driven** curriculum framework. In the early years, inquiry is delivered through a play-based approach to learning.

The PYP strives for a balance between developing understanding, acquiring knowledge and skills, developing positive attitudes and taking positive action.

The PYP programme model shows all the elements that combine to form a coherent curriculum framework.

In terms of achieving this balance, the PYP emphasizes four components of the written, taught and assessed curriculum.

Concepts	Approaches to Learning (ATL)	Knowledge	Action
Powerful ideas which have relevance within and across the disciplines and which learners must explore and re-explore to develop understanding.	Skills learners need to be able to succeed in a changing, challenging world - thinking, research, social, communication and self-management skills.	Significant, relevant, subject matter .	Taking positive action within and beyond our community .

The Mission Statement of the International Baccalaureate (<https://ibo.org/about-the-ib/>)

The PYP is one of the programmes offered by the IB. MIS has been an authorized PYP school since 1999. The mission of the IB is as follows:



Fig. 2. IB World School logo.

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

IB Learner Profile

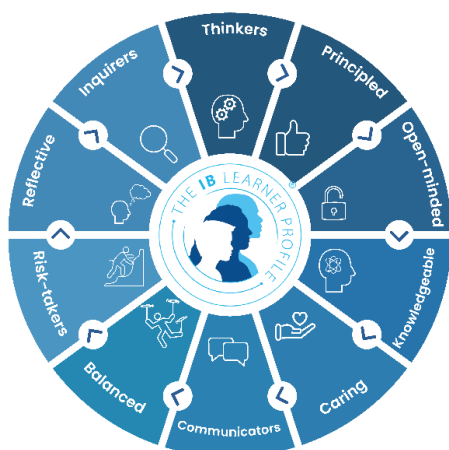


Fig. 3. Learner profile logo.

The aim of all IB programmes 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. The learner profile is placed at the center of all four IB programme models.

All members of our learning community – parents, teachers, students, staff members – are expected to reflect on, model and live the IB learner profile through our words and actions.



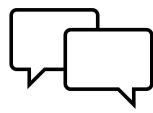
Fig. 4. Learner profile in action.

Through class engagements, students explore the learner profile attributes through the context of their learning, through play and our daily interactions.

We plan opportunities for learners to demonstrate, value, appreciate, celebrate and develop the attributes.

As IB learners, we strive to embody the following 10 attributes of the learner profile: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Below are the attributes in the four languages taught in the PYP at MIS - English, French, Hindi and Marathi – and the IB definition. We also use the icons below as visual cues to reinforce each attribute.

 inquirers chercheurs जिज्ञासु प्रश्नकर्ता	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	 knowledgeable informés सुविज्ञ / ज्ञानी ज्ञानी	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
 thinkers sensés विचारक विचारवंत	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	 communicators communicatifs सम्प्रेषक संप्रेक्षक बोलणारा	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
 principled intègres सिद्धांतवादी तत्त्वनिष्ठ	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	 open-minded ouverts d'esprit उदार मनस्क खुल्या मनाचा	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
 caring altruistes संवेदनशील काळजी घेणे	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.	 risk-takers audacieux जोखिम उठाने वाले जोखीम घेणारा	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
 balanced équilibrés संतुलित समतोल	We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.	 reflective réfléchis चिन्तनशील चिंतनशील	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

International-mindedness

In the PYP, the learner profile is central to what it means to be “internationally-minded”. The PYP is proud to develop students who exemplify the attributes expressed in the learner profile. At MIS, international-mindedness is encompassed within the MIS definition of internationalism (<https://misp.org/discover/our-definition-of-internationalism/>).

In the PYP, we develop international-mindedness through creating a culture and planning inquiries and units that ensures:

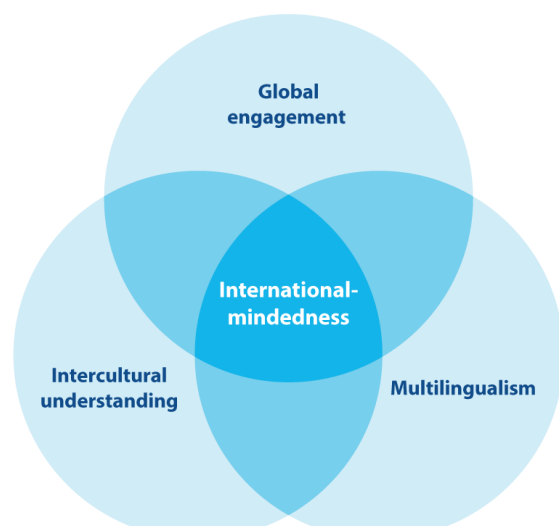


Fig. 5. International-mindedness.

Global engagement through:

- Focusing on global human commonalities
- Creating opportunities for action in local and global communities

Multilingualism through:

- Embracing multilingualism to enhance intercultural dialogue and global engagement
- Valuing the taught languages of Hindi, Marathi, French, and English as well as all home and family languages of the entire learning community (parents, learners, teachers)

Intercultural understanding through:

- Creating opportunities for meaningful cultural exchange
- Sharing our differences and commonalities

You may observe some of the following in your child as they develop an international-mindedness stance. The following are just a few examples and not an exhaustive list.

If students have an open-minded stance, they:	If students resolve conflict, they:	If students act with principle, they:
• Aware of their feelings and attitudes towards others	• Include others in games in the playground	• Help new students feel at home in the classroom
• Listen to other perspectives without make judgement	• Engage with different students in the playground/groups	• Translate for a peer who is developing their language capacity
• value peers and teachers for who they are	• Be sensitive to the needs of others	• Share their cultural traditions and stories
• Be aware that body languages sends messages	• Resolve conflict through dialogue	• Model essential agreements
• Seek opinions from diverse peer groups	• Teacher everyone with mutual respect	• Stand up for their beliefs

Curriculum Structure

The PYP is delivered through Units of Inquiry. All homeroom Units of Inquiry form the Programme of Inquiry (POI). [See our 2025-26 POI on our website.](#)

Units draw together elements of different disciplines into a meaningful whole with concepts driving the learning through inquiry. The PYP identifies the range of transdisciplinary themes students need to explore each year.

The six transdisciplinary themes are:



Fig. 6. PYP transdisciplinary themes.

In the Early Years, the students have four Units of Inquiry per year and P1 to P5 have six Units of Inquiry each year. Parents receive a unit flyer before the start of each unit. This contains information on the curriculum to be covered (knowledge, skills, concepts and attributes) and highlights which subjects are integrated or taught within that particular unit.

