



**Bal Bharati**  
PUBLIC SCHOOL

Sector-21, Noida, G.B. Nagar



# TEACHER EDUCATION

## - FOR PRE PRIMARY STAFF

**20th May - 8th June 2022**

### EMINENT RESOURCE PERSONS



**Dr. Romila Soni**  
Associate Professor  
Dept. of Elementary  
Education  
NCERT



**Dr. Swati Popat Vats**  
President, Early Childhood Association  
Associate Professor,  
Association for Primary  
Education & Research



**Mrs. Asha Prabhakar**  
Principal, BBPS NOIDA  
SECRETARY, NPSC  
(National Progressive Schools  
Conference)



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



**Prof. Sandhya Sangai**  
Department of  
Elementary  
Education  
NCERT



**Ms. