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CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT



TEACHER IMMERSION PROGRAMME FOR EDUCATORS FROM BHUTAN

In collaboration with
the Ministry of Education & Skills Development, Bhutan

Date: 25th April 2025

Venue: Nehru World School, Ghaziabad, India

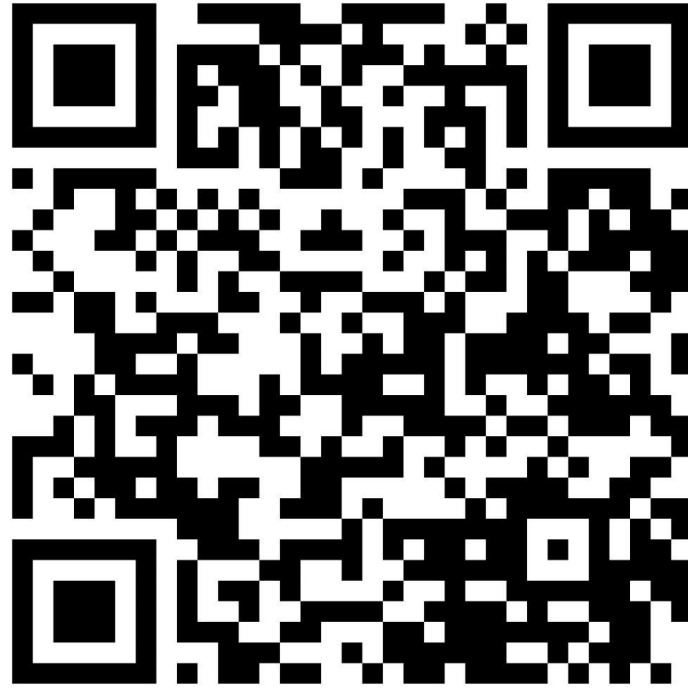
Nehru World School warmly welcomes the delegation of Bhutanese educators on a journey of shared learning and collaboration.

Teacher Immersion Programme

Nehru World School



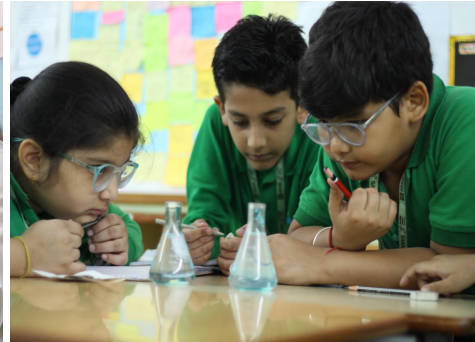
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<https://www.nehruworldschool.com/bhutanvisit>

Vision

Striving for excellence today, to prepare students to embrace the opportunities and challenges they may encounter tomorrow.



1. Nehru World School is committed to creating and maintaining a **safe, trusting and caring environment** where teaching and learning are exciting and students embark on a lifelong journey of learning.
2. All aspects of the school's organisation, curricular, and co-curricular activities are **child centred and designed to accommodate individual learning styles so that all may experience success.**
3. The mission of Nehru World School is to help students acquire the **knowledge, skills and attitudes** necessary to become **happy, healthy, well adjusted,** productive citizens of the world.

Cambridge Early Years

Age 3+

An integrated programme, including:

A holistic approach

Engaging classroom resources

An assessment framework

Cambridge Primary

Age 5+

A broad and balanced curriculum:

10+ subjects
(including English, Mathematics and Science)

Classroom and external assessments

Cambridge Lower Secondary

Age 11+

A broad and balanced curriculum:

10+ subjects
(including English, Mathematics and Science)

Classroom and external assessments

Cambridge Upper Secondary

Age 14+

A wide choice of subjects in:

Cambridge IGCSE
Cambridge O Level
Cambridge ICE Certificate

Cambridge Advanced

Age 16+

A wide choice of subjects in:

Cambridge International AS & A Level
Cambridge Pre-U
Cambridge AICE Diploma
Cambridge IPQ

- What is the most important school- related factor in student learning? The most important thing is teaching.
- Improving teaching is the single most important intervention that a school can make to improve students' learning and performance.
- Learning happens when people have to think hard.



Feedback for Growth

Ms. Sonika Khanna
ERP Head

Listening, Learning, Leading together through Feedback

- Regular feedback surveys builds transparency and strengthens our organisation
- Surveys are anonymous and independently managed to ensure honest feedback.

