



Bal Bharati
PUBLIC SCHOOL
Sector-21, Noida, G.B. Nagar

Workshop on “From ECCE to Foundational stage Literacy & Numeracy-The Upward Continuum (6th June, 22)

Resource Person: Prof. Venita Kaul, Professor & Director of School of Education Studies and Founder Director of Center for Early Childhood Education and Development(CECED) at Ambedkar University ,Delhi

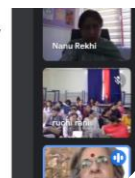


Attended By All Pre Primary staff members and HM (PP)

Ms. Nanu Rekhi (Montessori Advisor, CES) initiated the session by extending a warm welcome to the esteemed resource person, Prof. Venita Kaul.

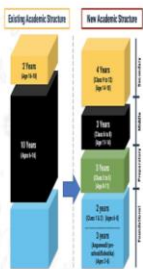
Foundational Stage: Concept and its implications for Literacy & Numeracy in NEP(2020)

Venita Kaul



Prof Venita Kaul reiterated the revised school structure as per NEP 2020 and suggested of a Curricular Integration which has to be holistic, play way and flexible. harming & detrimental at this level, Prof Kaul briefed all of the teachers about the importance of Pointing out that a formal education can be upward extension of Curriculum rather than the downward extension which is common in most schools across the country.

NEP Revised School/Curriculum Structure



- Foundational stage
 - ❖ Preschool : 3-5 years
 - ❖ Bal Vaidika : 5-6 years
 - ❖ Vidya pravesh : Grade 1-3 months
- Curriculum will be holistic & pedagogy will be flexible, multilevel, play-based, activity-based, and discovery-based system of learning
- Curriculum to be designed in upward continuity from pre-primarily to primary & not reverse
- Foundational Mission for Literacy and Numeracy

Prep Source: Nita Taly, How can school implement national education policy, Jan 2020

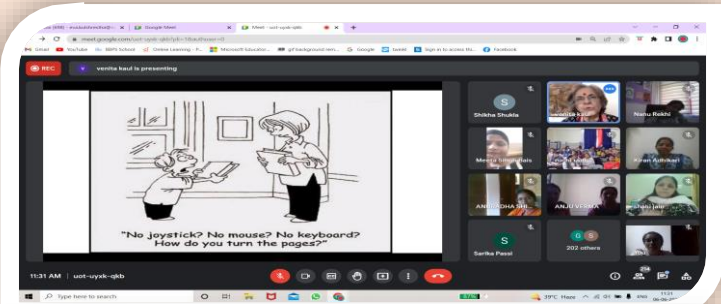
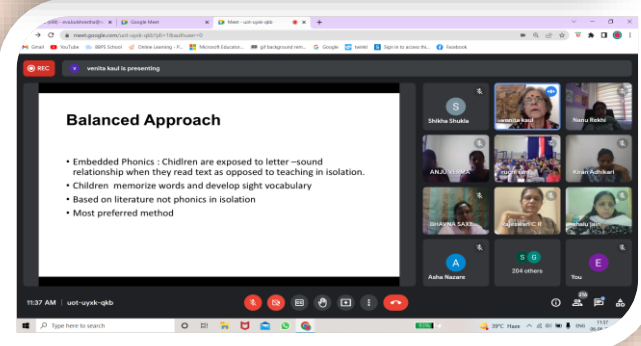
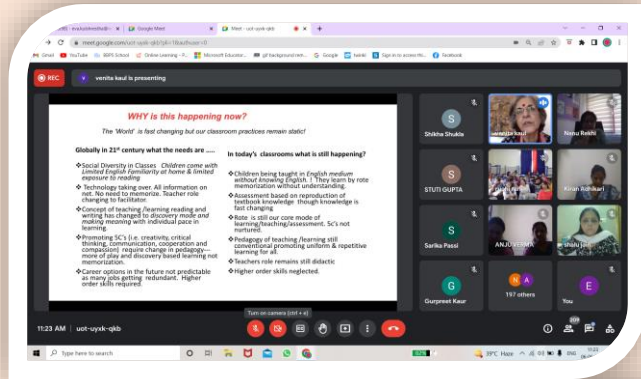
It was highlighted that during surveys conducted by ASER, Pratham and NCERT, it was observed that children across Public and Private Schools have reading fluency as per their age but when it comes to reading with comprehension, it was quite below average as 75% children are from non English speaking background. So the policy worked out suggested that the medium of instruction has to be the child’s mother tongue and other languages including English must be taught as a language only.

