



GGS Chronicles



As the winter season settles in with its crisp air and comforting charm, we are delighted to welcome you to another edition of Genesis Chronicles. This time of year inspires us to pause, reflect, and cherish the moments that bring us closer as a community. In the gentle glow of winter, we find renewed appreciation for the people who make GGS a place of joy, growth, and meaningful learning.

Our students continue to amaze us with their curiosity and enthusiasm, our teachers work tirelessly to nurture minds and inspire creativity, our staff supports every corner of the school with dedication, and our families stand with us as unwavering partners in this shared journey. It is through this collective strength and shared purpose that the GGS spirit truly flourishes.

As you turn these pages, we invite you to embrace the warmth of togetherness and the magic that winter brings — a reminder that when a community grows, learns, and celebrates as one, every season becomes brighter. Here's to a winter filled with gratitude, connection, and the unbreakable spirit of the GGS family.

December Edition 2025



✦ GGS Chronicles ✦

A message from the Principal



Dear Parents, Students, and Staff,

As we come to the close of this academic term, I would like to take a moment to reflect on the journey we have shared over the past months. This term has been filled with meaningful learning experiences, steady academic progress, and numerous opportunities for our students to grow not only intellectually but also socially and emotionally.

I sincerely appreciate the dedication and hard work of our teachers, the enthusiasm of our students, and the continued support of our parents, which together make our school a vibrant learning community.

The end of the term also brings with it the joy and warmth of the festive season. Christmas reminds us of the values of love, compassion, gratitude, and togetherness; values that we strive to nurture in our students every day.

The celebrations and activities in school have truly reflected the spirit of sharing and happiness, making this season special for everyone.

As we step into the New Year, let us carry forward the lessons learned, the memories created, and the optimism for new beginnings. May the coming year bring renewed energy, good health, success, and happiness to you and your families.

I wish you all a Merry Christmas and a very Happy New Year. May the holiday season be a time of rest, reflection, and joy, and may the New Year open doors to new opportunities and achievements.

Warm regards,
Dr. Arun Mukherjee
Principal IB

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GENESIS Chronicles

A message from the PYP Coordinator



Greetings Everyone!

As the winter season settles in and the school fills with the familiar excitement of year end/ winter break, I find myself looking back at the past few months with a warm sense of pride. Each classroom, corridor, and learning space has had its own story to tell, stories of new beginnings, small victories, happy moments, and even the occasional challenge that helped us learn something new about ourselves. From July onward, our PYP students entered the year with a spark that never faded. Whether it was their enthusiasm during house activities, their curiosity during inquiry sessions, or the quiet determination they showed during assessments, it reminded us every day why working with young learners is such a privilege.

Their energy carried us through busy schedules, new units, and the shifting rhythms of school life.

What stood out most this year was the sense of togetherness. Teachers, students, and parents worked side by side, sometimes quite literally, to make learning joyful and meaningful. Even when we faced small hurdles, the willingness to support one another kept us moving forward. This teamwork strengthened our classrooms and made every achievement feel shared.

As we close this term and prepare for a fresh start in the new year, I want to celebrate our students for the confidence, kindness, and curiosity they bring with them each day. Their growth has been steady, visible, and deeply rewarding. I am grateful to our teachers for their steady commitment, and to our parents for always being our partners in every step of this journey.

May this festive season bring warmth to your homes, and may the new year open doors to new ideas, new learning, and many more moments of joy for our children.

Warm Regards
Ms. Monika Kala
PYP Coordinator

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A message from the MYP Coordinator

As we come to the close of the term, many of us are left wondering, "Where did the time go?" The journey our MYP students have taken over the past months has been filled with creativity, growth, and moments of pride and achievement. For some, it has also meant embracing change such as moving into a more challenging grade or transitioning from PYP into the MYP.

Throughout the term, students have grown not only academically, but through the development of the IB Learner Profile attributes. Supported by their teachers, they have balanced the rigour of assessments with interdisciplinary learning, Service as Action, and Personal Projects, and even Experiential Learning, showing resilience and a willingness to step beyond their comfort zones.

This term has also highlighted the strength of our MYP community. Teachers, students, and parents have worked together in partnership, and we sincerely thank our parent community for their continued support.

As we reflect on the milestones achieved, we know these experiences have prepared our learners for what lies ahead. Everyone now deserves a well-earned break to rest, recharge, and celebrate time with family and friends.