Concepts

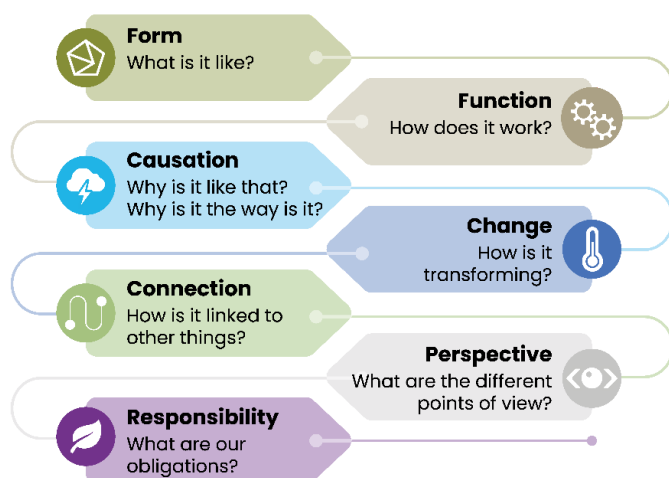
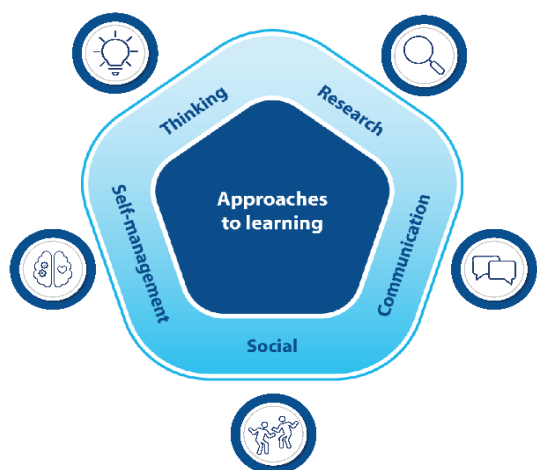


Fig.7 PYP key concepts.

In the PYP, the curriculum is **concept-driven** as this supports meaningful inquiry. Concepts are powerful ideas which have relevance within and across the disciplines and which students explore and re-explore to develop their **conceptual understandings**. Learners go beyond just knowledge to develop deeper understanding that allows them to make connections to multiple areas of learning and life. The seven key concepts that help drive the curriculum are listed below along with the question that accompanies the concept.

Approaches to Learning (ATL)



When learning about and through subject areas, learners acquire particular skills that cross disciplines. Developing subject knowledge, concepts and skills is essential as these underpin successful inquiry.

The following are the broad skill headings, which are underpinned with further sub-skills. We use these icons as visual cues for our learners.

The skills we develop are: thinking, research, self-management, social and communication skills.

Fig. 8. The five interrelated approaches to learning.

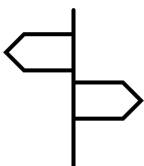
Action

The PYP and MIS believes that education must extend beyond the intellectual to include not only a socially responsible attitude, but also thoughtful and appropriate action.

At MIS we believe that every learner in every year group has the right and should have the opportunity to be involved in voluntary, purposeful and beneficial action. Therefore, we endeavour to offer all our learners the opportunity and power to choose to act, and to decide on their actions in order to make a difference to a local, national or global issue. Often action may not be witnessed by the teacher in school but rather happens beyond the classroom.

Action can be initiated by the teacher, parent or student as well as be collective or individual action. We use five categories to help define different kinds of actions PYP learners may take both inside and outside the classroom.

Type of Action	What this might look like in our PYP learners
Participation 	School - Actively contribute to discussions and learning experiences in class - Make appropriate choices and take responsibility for their personal learning and actions Home - Take part in decision-making at home in appropriate family decisions - Raise awareness with family members to take action on issues they learned about in school
Advocacy	School - Support their peers in the learning community - Take on the role of student representative in school

	Home • Present reasoned arguments on behalf of others • Be a part of a campaign for positive change
Social justice 	School • Explore issues of fairness from different perspectives • Challenge assumptions and generalizations Home • Volunteer in response to community needs • Be aware of, and inquiring into, challenges and opportunities in the local community that your family observes
Social entrepreneurship 	School • Design, plan and develop models and solutions to address identified issues • Initiate and maintain projects that have a positive impact on the learning community Home • Plan and share models for solutions to problems in the community • Join with family members to support local and global projects and initiatives
Lifestyle choices 	School • Consider and act on factors that contribute to personal, social and physical health and well-being • Engage in responsible and sustainable consumption Home • Encourage family members to adopt more responsible and sustainable consumption at home (e.g. water usage, recycling, etc.) • Reflect on the impact of family choices on local and global environments

Early Years

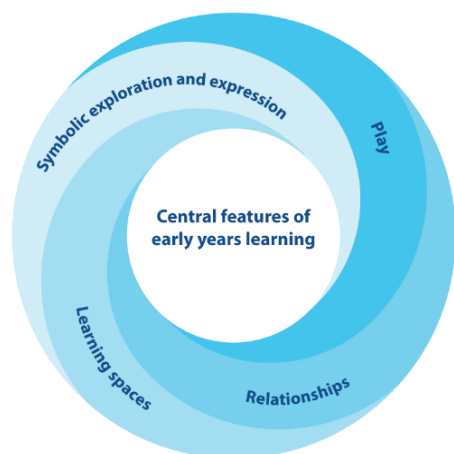


Fig. 9. Central features of learning in the early years.

The Early Years in the PYP refer to learners from three to six years old; at MIS, this is from EY1 through parts of P1.

We believe that the experiences during the early years lay the foundation for positive social and cognitive learning in future years. The PYP framework is designed to support the development of key cognitive and social-emotional abilities.

This IB image shows the central features of early years learning and each are detailed below.

Play



Play is the primary driver for inquiry in the early years and reflects the holistic and authentic way in which children explore, grow and learn. Play involves choice, promotes agency and provides opportunities to inquire into important concepts and personal interests. Through play, learners develop approaches to learning (ATL) and the attributes of the IB learner profile.

Fig. 10. Play as inquiry.

Symbolic exploration and expression

Symbolic language forms (written and spoken language, visual arts, math, physical movement) allow early learners to explore the world and construct meaning. Early years learners spend significant time exploring these symbolic language forms which develop at significantly different rates among children. As part of symbolic exploration and expression, early learners may:

- play games
- pose problems and solve problems
- draw and mark-make
- count, pattern and sequence
- engage in rhymes, poems, songs and stories

Relationships

Strong relationships within early learning communities support student learning. All members of the community – students, parents, teachers – have a part to play in developing and promoting supportive relationships. At MIS, we create relationships that nurture a sense of belonging and establish an environment of trust where the agency of each learner is valued.