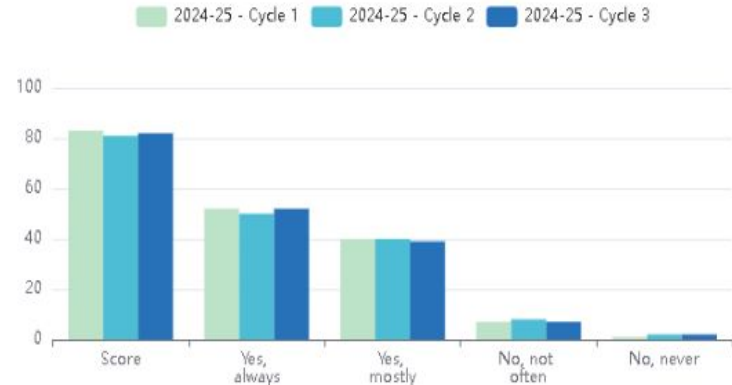
Student Feedback

☐ Current View 



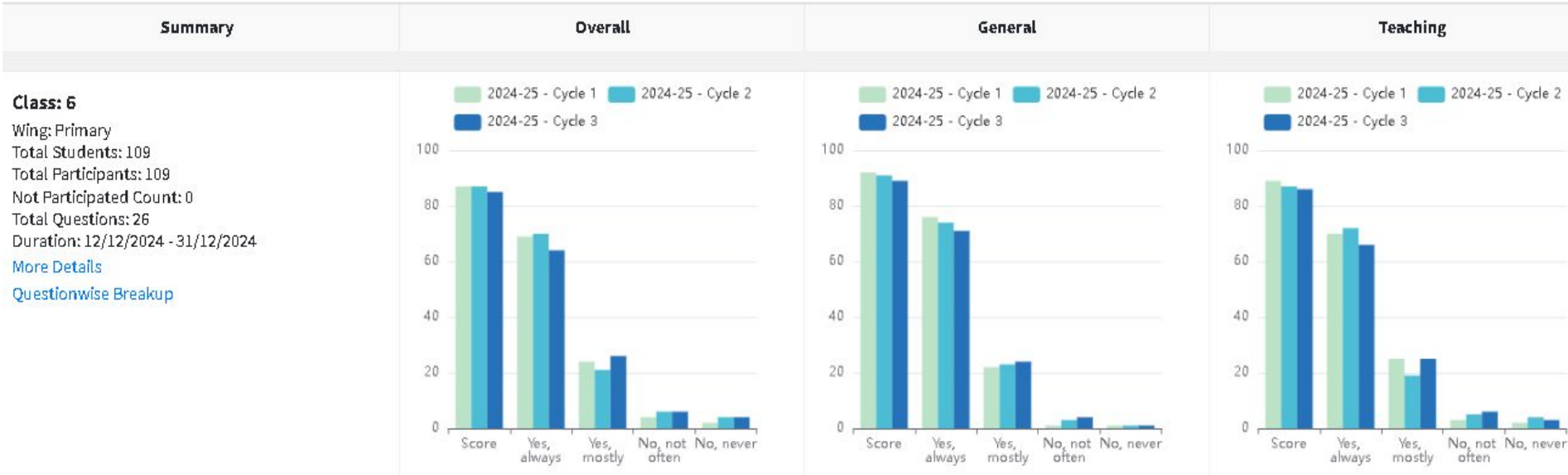
Parent Feedback

☐ Current View 



Listening, Learning, Leading together through Feedback

- Three surveys every year to track progress
- Follow-ups ensure full participation