The Learning Crisis in schools !!

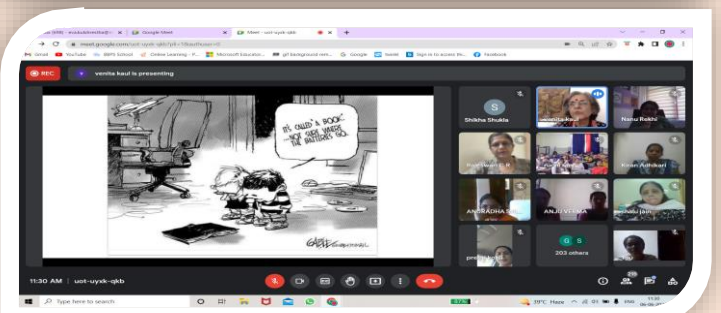
- Children across public and low/middle end private schools despite progressing to higher grades are not learning basics in reading, writing and mathematics in primary schools, (ASER, NCERT surveys)
- Children in high end private schools are also in many cases learning to read but with low levels of comprehension due to inadequate skills in medium of instruction leading to rote learning.



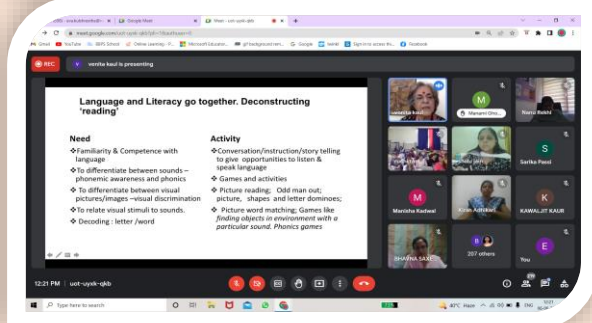
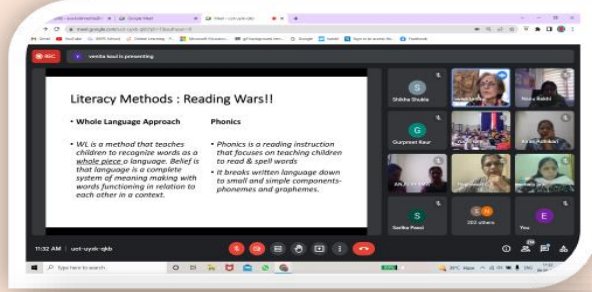
Prof Kaul once again reminded the teachers to act as facilitators following the pedagogy of Discovery Mode, putting forth 5C's and building upon the skill sets of children. Coming to developing language competency, Prof Kaul explained the Whole Language Approach and the Phonics Approach and suggested Teachers to follow a Blended Method which is basically a whole language environment in the beginning and later exposing the readers to phonics while they are in the process of reading and not in isolation.