Learning spaces

MIS and the early years teachers carefully and intentionally design the early years learning spaces. These engaging spaces enrich each child's learning experience. At MIS, outdoor spaces are vital to our programme where they explore, wonder, and discover.

Therefore, early learning spaces:

- provide a safe and inclusive environment
- allow multiple activities to happen at once
- promote students independently accessing materials and taking responsibility for the space
- support inquiry-based learning
- encourage collaboration

Subject Specific Information

The following are the subjects taught through the transdisciplinary nature of the PYP. We use the following icons for each of the subjects. Please see the descriptions below for each subject for further information.

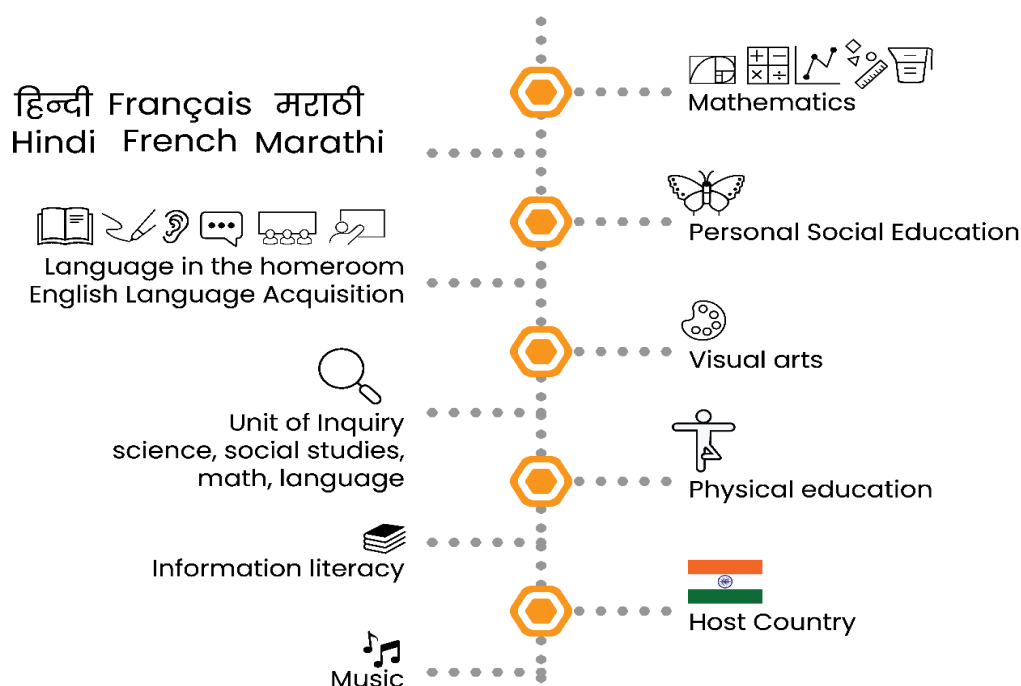


Fig. 11. Subjects at MIS in the PYP.

Language

Language is fundamental to learning and permeates the entire PYP curriculum. By learning about language and learning through language, we develop an appreciation of the richness of language and a love of literature. Language is also a key factor in the development of international-mindedness and, as such, has a major role in a PYP classroom. The PYP classroom values and supports the home language and language of instruction while also providing access to other languages. Language is the major connecting element across the curriculum. All teachers are teachers of Language in the PYP.

Acknowledging that learning language is a developmental process, the Language Scope and Sequence is a developmental continuum to assist teachers in planning language learning experiences for students, and in monitoring students' development throughout the primary years.

Language contains the following four strands:

reading	writing	listening and speaking	viewing and presenting

There are a range of language pathways at MIS. Refer to the graphic below, which shows the Primary language pathways. Refer to our [website](#) to view all the language pathways at MIS.

Primary Years
Programme

Language Pathways - EY1-P5



EARLY YEARS

All students learn English while celebrating multilingualism and each student's home language. Learner's gain some exposure to words and phrases in Hindi and Marathi through Host Country lessons.

P1-2

ELA	or	Hindi
<i>ELA = English Language Acquisition</i> <i>For students who are still gaining English skills to access the full curriculum.*</i> <i>*School decision based on assessments.</i>		All students who are not in ELA, take Hindi.
French (native speakers) - optional - parent choice Focus on developing native French language skills - speaking, listening, reading, writing, viewing and presenting.		
Marathi All levels of Marathi from EY3-P4; P1-P5 in 2023-24. Focus on connecting with our community through learning Marathi - listening, speaking, appreciating, respecting and interacting with our local culture. Note this is a government requirement.		

P3-5

ELA	or	Hindi	or	French
<i>For students who are still gaining English skills to access the full curriculum.*</i> <i>*School decision based on assessments.</i>		Parent choice, if their child is not in ELA.		Parent choice, if their child is not in ELA.
French (native speakers) - optional - parent choice Focus on developing native French language skills - speaking, listening, reading, writing, viewing and presenting.				
Marathi All levels of Marathi from EY3-P4; P1-P5 in 2023-24. Focus on connecting with our community through learning Marathi - listening, speaking, appreciating, respecting and interacting with our local culture. Note this is a government requirement.				

English Language Acquisition (ELA)

In Early Years, we believe that the total emersion approach is developmentally appropriate for them to acquire English. As the MIS language of instruction is English, learners from P1 who do not speak English or who are not proficient in English attend ELA classes and are also supported in the homeroom.

A student will exit the ELA programme when they can participate more fully in the regular educational programme. The exit procedure is a combination of formal and informal assessments and observations. The decision is made in by a team comprised of the ELA teacher(s), homeroom teaching team, PYP coordinator and the Primary Principal.

Language Acquisition

French
FrançaisHindi
हिन्दीMarathi
मराठी

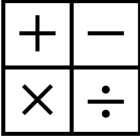
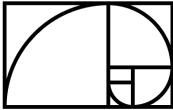
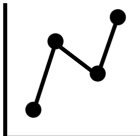
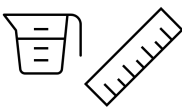
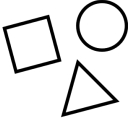
A child in P1 or P2 who does not attend ELA will have Hindi sessions each rotation. From P3, a student who does not attend ELA will select to study either Hindi or French as an additional language. If your child requires learning support, we may use this additional language time to work with them on a specific curriculum area or skill. P1 to P5 learners have Marathi lessons.