Listening, Learning, Leading together through Feedback

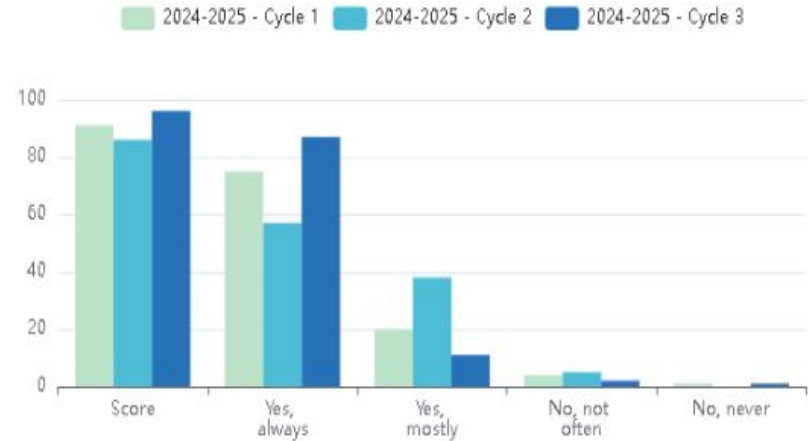
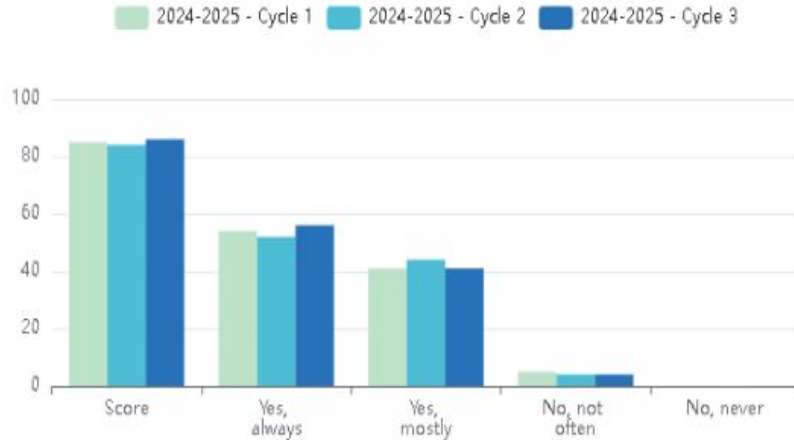
- Feedback from all: students, parents, staff, and leadership
- Responses analysed for improvements at all levels

Teachers Feedback

☐ Current View

Support Staff Feedback

☐ Current View



Professional Development

Ms Poonam Gairola
Principal Junior School

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The Lesson Observation Form



Nehru World School, Ghaziabad

Teacher's Name K Ma'am	Class and Section C4	Subject Science
Date 16 May	Time 8:25- 9:05	Unit Name and Topic Seed dispersal

hope that

S/N	Lesson Stage	Facilitator Activity	Learner Activity
1	Classroom Environment	Used visuals and an organised presentation.	Students were clear on instructions and eager to participate.
2	How they engage with learning outcomes	Mentioned at the beginning to activate metacognition.	Students were aware of expectations and remained on task.
3	How do they engage with the success criteria?	Not explicitly shared.	Students were unaware of how success would be measured.
4	Lesson Implementation Beginning (may include questions to trigger curiosity, links to prior learning)	The class began with a visual recap.	Students were motivated as they had to share opinions rather than fixed answers.
5	Lesson Implementation Main Learning (may include active learning, differentiation, formative assessment)	Round robin strategy was used to engage students; differentiation could be enhanced for struggling learners.	Students participated in discussions and worked in groups to solve a case study.
6	Lesson Implementation Conclusion (includes opportunities for students to summarise learning, the teacher to debrief)	Students jotted down thoughts during activities, reflected, and gave peer feedback. The teacher facilitated a debrief.	Students engaged in a gallery walk for reflection and motivation.
7	Reflection (includes reference to the success criteria)	Exit slips were used creatively to capture student thinking. Teacher observed students, asked questions, and provided individual feedback.	Students documented reflections on a reflection chart.



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The Lesson Observation Form



Observation Focus and Summary:

Choose five from the list or add your focus

Use of individual, peer learning and group learning.

How is assessment used throughout the lesson? (self-assessment, peer assessment, modification, feedback)

Questioning for critical thinking (or: developing knowledge/understanding/analysis)

Lesson flow

Use of metacognition

Use of strategies to motivate and engage learners

Use of active learning, differentiation, feedback, focus on improvement, metacognition.

S/N	Observation Focus
1	Classroom Management: Used round robin and random number calls to maximise participation.
2	Individual & Group Work: Balanced use of individual tasks and collaborative learning.
3	Assessment Techniques: Teacher moved around the class, asked targeted questions, and provided individual feedback.
4	Questioning Strategies: Effectively used questioning to deepen student thinking.
5	Lesson Structure: The lesson had a clear beginning, middle and end, with active learning embedded throughout.
6	Reflection & Feedback: The gallery walk encouraged peer feedback and maintained engagement.



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The Lesson Observation Form



Key strengths:

Effective use of visuals at the beginning to activate prior knowledge.