We wish you and your families a restful and joyful winter break. May the coming year bring renewed energy, meaningful learning, and many moments of growth and connection for our MYP students.

Warm Regards
Ms. Nancy Adhiambo Okoye
MYP Coordinator



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A message from the DP/CP Coordinator



Dear Students, Parents and Teachers,

Warm seasonal greetings from the DP/CP team. As we reach the end of the term, this is a good moment to pause and appreciate everything our students have achieved. Their commitment to learning, creativity, and personal growth has been evident in classrooms, assessments, CAS projects, personal reflections, and in the way they support one another. We have seen students step out of their comfort zones, explore new ideas, challenge themselves academically, and show real resilience during demanding moments.

This term has also highlighted the strength of our community. Teachers, parents, and students have worked together with a shared purpose, and that sense of partnership has made a meaningful difference in the learning environment. Whether through academic guidance, pastoral support, or collaborative activities, the spirit of encouragement has been felt across the programme. We are especially grateful to parents for their continued trust and to teachers for their steady commitment to supporting each learner with care and high expectations.

As we look toward the coming year, we are hopeful and excited. We aim to continue nurturing curiosity, independence, and balance, while creating opportunities for every learner to grow confidently and authentically. We wish everyone a restful break, time to recharge, and look forward to a fresh and inspiring start in the new year.

Best,
Sylvester Odartei Wellington
DPCP Coordinator

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GGG Chronicles

Insightful interview with Ms. Susan, Co-author of the IB CP Core Coursebook.



GGG in Conversation with Ms. Susan Stewart: Rethinking Learning Through Language and Culture

The 11th Edition of Genesis Chronicles proudly features Ms. Susan Stewart, Director of Articulate Multilingual, a distinguished international educator, multilingual specialist, and co-author of the IB CP Core Coursebook.

With a professional journey spanning South Africa, Thailand, the UAE, Belgium, Oman, Sweden, and the UK, and personal experience raising two bilingual children, Ms. Stewart brings both expertise and lived insight to her work in multilingual education.

Her recent facilitation of the IBCP Language and Cultural Studies (LCS) CAT 2 Workshop, attended by Ms. Garima Tiwari, offered a meaningful and transformative professional learning experience. Through her thoughtful engagement and the depth with which she explores multimodal linguistic and cultural contexts, Ms. Stewart connects theoretical principles to real classroom experiences and to the ways learners construct meaning within diverse cultural and linguistic environments. Her approach reinforces the purpose of LCS as a learning space where language, identity, and culture come together to build intercultural awareness and foster globally responsible, reflective learners.

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GGS Chronicles

Insightful interview with Ms. Susan, Co-author of the IB CP Core Coursebook.

This interview, conducted by Ms. Garima Tiwari, LCS Coordinator at Genesis Global School, brings forward Ms. Susan Stewart's insights and perspectives, offering the GGS community the opportunity to learn from a leader whose work continues to inspire purposeful, culturally grounded learning across global contexts.

1. The new IBCP Language and Cultural Studies Teaching Guide places strong focus on intercultural competence and meaningful communication. How do you envision these priorities enhancing students' global awareness and confidence in real-world contexts?

The student is very much at the centre of the LCS core component, bringing their lived experiences, their cultural understandings, their languages and their perspectives to the LCS classroom. There is no curriculum content in LCS, and there is no summative assessment, but rather we invite students to come on a learning journey where they explore and expand their own linguistic and cultural repertoires, at their own pace and in a way that works for them. With an eye on their personal or professional future, LCS students set their own goals. Being confident and proud of your linguistic and cultural resources and being aware of their place within local and global contexts, means that students can play an active and positive role in shaping their worlds and those around them.

2. Based on your work with educators, what strategies can students adopt to deepen their understanding of language, culture, and identity as part of their LCS journey?

When we talk about 'language' in LCS, we are not talking about named languages such as Thai, Spanish or Marathi, but rather how we use language to "construct, share and maintain understanding and meaning" (LCS guide, p. 6). Similarly, when we talk about 'culture' in LCS, we need to go beyond national and language symbols and consider the wide range of cultural groups we belong to which could be linked to our age, interests and hobbies, religion, gender, geographical space, and so on. In LCS, we are not talking about visible aspects of culture such as food, festivals, flags or clothing, but rather what shared understandings we might have with other members of our cultural groups. LCS students explore their own unique identities, which is the sum of all the language varieties and cultural groups they know and belong to. In LCS, we go beyond generalising about speakers of a language or national groups, and rather recognise the uniqueness of every individual.