All language acquisition lessons:

- Support students in understanding that languages are communication tools, and we use them as a part of our overall learning experience
- Value translanguaging
- Relate to student's day-to-day lives and are relevant to their ages and interests

Mathematics

Mathematics in the PYP contains five strands. Below is a brief description of each strand.

number	pattern and function	data handling	measurement	shape and space
				
• Number systems • Operations – addition, subtraction, multiplication, division • Counting • Fractions, decimals, percentages • Calculation strategies	• Building blocks of algebra • Identifying patterns in numbers and symbols • Analyze patterns and rules for patterns	• Collecting, interpreting, display and analyse data • Graphs (e.g. pictographs, tally marks, etc.) • Probability • Graph making	• Compare, order and sequence objects and events • Measure and describe objects and events; estimate • Measurement of length, mass, capacity, money, temperature and time	• 2D and 3D shape attributes • Symmetry • Direction and positional language

Through mathematics learning engagements, learners explore problem solving, the language of mathematics and applying mathematical concepts to real-life situations. Whenever possible, mathematics is taught through the relevant, realistic contexts in the Units of Inquiry.

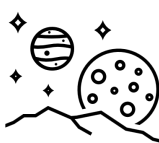
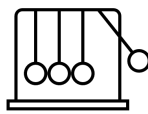
Play and exploration have a vital role in the learning and application of mathematical knowledge, particularly for younger students. Students will be actively involved in a range of activities that can be free or directed. In planning the learning environment and experiences, teachers consider that young learners may need to revisit areas and skills many times before understanding can be reached.

Science



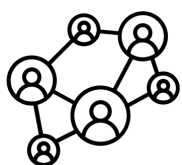
Science is an integrated subject and taught through Units of Inquiry. Science provides opportunities for students to engage in scientific investigations by making accurate observations, handling tools, recording and comparing data, and formulating explanations using their own scientific experiences and those of others. Students will gain experience in testing their own assumptions and thinking critically about the perspectives of others in order to further develop their own ideas.

The knowledge component of science is arranged into the following four strands:

Living things 	Earth and space 	Materials and matter 	Forces and energy 
--	--	---	--

Science also contains a range of age-appropriate science skills that we teach, practice and explore through content and concepts.

Social Studies



Social studies is an integrated subject and taught through Units of Inquiry. Social studies allow students to explore intercultural understanding and respect for individuals and their values and traditions. In social studies, students explore how people: think, feel and act; how they interact with others; their beliefs and aspirations; the problems they have to face; how and where they live (or lived); how they interact with their environment; the work they do; and how they organize themselves.

The knowledge component of social studies is arranged into the following five strands:

human systems and economic activities 	social organization and culture 	continuity and change through time 	human and natural environments 	resources and the environment 
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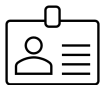
Social studies also contains a range of age-appropriate science skills that we teach, practice and explore through content and concepts.

Personal, Social and Physical Education (PSPE)

In the PYP, this subject in our curriculum contains two subjects – personal social education (PSE) and physical education (PE).

Both subjects are concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being. Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

Both subjects focus on the following three strands. Below is a brief description of each strand.

Identity 	Interactions 	Active living 
Learners explore: • beliefs, values, attitudes, experiences and feelings and how they shape us • the impact of cultural influences • recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity • concepts of self and feelings of self-worth	Learners explore: • how an individual interacts with other people, other living things and the wider world • behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them • awareness and understanding of similarities and differences • appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations	Learners explore: • factors that contribute to developing and maintaining a balanced, healthy lifestyle • the importance of regular physical activity • the body's response to exercise • developing basic motor skills • developing the body's potential for movement and expression • nutrition and causes and possible prevention of ill health • safety • rights and the responsibilities we have to ourselves and others to promote well-being • making informed choices and evaluating consequences • taking action for healthy living now and in the future

Personal Social Education (PSE)

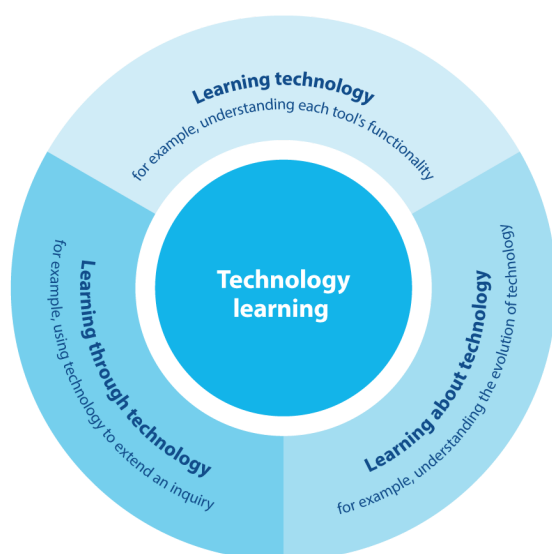
All PYP teachers are responsible for PSE as all teachers monitor, plan for and facilitate the personal and social growth for our learners. The social emotional curriculum is led by our Counsellor in rotational lessons and is reinforced in all areas of the curriculum. PSE lessons focus particularly on the identity and interactions strands as outlined above.

Physical Education (PE)

MIS provides a balanced PE programme in line with the PYP. PE is seen as essential in developing balanced and active students. PE is taught through Units of Inquiry and regularly integrated through homeroom units; it is mainly focused on the active living strand. The PE curriculum includes the following five aspects and PE Units of Inquiry are based these areas. Swimming is part of individual pursuits and all MIS learners are expected to participate in this part of the curriculum.

Individual pursuits 	Movement composition 	Games 	Adventure challenge 	Health-related fitness 
--	---	--	--	---

Technology in the PYP



The role of technology in the PYP is to provide integrated support to the whole curriculum via meaningful integration. The Units of Inquiry develop many areas of technology competence and skills, such as using the internet safely and effectively, researching, inquiring and presenting work electronically. There is also explicit teaching of both Digital Literacy and Digital Citizenship. We recommend parents to visit this site for more information about digital citizenship:

<https://www.common sense.org/education/digital-citizenship>. We also recommend that you set your own family media agreements with your child/children at home. See [Appendix 6](#).

Academic integrity is another key aspect and students learn to cite sources at an age-appropriate level. We use the Modern Language Association (MLA) citation style as a learning community and we explicitly teach My Bib in P4 and P5 as a tool to help learners with citation skills.

Fig. 11. Technology learning and teaching.