Clarified misconceptions at the end of the lesson.

Differentiated group case study tasks, with clear student roles, promoted **active learning**.

Teacher scaffolding and questioning helped deepen student understanding.

Exit slips and gallery walk encouraged **formative assessment and reflection**.

Areas for development:

Learning Outcomes: Should be explicitly discussed and reinforced throughout the lesson to activate metacognition.

Success Criteria: Need to be shared and reviewed with students to help them assess their progress.

New Active Learning Strategies: Introducing a variety of techniques can add novelty and engagement.

Metacognitive Opportunities: More structured moments for students to reflect on their learning can be introduced.

Differentiation: Additional support for struggling students can enhance inclusivity and engagement.

Summary statement:

The lesson was well-structured, engaging, and student-centered, with strong active learning strategies and effective classroom management. Enhancing success criteria visibility, differentiation, and reflective learning moments will further elevate the learning experience.

Teacher's Reflection:

Today's lesson on Seed Dispersal felt engaging, and I could see the students enjoying the activities. Starting with visuals helped them recall prior knowledge, and I was happy to see their excitement when they realised they were sharing opinions rather than just looking for the "right" answer. The Round Robin strategy worked well to get them talking, and the gallery walk was a great way to encourage reflection and peer feedback.

I mentioned them at the start, but I should have revisited them during the activities to keep students focused on the bigger picture.

I realised that students weren't completely sure how to measure their own success. Next time, I'll make this clearer from the start and check in on it at the end.

Some students needed extra support, and I could have included scaffolded tasks to help them stay engaged.



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What the Observation Tells Us