3. The newly introduced changes in the LCS guide emphasise purposeful learning experiences. Which aspects of the revised guide do you believe will have the greatest impact on student engagement and skill development?

There are two words that we, students and teachers, need to bear in mind when embarking on the LCS learning journey: personal and authentic. 'Personal' refers to the uniqueness of every student and how they will construct an LCS goal linked to their own interests and current/future needs. LCS Learning Outcomes ask that students are able to talk about their own linguistic and cultural portrait (LO1) and also set relevant goals for themselves (LO2). Learning Outcome 3 states that students need to "apply communication skills and understandings to various contexts," which means that they need to go beyond the classroom walls and find contexts that will allow for authentic use of their languages and cultural understandings. An authentic context can be at home around the dinner table, at a family gathering, at a cricket match, or when playing an online video game. Students can choose an aspect of a particular language to focus on, such as wanting to become more confident at speaking a home language or more proficient at writing a language needed in the workplace.

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Insightful interview with Ms. Susan, Co-author of the IB CP Core Coursebook.

4. As a co-author of the IB CP Core Coursebook, how do you feel the collaborative work behind this resource will support students in making stronger connections across the CP core –LCS, PPS, Community Engagement, and the Reflective Project?

We need to bear in mind that LCS is designed to be about 70 hours of learning engagement over the whole of the two years in CP, which equates to about an hour a week on average. Connections between the four core components have been intentionally designed and ensure that the whole is greater than the sum of the individual parts. For example, students can use their linguistic and cultural skills to connect with a wide range of contexts in Community Engagement (CE), they can make connections between shared concepts (namely, identities and perspectives) in Personal and Professional Skills (PPS), and reflexive practice can support students in analysing ethical dilemmas in the Reflective Project (RP). The coursebook is arranged into four separate chapters to show the equal weighting of each of the core components, but it also constantly encourages students to make these connections.

5. What practical strategies would you recommend for students to strengthen their reflective and reflexive thinking in the CP core?

Reflection is all about looking into the past and taking action to improve what you do in the future. Reflection is a central part of LO2, where students are setting and regularly reviewing LCS goals and taking actions. Reflection might also lead you to think about the best way for you to learn a new language. For example, you might notice that when you put on subtitles on the TV, you naturally read them, and this is helping you acquire and consolidate new words in a language.

Reflexive practice is all about turning your attention back onto yourself and considering how your values, assumptions and beliefs impact how you act in a situation, as well as how your actions might impact others. Rather than seeing reflection and reflexive practice as something to be done 'at the end', we should be constantly capturing all the small reflexive moments, as it is those that build our understanding of ourselves and others and which will cause shifts in perspectives and understandings. There is 'language' and 'culture' in every situation, and reflexive practice is about noticing this and looking at yourself in these moments. Learning outcome 3 is all about reflexive practice.

6. At Genesis Global School, the IBCP LCS programme places strong emphasis on multilingualism and cultural interpretation. What advice would you offer to our students to help them maximise their learning in this component?

LCS is designed with the student, and their languages and cultural understandings, at the centre. India, being so linguistically and culturally diverse, is an ideal space to explore languages and cultures through the four LCS concepts, namely communication, perspectives, power, and identities. The concept of 'communication' makes us look at and think more about how we use body language, gestures and images to communicate. Identities is all about the different cultural groups we belong to and considering whether we are at the centre of the group or more on the edges of it. Our identities change all the time as we meet new people, learn new languages and gain new understandings and skills. Perspectives is about the lenses we all bring to every situation and how we interpret things through these lenses. Our perspectives might also change over time as we learn about and consider other views. The concept of power includes language and cultural groups that might have more or less power and status in a particular context. The main focus in the introductory unit is on exploring one's language and cultural portrait, and using the LCS concepts can help deepen insights into one's linguistic and cultural repertoires and how these are used to interpret the world around us.

GBS Chronicles

Insightful interview with Ms. Susan, Co-author of the IB CP Core Coursebook.

7. Our school also focuses on helping students transfer LCS learning to their career-related studies and professional pathways. How can students use the LCS component to strengthen their communication, self-expression, and workplace readiness?