Technology learning emphasizes the development of competencies through a range of tools that can be used by the students across the whole curriculum and in their everyday lives.

We use technology:

- as a tool for inquiry
- a platform for communication between the school and the wider community
- a tool for reflection
- a tool for assessment
- a resource / research tool
- a tool to viewing and presenting learning
- a tool for entertainment

Specific devices

MIS uses a range of devices and technology tools to enhance learning. Specific devices are used at different grade levels. All devices stay at school and are not taken home. Learners use the devices in a balanced approach with other hands-on activities and handwritten engagements.

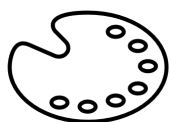
- **EY1-3** – Students access shared iPads in the classroom.
- **P1-2** – Each student is assigned an iPad.
- **P3-5** – Each student is assigned a Chromebook.

All students are responsible for handling the school devices with care and responsibility in line with the school's acceptable use policy and the technology Essential Agreements (at [Appendix 5](#)) that we review at the beginning of each academic year.

The Arts

At MIS, the Arts consists of Visual Arts and Music. The PYP recognizes that learning in the Arts is a developmental process and that the phases through which a learner passes are not always linear or age related. Both subjects focus on two strands – creating and responding.

Visual Arts



Through Visual Arts Units of Inquiry, students are exposed to a broad range of experiences that illustrate the field of visual arts. They use a variety of tools, materials, media and techniques. Materials will be drawn from the child's environment and students are introduced to a variety of media e.g. sand, leaves, flowers, playdough, water, crayons, paints. Gross motor activities that involve body parts and tactile exploration e.g. finger/foot painting will be included. Students will begin to think and behave like artists while developing a sensitivity to artistic works and appreciating art as a form of communication.

Students begin to appreciate the depth and breadth of the field by experiencing visual arts created by diverse artists—locally and globally, now and in the past, by women and men, and by people of different backgrounds. In visual arts, the role of a sketchbook is integral to this process. The sketchbook provides a space for students to take ownership of their learning, to creatively explore personal interests and to develop their own style.

Music



Through Music Units of Inquiry, students have opportunities to discover a broad range of music experiences including classifying and analysing sounds, composing, exploring body music, harmonizing, listening, playing instruments, singing, notation, reading music, song writing and recording. In creating, students use their imagination and musical experiences to organize sounds—natural and technological—into various forms that communicate specific ideas or moods. In responding, students are given the opportunity to respond to different styles of music, as well as to music from different times and cultures. Individually and collaboratively, students should have the opportunity to create and respond to music ideas.

Parents may be requested to provide an instrument at certain points in the curriculum and full details will be shared by the Music teacher, if required. One of the instruments requested in the past include the plastic descant (soprano).

Student Support Services

MIS promotes inclusion which requires a high level of collaboration between all member of the learning community.

The Student Support Services (SSS) consists of socio-emotional counsellors and learning support teachers. They work closely to support students on both ends of the spectrum (high ability and learning differences). Parents may approach the Primary Counsellor primarycounselor@misp.org directly if they have any social/emotional concerns for their child. They can also speak to homeroom teacher or the Primary Principal if they wish.

SSS are responsible for conducting individual assessments such as classroom observation and the administration of both informal and standardized tests. The role of Student Support Services includes the development of Student Support Plans (SSP). If external assessments are recommended then on receipt of the reports, an Individual Educational Plan (IEP) is developed. The student and parents are involved in the development of both SSPs and IEPs.

Assessment in the PYP

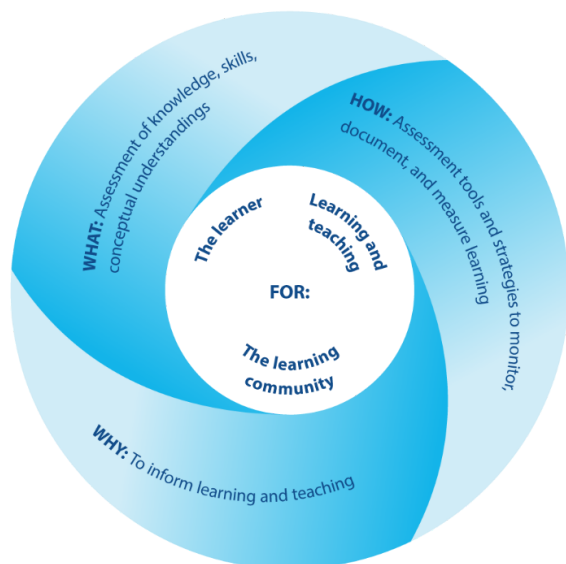


Fig. 12. Integrating assessment.

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through learning: the understanding of concepts, the acquisition of knowledge, the development of approaches to learning, the development of attitudes and promotion of action.

On-going, formative assessments are part of daily learning and help teachers and students find out what the students already know in order to plan the next steps for learning. Assessments take many forms including rubrics, checklists, criteria and include self- and peer-assessment.

These assessment practices help develop our students as assessment capable learners who take an informed and active role in their learning.

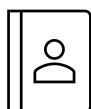
Assessment at MIS includes the following aspects that require active parent engagement throughout the academic year.

Three-Way Conferences



Three-way conferences are designed to allow discussion of the student's progress and areas for improvement. They are an opportunity to discuss the student's goals and ways in which the teacher and parent can support the student in achieving these goals. The conversation is balanced between the parents, students and teacher.

Portfolios



Portfolios are a collection of student's work that demonstrates their learning journey and achievements. It is constructed together with the teacher to highlight achievements and progress in learning. Parents can access and comment on the portfolio on Toddle.

Written Reports



A written report is sent digitally twice a year. It includes strengths and next steps in learning.

The written report includes the following subjects: Personal and Social, Units of Inquiry, Language, Mathematics, Music, Visual Arts and PE. The report for P1 to P5 includes a report on Hindi, French or ELA.

Student Led Conference



Student led conferences take place once a year towards the end of the academic year in all classes from EY1 to P4; P5 students share their final learning through the Exhibition. Students lead a discussion of their work and progress with their parents as a culminating celebration of their academic year.

APPENDIX 1



Bus Essential Agreements for PYP Students

1. I agree to wear my seatbelt tightly and be seated while the bus is moving so I am safe.
2. I agree to sit toward the front of the bus – or where the bus monitor tells me – to be safe.
3. I agree to not open social media and YouTube and similar sites because I'm underage.
4. I agree to be kind and respectful to the bus monitor, driver, and other adults because I'm caring.
5. I agree to eat only dry food or water and clean up after myself because I'm principled.
6. I agree to use my indoor voice to help the bus ride be comfortable for everyone.
7. I agree to swipe my ID card when entering and exiting the bus for my safety.