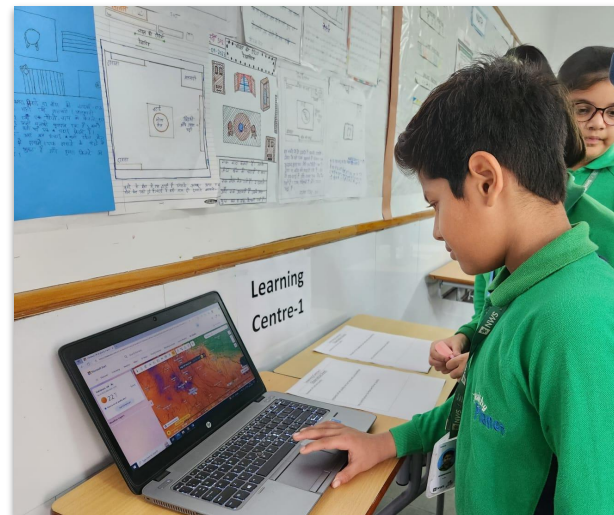
Success Criteria

**Noval Active
Learning
Strategies**

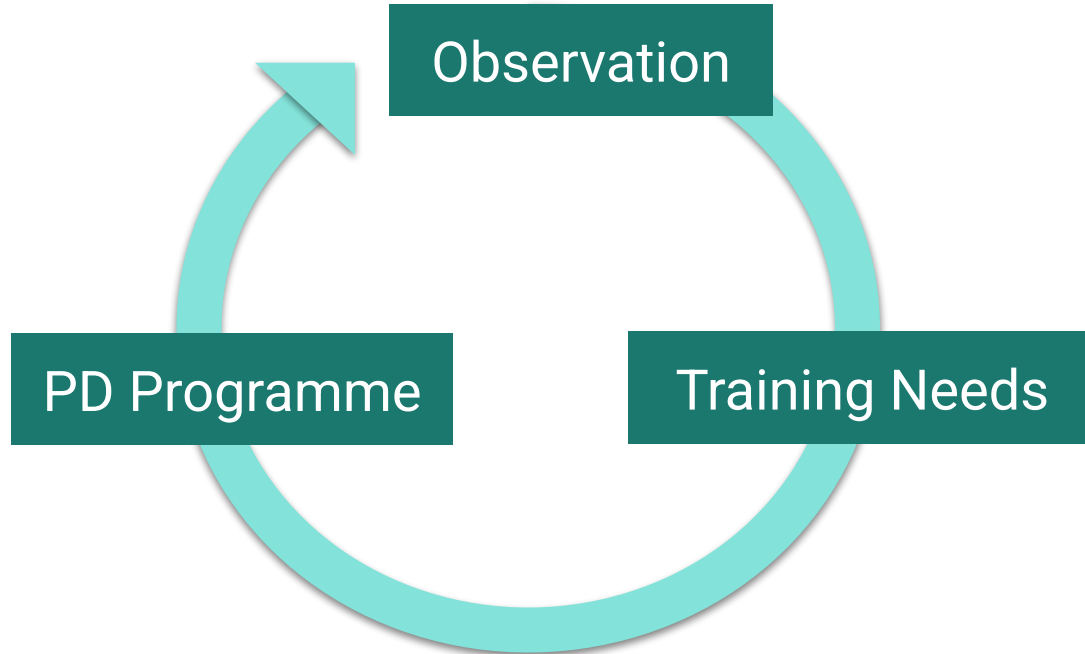
**Lesson
Observations**

Differentiation

Metacognition



Designing the Training Programmes



Knowledge and Pedagogy

Skills & Application

Reflection & Collaboration

**Continuous Growth &
Innovation**



Cambridge Professional Development and Learning

Face to Face Learning

Online Learning

Professional Development
Qualifications

Cambridge Schools
Conference

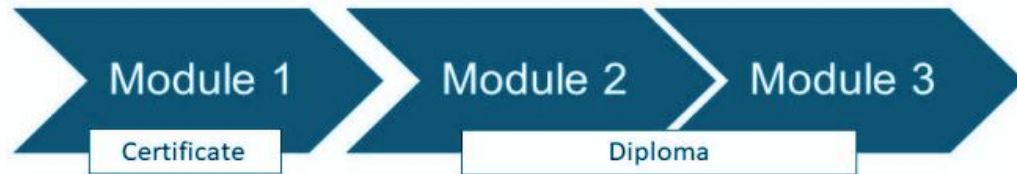


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Cambridge PDQs Resources



Resources	Link
Syllabus	https://drive.google.com/file/d/1JnjqCMVWI0tNhF-jzdO7D5v8YejdHTtP/view?usp=drive_link
Lesson Observation	https://drive.google.com/file/d/1GZF9UHCqP1qleFjvVJ4Ttl7Lct4U-mBz/view?usp=drive_link
E portfolio	https://learning.cambridgeinternational.org/pdqconnect/view/view.php?t=832ee27b4c118ffeb4d6





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Student Leadership

Ms Manjula Singh
Principal Senior School

Mr Sudhir Rana
Creative Head



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STARTUP SUPERSTARS

Innovative Entrepreneurship Programme for Students

Anavee Sabherwal

How is SSS executed?

- Brainstorming + initial SWOT analysis
- Funding provided by school (up to 20,000 INR)
- Opportunities to sale out products at PTMs and other events



Why SSS?

MOST CAPTIVATING BUSINESS TITLE



Goodluck Gullak
C2

BEST PHILANTHROPIST



Science Mania
7A1

BEST MARKETING AND BRANDING



Stone Souvenirs
2A1

BEST PITCH



Handies Handkerchiefs
1A1

BEST OVERALL BUSINESS



Thoughtful.co
C9

Why SSS?