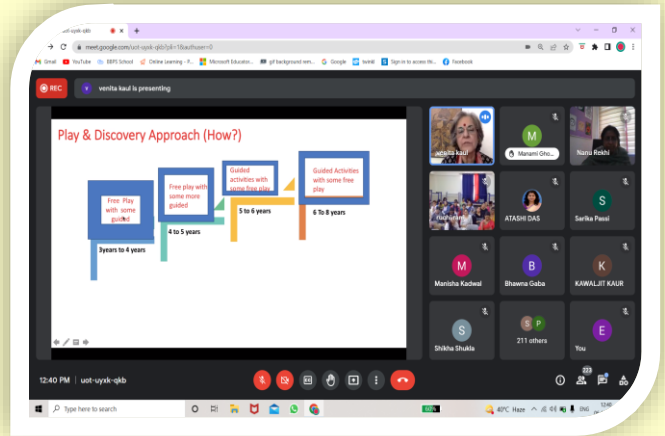
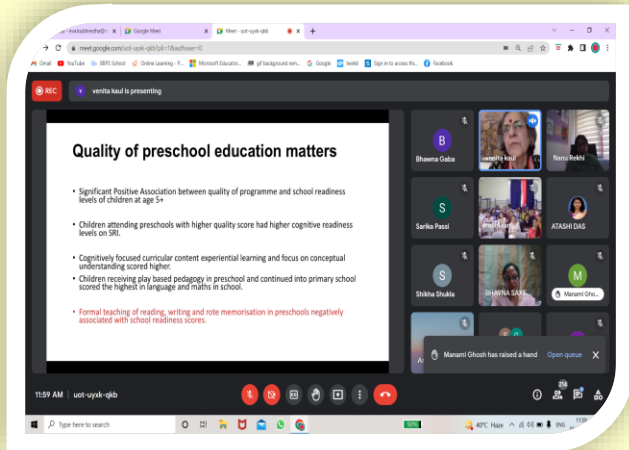
To develop oral skills, creating an enjoyable experience of reading was highlighted following the correct steps in sequence. Preparing a child to read and enabling him /her to make meaningful connections through a process of Pre Reading activities, role modelling, book handling, Book bonding, story telling moving to Pretend reading, Shared reading, Guided Reading and then Independent reading was briefed by the Resource Person.



As language and Literacy go together, she suggested meaningful activities to deconstruct reading. Keeping in mind that text is an expression of spoken language, multifarious ways to strengthen the connection in a meaningful context as in through drawing, scribbling, make believe writing, invented spelling was explained. Similarly Numeracy was also explained by the Resource Person as to begin with pre number concepts moving to numbers with an emphasis on conceptual clarity through variety of experiences.



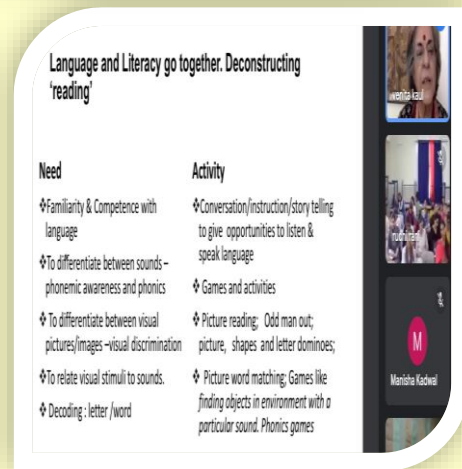
The Resource Person concluded the session by briefing all the teacher facilitators about the importance of Learning Centers as an integral part of the Classroom. These Learning Centers equip the children with life skills like inner discipline, thinking ability, negotiation, judgement, leadership, perseverance and the list is endless. Through this insightful session, Prof Kaul pointed towards a blend of guided and free activity and urged the teachers to focus on developing 5c's and executive skills in the children with a sound socio emotional development.



Learning Outcomes:

The teacher facilitators were able to :

- 1). Understand the focus on Curricular Integration and upward continuum and why it is important.
- 2). Understand their role as facilitators following a discovery pedagogy and fostering 5c's.
- 3). Know the importance of teaching 'reading' through meaningful connections.
- 4). Understand that conceptual understanding to be given to the children through a variety of experiences.



The enriching presentation made by Prof. Venita Kaul has been compiled in the form of a PPT , which has been attached for reference and perusal.

[Click here](#) to view the PPT

Report Prepared By : Ms Manami G. & Ms Eva K.

HM(PP) : Ms Sarika Passi