Student Name:

Student Signature:

Parent Signature:

Date:

APPENDIX 2

School Calendar 2026-27

School Calendar Academic Year 2026-27

August 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11 D1	12 D2	13 D3	14 D4	15
16	17 D5	18 D6	19 D7	20 D1	21 D2	22
23	24 D3	25 D4	26 D5	27 D6	28 D7	29
30	31 D1					

September 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 D2	2 D3	3 D4	4 D5	5
6	7 D6	8 D7	9 D1	10 D2	11 D3	12
13	14	15 D4	16 D5	17 D6	18 D7	19
20	21 D1	22 D2	23 D3	24 D4	25	26
27	28 D5	29 D6	30 D7			

October 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 D1	2	3
4	5 D2	6 D3	7 D4	8 D5	9 D6	10
11	12 D7	13 D1	14 D2	15 D3	16	17
18	19	20	21 D4	22 D5	23 D6	24
25	26 D7	27 D1*	28 D2	29 D3	30 D4	31

November 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 D5	3 D6	4 D7	5 D1	6	7
8	9	10	11	12	13	14
15	16 D2	17 D3	18 D4	19 D5	20 D6	21
22	23 D7	24 D1	25 D2	26 D3	27 D4	28
29	30 D5					

December 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 D6	2 D7	3 D1	4 D2	5
6	7 D3	8 D4	9 D5	10 D6	11 D7	12
13	14 D1	15 D2	16 D3	17 D4	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7 D5	8 D6	9
10	11 D7	12 D1	13 D2	14 D3	15 D4	16
17	18 D5	19 D6	20 D7	21 D1	22 D2	23
24	25 D3	26	27 D4	28 D5	29 D6	30
31						

February 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 D7	2 D1	3 D2	4 D3	5 D4	6
7	8 D5	9 D6	10 D7	11 D1	12 D2	13
14	15 D3	16 D4	17 D5	18 D6	19 D7	20
21	22	23	24	25	26	27
28						

March 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2 D1	3 D2	4 D3	5 D4	6
7	8 D5	9 D6	10	11 D7	12 D1	13
14	15 D2	16 D3	17 D4	18 D5	19 D6	20
21	22	23 D7	24 D1	25 D2	26	27
28	29 D3	30 D4	31 D5			

April 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 D6	2 D7	3
4	5 D1	6 D2	7	8 D3	9 D4	10
11	12	13	14	15	16	17
18	19 D5	20 D6	21 D7	22 D1	23 D2	24
25	26 D3	27 D4	28 D5	29 D6	30 D7	

May 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 D1	4 D2	5 D3	6 D4	7 D5	8
9	10 D6	11 D7	12 D1	13 D2	14 D3	15
16	17	18 D4	19 D5	20 D6	21 D7	22
23	24 D1	25 D2	26 D3	27 D4	28 D5	29
30	31 D6					

June 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 D7	2 D1	3 D2	4 D3	5
6	7 D4	8 D5	9 D6	10 D7	11 D1	12
13	14 D2	15 D3	16 D4	17 D5	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2027						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				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	29	30	31

KEY

	No school for students
	School day for students

*Only secondary students are required to attend in the morning for Independence Day and Republic Day

Term Dates

Semester 1	
Quarter 1-	11th Aug - 23rd Oct
Quarter 2-	26th Oct - 22nd Jan
Semester 2	
Quarter 3-	25th Jan- 9th Apr
Quarter 4-	19th Apr- 17th Jun

List of Holidays 2026-27

August

*15- Independence Day

September

14- Ganesh Chaturthi

25- Ganpati Immersion

October

2- Gandhi Jayanthi

16- School Holiday

19-20- Dussehra

November

6-13- Diwali + Fall Break

December

18 Dec - 6 Jan- Winter Break

January

*26- Republic Day

February

22-26- Week off

March

1- School Holiday

10- Eid ul Fitr

22- Holi

26- Good Friday

April

7- Gudi Padwa

14- Ambedkar Jayanti

12-16- Spring Break

May

1 - Workers Day

17- Eid ul Adha

Primary Home Learning Procedures

Mahindra International School - Internal Procedure

Updated: June 2024

Version: 3.0

Next review: 2027-28



Primary Home Learning at Mahindra International School

The home learning requirement for MIS primary learners is reading every day, which varies by age level. This can include: the learner reading to an adult, an adult reading to a learner or a learner reading independently (or a combination of these).

Particularly as learners reach the upper primary years (P3-5), reading as home learning may involve reading or viewing videos accompanied by questions to consider as well as working on personal learning goals. Learners can also log into school platforms to work towards their next steps. Learners might view or read the content and come ready to discuss and actively participate in learning engagements the next day in class.

This home learning requirement is based on a wide range of education research showing that reading:

- Has the single greatest impact on student academic achievement
- Expands vocabulary and broadens knowledge across all disciplines
- At least 20 minutes of reading every day in English and/or home language is linked to overall academic success

Rationale

At MIS, learners spend their day actively engaged in carefully constructed learning engagements that are rich, purposeful and deliver the Primary Years Programme (PYP) to a high standard. After school and on weekends, we believe a balanced approach in the learners' free time is important. We recommend that they spend their time playing, engaging with family and participating in unstructured activities driven by each child's interest. These activities, alongside the required daily reading and sufficient sleep each night, will complement their school day. Engaging in active, creative and unstructured play as well as following their interests after school is a vital part of child development. There is insufficient evidence to show that traditional homework (worksheets, etc.) in the primary years has a positive impact on student learning. In fact, research finds that various types of traditional homework can have a negative impact on learning as well as family interactions.

In support of this rational, research finds that:

- Physical, creative and unstructured play enhances student performance.
- The brain develops in childhood through active play and exercise.
- There is no conclusive evidence that homework increases standardized test scores or improves academic achievement in the primary years.
- Play fosters social development and persistence. Through play, children develop imagination, discover passions, and exercise choice in their activities.

MIS Primary Reading Requirements		Total Minutes
EY1, EY2	20 minutes parents reading to student per night; learner to begin "reading" short amounts to an adult as part of the 20 minutes	20 minutes
EY3	20 minutes adult reading to student per night; 5 minutes learner coreading to an adult per night	25 minutes
P1	15 minutes adult reading to learner per night; 15 minutes learn co-reading and/or reading to an adult per night	30 minutes
P2	30 minutes total time reading (including adult to learner, learner to adult, independent)	30 minutes
P3	40 minutes total time reading (including adult to learner, learner to adult, independent)	40 minutes
P4	50 minutes total time reading (including adult to learner, learner to adult, independent)	50 minutes
P5	60 minutes total time reading (including adult to learner, learner to adult, independent)	60 minutes

***Exception:** When a learning challenge has been identified, the Learning Skills Center (LSC), teacher and parent may create a plan to address specific learning needs. We will always ensure that our students' learning needs are being met. In addition, during the P5 exhibition, students may be required to complete work on their exhibition at home.