iPledge- Together We Share

Jaismine Sethi and Mahika Sikri



#iPledge Unwrapped

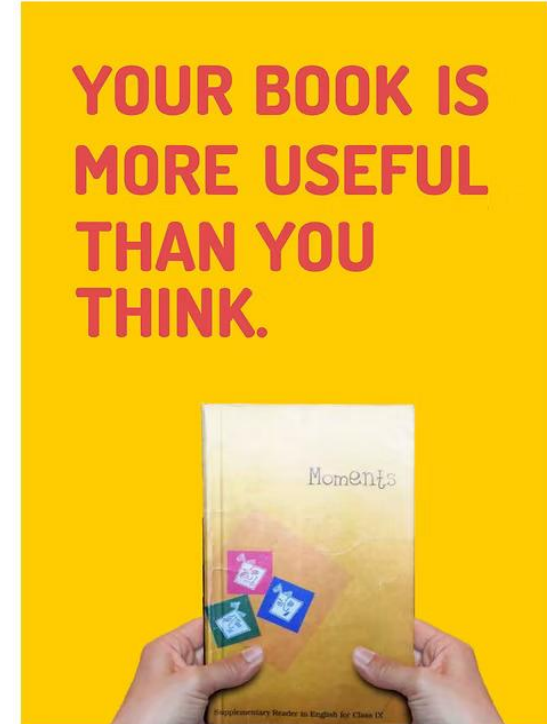
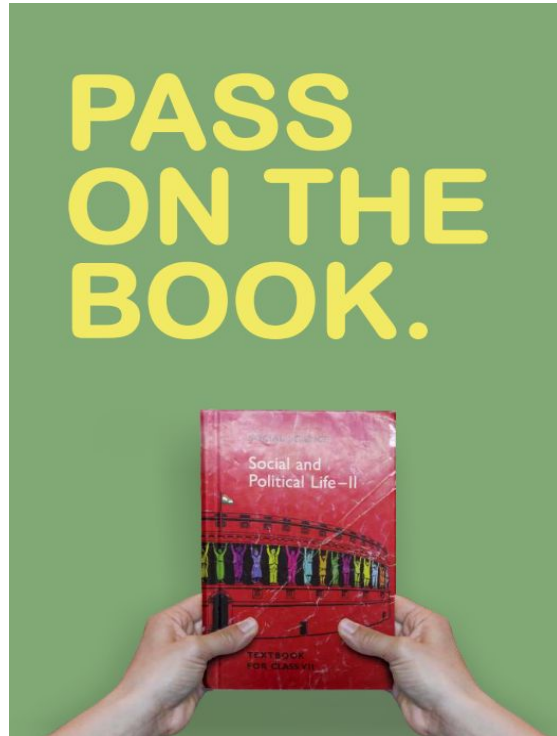
What and Why

- students take the lead in donating old books, promoting reuse over waste and supporting learning for others.
- even small contributions can make a meaningful difference—to the planet and to someone else's education.
- *iPledge* is about empathy, knowledge-sharing, and growing a culture where giving back becomes a shared value.

Simple Acts, Lasting Impact

How #iPledge?

- Collect Old Books
- Donate Books
- Raise Awareness
- Distribute Books
- Lead & Inspire



- The Diwali Charity at Nehru World School is a student-led effort where the school community comes together to donate essential items such as clothes, toys, stationery, and groceries to various orphanages and NGOs.

Why Participate?

- Foster Empathy
- Strengthen Community Bonds
- Celebrate the True Spirit of Diwali

How to Share the Joy

- Students, teachers, and parents contribute unused items that can bring comfort and happiness to others.
- Volunteers organise and pack the donated items into gift packages, ensuring they are ready for distribution.
- The collected items are distributed to various beneficiaries, including children in need and elderly individuals, bringing them festive cheer and a sense of community.

The #iCAN initiative

Gauri Singh

What is iCAN?

- A platform for students to become change-makers and innovators.
- Encourages creativity, problem-solving, and social responsibility.
- Participants submit 1-minute videos on how they can contribute to a sustainable world.
- Open to students in grades 4 to 12.
- Aligns with the United Nations' Sustainable Development Goals (SDGs).

Why we encourage iCAN?

- Empowers youth to become leaders and problem-solvers.
- Encourages students to make a difference in their communities and the world.
- Supports Nehru World School's mission to promote creativity, social responsibility, and leadership.
- First step to change.

How to iCAN ?

Step 1: Create a 1-minute video, starting with "I can make a change...".

Step 2: Upload the video on social media.

Step 3: Nominate a friend to participate.

Step 4: Share the video link via the entry form on the school website.

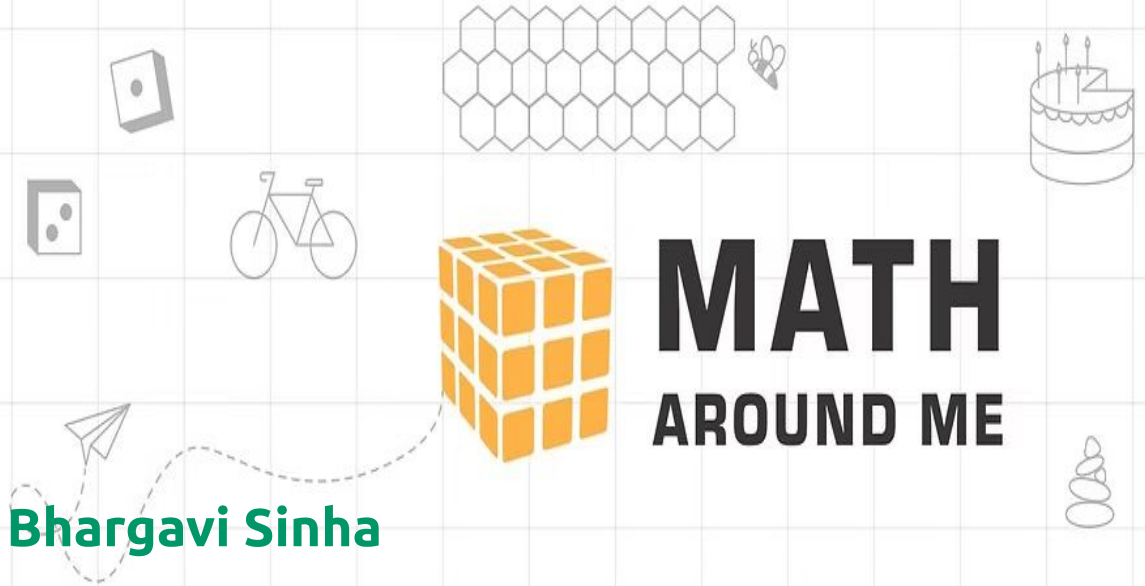
Open to students globally.