There is a lot of focus these days on the so-called 'soft skills' needed in today's workplace, which mostly centre around the ability to communicate well, be adaptable, and collaborate well in a team. In today's globalised world, workplaces are increasingly multilingual and multicultural, and so everyone needs to be able to navigate the differences we might have in how we greet one another, how we make small talk, how we take part in discussions, and how we reach decisions. LCS will not teach you about every possible cultural difference you might encounter in the workplace, but it will open your eyes and minds to the possibility that there might be different ways of reaching the same end, and that "other people, with their differences, can also be right" (IB mission statement).

8. Finally, what message would you like to share with Genesis Global School's IBCP community as they engage with the newly updated Language and Cultural Studies framework?

LCS has been designed to be taught by any teacher who has an interest in languages and cultures. It is not a language or literature course, and we are not measuring proficiency in any language. For possibly the first time ever, teachers and students can embark on a journey together, each moving at their own pace. On this journey teachers can learn from students, and students can learn from one another. Teachers and students will design learning engagements together and assess their progress towards the learning outcomes together. Multimodal learning journals will have photos, cinema tickets, bullet point lists, poems, writing, mind maps, sketches, audio and video files, and anything that might capture the moments of your LCS learning journey. Wishing you all safe travels!

Genesis Global School extends its heartfelt appreciation to Ms. Susan Stewart for sharing her expertise, vision, and guidance in support of the Language and Cultural Studies programme.

Her leadership continues to strengthen the development of intercultural understanding, linguistic awareness, reflective practice, and global engagement among educators and learners alike. The school deeply values the clarity and depth with which she supports CP practitioners in nurturing student agency, cultural responsiveness, and meaningful inquiry—core principles that define impactful LCS learning experiences.

This feature stands as a celebration of her influence and a reflection of the purposeful learning inspired through her workshop and insights. Genesis Global School expresses sincere gratitude for her generosity, time, and exemplary contribution to the continued growth and implementation of the IBCP Language and Cultural Studies component.



Interview compiled by:
Ms. Garima Tiwari
Language and Cultural Studies
Coordinator
Genesis Global School

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Reflections from the Heart — Voices of the Editorial & Design Team

Editorial Team: Creating each edition has been a journey of heart and collaboration. As the editorial and design teams worked side by side, we discovered the joy of transforming ideas into meaningful stories and visuals. Every draft refined, every layout redesigned, and every discussion strengthened our teamwork and creativity. Along the way, we learned to trust one another, celebrate diverse strengths, and grow through challenges. What began as a project became a shared space of belonging, a place where our individual voices blended into one collective expression.

Design Team: Creating each edition has been a journey shaped by creativity, collaboration, and purpose. As design team, we worked together and experienced the satisfaction of turning concepts into thoughtful layouts and visuals that brought stories to life. Every revision, every colour choice, every layout adjustment, every disagreement strengthened our attention to detail and creative thinking. Through constant feedback and shared problem-solving, we learned to trust one another's perspectives, value individual strengths, and grow through challenges. What began as a design task evolved into a space of collaboration and belonging—where our ideas came together to form a unified visual voice of GGS!



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Introduction to the team

EDITORIAL TEAM

- Ayesha Pathak
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- Aadivitya Vig
- Manjima Misra
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DESIGN TEAM

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- Kanika Arora

CONTENT TEAM

- Kavita Chhabra
- Charu Sharma
- Neha Jain

We extend our heartfelt appreciation to the **Editorial and Design Team** for their dedication, creativity, and unwavering commitment in bringing the 11th Edition of Genesis Chronicles to life. Their collaborative spirit, thoughtful storytelling, and eye for detail have shaped a publication that reflects the pride, unity, and evolving journey of the GGS community.

Our sincere gratitude also goes to **Dr. Arun Sir**, whose guidance, encouragement, and belief in student voice continue to inspire excellence in every edition.

This photograph stands as a celebration of teamwork, shared purpose, and the collective effort that makes Genesis Chronicles a meaningful reflection of who we are as a school community.

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Closing Note

As we wrap up this edition of Genesis Chronicles, we celebrate not just the season, but the spirit that binds us together. Every achievement, every lesson, and every shared moment is a reminder that the GGS journey is shaped by our unity, our support for one another, and our unwavering belief in collective growth.

Thank you for being an essential part of this vibrant community. May we continue to learn together, uplift one another, and create memories that inspire. Here's to togetherness, gratitude, and the joy of growing stronger as one GGS family.



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