Resources To Support Home Learning for Reading

We encourage learners to change their books during book exchange lessons; however, they are encouraged to change their books outside of this time as well. Parents are welcome to check out books as well.

Platform	How you can use it
MIS Subscriptions with Logins	
EPIC books	Login with the student school email address and password for 24/7 access to 40,000 e-books.
Destiny Discover	Browse through all the MIS books in the primary school that you can check out. Read e-books within Destiny.
Gale (P3-5)	School subscription to an upper primary encyclopedia; see the video linked for how to log in.

iXL (P2-5)	Login with the student school email address and password to access reading passages and more language-based engagements.
Other Free Resources	
Unite for Literacy	Free online e-library in multiple languages.
Storyweaver	Free online e-library in multiple languages.
Oxford Owl	Free e-library of Oxford Reading Tree Books.

June 2024

Responsibilities

We believe that home learning should encourage development of the following learner profile attributes of the International Baccalaureate (IB): balanced, reflective and knowledgeable.

	 Balanced <i>We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others.</i>	 Reflective <i>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</i>	 Knowledgeable <i>We develop and use conceptual understanding, exploring knowledge across a range of disciplines.</i>
	Learner • Play • Balance screen and non-screen activities • Read a range of books based on your interest and a balance of ebooks and hard copy books • Get enough sleep	• Discuss your learning with your parents and ask them questions • Research your wonderings with the help of your parents	• Read every day outside of school (amount appropriate to age level) • Follow your interests • Record your reading as outlined by your teacher, if provided
	Parent • Allow your child unstructured play time each day • Balance your child's screen time with nonscreen time • Allow your child to pursue their own interests and support them • Ensure your child has the recommended hours of sleep each night (EY1-3 10-13 hours; P15 9-12 hours)	• Discuss your child's learning with them • Visit Toddle to aid in this discussion and comment (optional) • Answer your child's questions and research together	• Read to your child every day in any language • Read the unit flyer for home learning suggested activities and try them • Visit the library together • Use the suggested links for home learning for math, literacy and inquiry that the teacher provides if needed

Teacher	• Reinforce message of children reading and playing at home • Allow time to select an appropriate range of books based on interest, genre and reading level	• Post key learning engagements (as per school guidelines) via Toddle to allow students and parents to reflect on a child's learning journey	• Provide a list of suggested home learning engagements for each unit as part of the unit flyer • Provide information on access to school platforms and logins
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June 2024

APPENDIX 4



MAHINDRA INTERNATIONAL SCHOOL

Mutual Respect Policy

A positive, collaborative, working relationship between the School and a student's parents/guardians is essential to the fulfilment of the School's Mission. One of the Parameters of that Mission is that the School does not tolerate behaviour that is detrimental to the safety, integrity, or dignity of any individual or group. Therefore, the School reserves the right to exclude any person if it concludes that the actions of the individual (staff, student, parent/guardian) make such a relationship impossible or otherwise seriously interfere with the School's accomplishment of its educational purposes.

5th August 2013

APPENDIX 5

Primary School Technology Essential Agreement

Early Years

When we take an iPad...

- We use two hands - 1, 2 hands!
- We listen to them - Listen to them!*
- We take turns - We take turns!
- We keep it safe - Keep it safe!

**Them (pointing to the Teacher and Teacher Assistant).*

P1-2

- Be gentle and responsible with the iPad.
- Hold the iPad with two hands.
- Follow the instructions given by the teachers.
- Respect yourself and others when using your iPad.
- Share your iPad when needed.
- Close the apps when not using your iPad.

P3-5

- Be gentle and responsible with your Chromebook.
- Hold the Chromebook with two hands.
- Follow the instructions given by the teachers.
- Respect yourself and others when using your Chromebook.
- Be ready to share and collaborate on your Chromebook.
- Keep your password private.
- Cite your sources using My Bib.

Digital Citizenship Topics	Essential Agreements
Privacy and Security	• Sign in to your school email address @misp.org in order to have the extensions, apps and add-ons the school pushes to you and have safe search. Incognito mode is not acceptable. • Protect yourself: lock your system when not using it or logout/sign out. Do not share your usernames or passwords. • Create a strong password with letters, digits, and special characters. • Manage your private information. You do not need to remember ALL your passwords. Use the Chrome settings to manage your passwords. • Do not sign up for websites, newsletters or download software using private information.
Digital Footprint and Reputation	• Respect your privacy and others' privacy. • Social media are not allowed at school except for special projects supervised by teachers, (and granted by either the Primary or Secondary Principal) and age appropriate (we must comply with the law, mostly no use of social media below 13 years old)

	• The digital world is permanent, think before posting online. • Leave a creative and positive footprint: if you are using social media online (as part of a school project supervised by teachers) share your work and make a positive impact. Always think about your future: getting into college, getting a job and the print you leave online when people Google you.
Self-Image and Identity	• Present yourself as you are while being online. • Develop an identity that follows the IB Learner Profile and our School's mission. • Follow the profile image criteria of MIS when you need to upload a profile picture of you on an official school platform: ✓ a current photo where we can identify the person (not a photo of someone else, not a photo from far away) ✓ the person is alone on the photo (no one else, even in the background) ✓ a formal or semi-formal picture (no sunglasses, formal/semi-formal, no "fun" picture and no special effects or added elements) ✓ not a photo of "something" or an image taken from the internet.
Creative Credit and Copyright	• Do not "Copy-paste" unless you use quotation marks and give credits to the author(s). • Give credit to others' ideas even when you paraphrase. • Instead of "consuming", try to create your own content, develop your own ideas and perhaps publish content as part of a project on Creative commons. • Use the MLA 9th edition to make citations using My Bib. • When taking an image from the internet, on Google Image, select "search tools" and "labelled for reuse". You still need to give credit to that image (use the link of the image). • You should make use of Creative Commons resources when reusing, creating, and publishing: https://search.creativecommons.org/
Relationships and Communication	• Listen to instructions (given by teachers). 3 modes: device closed, crocodile/alligator/semi-closed mode and working mode (opened device). • Respect yourself and others in using technology and the internet. Any misbehaviour such as invasion of privacy (ex: taking picture/videos of students or staff without consent), abuse, defamation, harassment, or threatening communications are subjects to serious consequences by the Director and beyond if necessary. • Build and strengthen positive online communication. • Greet people when writing emails, use proper punctuation and etiquette (avoid all CAPS words), be respectful and expect the same in return. • Use the Chat feature and the tech tools appropriately.
Information Literacy	• When searching online, make sure your source of information is accurate and relevant. • Prefer using advanced search or operators (site: .edu, .gov), use Google Scholar. Do not assume some websites are accurate because they are famous. Use the acronym "C.R.A.P" (Currency, Relevance/Reliability, Authority, Purpose) to guide you in thinking critically about your digital sources.