No fee required to participate.



To encourage and motivate students to see mathematics and its relevance in the real world.

Bhargavi Sinha



MATH AROUND ME



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What is Math Around Me?



- Math Around Me is an initiative that encourages students to recognise and showcase the presence of Mathematics in their everyday surroundings.
- It acts as a platform for students to connect classroom concepts to real-world applications through creative expression.
- It's a school-driven effort to make math engaging and demonstrate its relevance beyond textbooks.



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Why Math Around Me?



- To encourage and motivate students to see mathematics and its relevance in the real world.
- This addresses the common issue of "**math phobia**" among students by helping them embrace the subject through relatable, real-world examples.
- It fosters a more positive attitude towards mathematics and building their confidence in tackling mathematical challenges.

How is M.A.M executed?

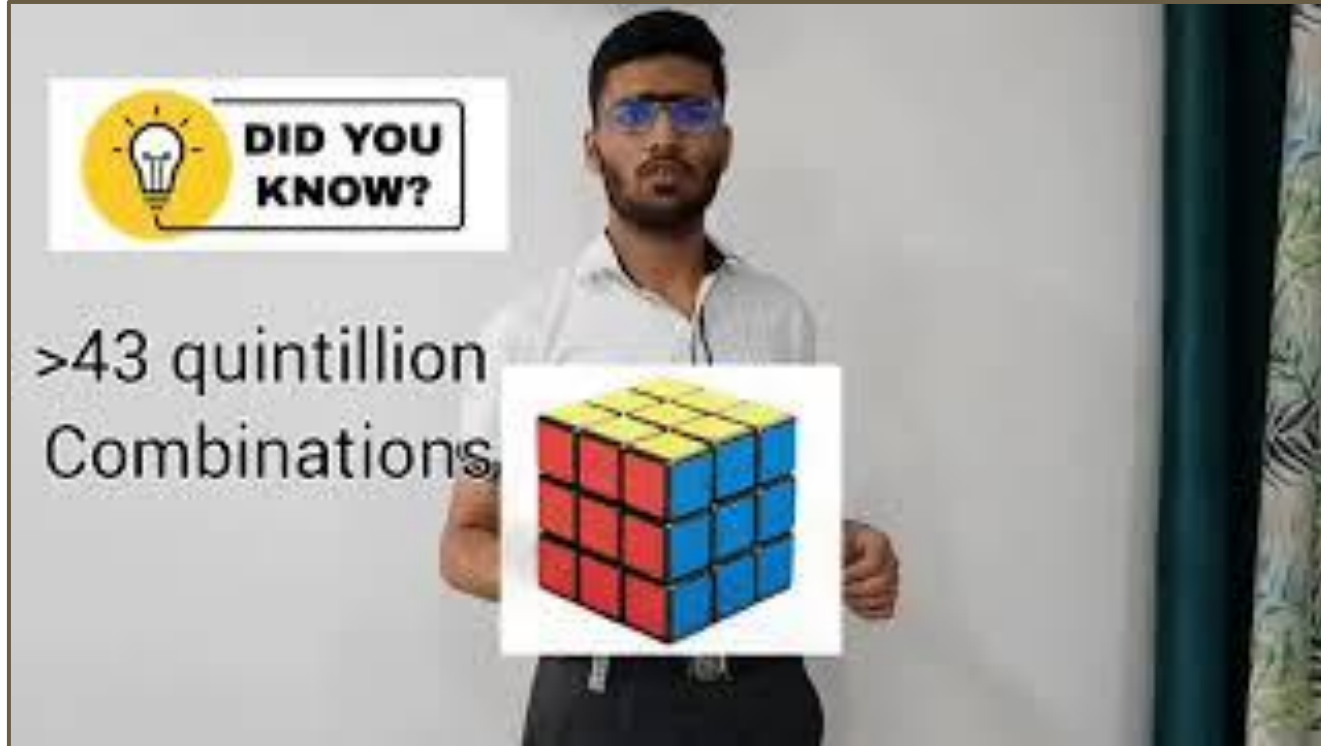
A step-by-step process to participate for students:

Step 1: Create a 1-minute video exploring math in real life. Start your sentence with “I see Math Around Me in.....”.

Step 2: Tag and upload on social media.

Step 3: Nominate a friend to participate.

Step 4: Share the link of your post in our entry form (Mentioned on the website)



DID YOU KNOW?

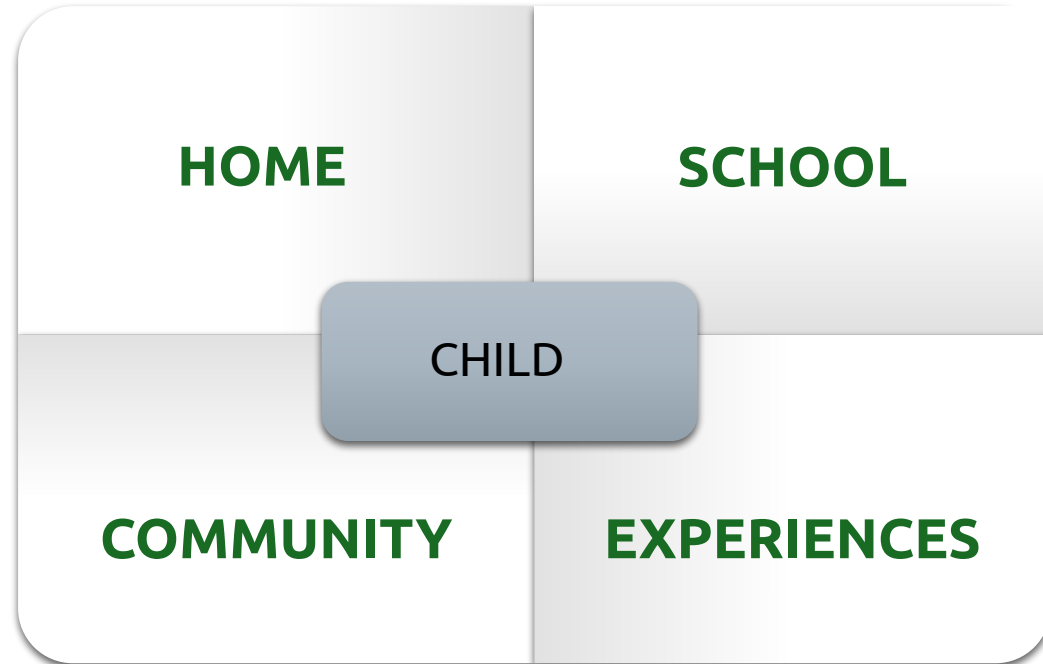
>43 quintillion
Combinations

A man with a beard and glasses, wearing a light blue shirt, is holding a 3x3 Rubik's cube. The cube has yellow, red, and blue faces visible. The background is a plain grey wall.

Building Trusted Partnership

Parul Sindhwani
Principal Early Years

- Maiden interaction during School Tours
- Open Door Policy
- Induction at Orientations
- Calls for well-being



- Parent Teacher Meetings
- Workshops and Celebrations
- Exit Points
- Parents/ Home, as extension of the School
- Support and Feedback



Parents at School

Parental Involvement: Strengthening the Home-School Connection



- School community engagement across wings
- Visitors' Day
- Grandparents' Week
- Community expertise in classrooms
- Field Trips





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It takes a village to raise a child!

“We are full of gratitude towards our community, comprising of grandparents, parents, neighbours, fellow educators, helpers and most importantly, the student peers at school for building strong partnerships that will last a lifetime.

– Lifelong Learners at NWS



Q and A



Header



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