	• Make use of the Library resources, Destiny and the Media Specialists in your research. • Find out from your teachers what might be relevant sources for each subject.
Cyberbullying and Digital Drama	• We expect the same behaviour offline and online: respect yourself and others. Any form of bullying is unacceptable and is subject to serious consequences by the Director and beyond if necessary. • Be an upstander: take an active role in supporting others on the spot or in a delayed manner by informing a trusted adult (a teacher to escalate the case). if they are impacted by cyberbullying, build a positive culture in our school and raise awareness to stop cyberbullying. • You can always reach out to the counsellor(s) for help.
Internet Safety	• Your system administrator ensures that you are protected by using firewalls and blocking certain websites. • Use the bandwidth responsibly so everyone can work normally at school: Understand that we cannot download files which are not related to your learning and that you cannot download large files. Students are not allowed to download games, movies, etc. using the school Wi-Fi. Finally, students are not allowed to use any type of online proxy and VPN services to access restricted websites and applications.

APPENDIX 6

MIS Recommended Template for Family Media Agreements

MIS has adapted and adopted the Family Media Agreement from [Common Sense Education](#) (see the original [here](#)) to further support families in developing a dialogue with their child(ren) on their use of digital media at home.

We hope that this agreement template provides an opportunity for legal guardians to discuss different aspects of digital citizenship:

- Self-Image & Identity
- Relationships & Communication
- Digital Footprint & Reputation
- Cyberbullying & Digital Drama
- Information Literacy
- Internet Safety
- Privacy & Security
- Creative Credit & Copyright

Through this media agreement, we strive to encourage our learning community to model the IB learner profile attribute “**balanced**”: “We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.”

References

- Common Sense Education. “Common Sense Education.” *Common Sense Education | Digital Citizenship Curriculum & EdTech Reviews*, 2024, www.commonsense.org/education.
- . *Family Media Agreement*. Common Sense Media, 2018, www.common sense media.org/sites/default/files/featured-content/files/common_sense_family_media_agreement.pdf.
- International Baccalaureate Organization. “Learner Profile for IB Students | International Baccalaureate®.” *International Baccalaureate®*, June 2023, www.ibo.org/benefits/learner-profile/.

Customizable Device Contract

Things to keep in mind...

Before creating a family contract about your child’s personal or school-issued device, talk about how the device will be used at home. Use the suggested guidelines below to help make sure that you and your child are on the same page. Then use the customizable form to outline your agreed-upon expectations.

Where, When, & How Long?

- **Decide where you’re comfortable having your child use the device.** Can they only use it in family spaces, like a family room or kitchen? Can they bring it into their bedroom or the bathroom? Can they use it at the dinner table?
- **Consider the difference between using a device for homework and using it for entertainment.** Your child’s school may have specific policies for what a device is to be used for and by whom (e.g., no siblings!).

- **Talk about what it means to “balance” time spent with technology, media, and other activities.** What are some steps your family can take to balance screen time with face-to-face time? Do you want to make the dinner table a device-free zone, in which no family member (not even the adults) may use a cell phone, tablet, or computer? Do you want to set a curfew for when devices need to be shut off?

Checking In

- **Explain that as the parent or caregiver, part of your job is to guide them.** Identify ways to maintain open, honest communication with your children about their device.
- **Discuss how you’ll monitor the device.** Do you want to check up on your child’s activity? If so, how? Will you ask your child to give you access to emails, texts, and instant messages? Will you review his or her search history (which can be deleted) from time to time?
- **Talk with your child about the kinds of apps they’ll be using and accounts they’ll have.** Ask them to show you their favourites, as well as the ones they use most. How do they work? What’s so cool about them? How do these tools support their learning?

Privacy Settings

- **Practice creating a strong password together.** Use at least eight characters (mixing letters, numbers, and symbols) and avoid including any private information such as names, addresses, birth dates, etc. Remember to have your child write down usernames and passwords and keep the information stored in a safe place.
- **Discuss the importance of not sharing passwords with others** and decide whether parents should be an exception to the rule. One idea is to have children create their own passwords but then keep them accessible to parents in a sealed envelope for emergencies.
- **Review privacy policies and privacy settings together.** Make sure your children understand what private and personal information companies may or may not be collecting. Decide how public or private an audience you all are comfortable with when it comes to sharing and posting.

Care and Maintenance

- **Discuss what you consider to be responsible care and maintenance of what are often expensive tools.** Where will the device be stored and charged at home? Why is it important to treat the device gently and not shove it into a backpack?
- **Outline the responsibility factor.** Discuss what will happen and who’s responsible if the device gets stolen, lost, or broken — even if by accident.

Communicating Responsibly Online

- **Talk about the difference between using the device to communicate with classmates for school-related work and using it for hanging out or goofing off with friends.** What are the school’s guidelines for appropriate use? How will you enforce similar expectations at home?
- **Discuss your family rules for social networking and messaging** – with people they know, sort of know, or don’t know at all. What does it mean to be respectful to and respected by others? What does that look like? Use this as a springboard for a discussion about cyberbullying, privacy, and safety.

Our Contract

This contract outlines my family's expectations for using my device at home. We agreed upon...

Where, When, & How Long

We talked about what it means to use the device appropriately and respectfully at home. We agree to:

Checking In

We talked about how we, as a family, will stay involved in how the device is used and what it's used for. We agree to:

Privacy Settings

We talked about what kinds of accounts I'll have and how I can best protect my private information. We agree to:

Care and Maintenance

We talked what it means to take good care of my device at home, and what might happen if it's broken, stolen, or lost. We agree to:

Communicating Responsibly Online

We talked about the different ways I might communicate with other people using my device, and what safe, responsible, and respectful communication looks like. We agree to:

--

My Signature	My parent or caregiver Signature
Date:	Date: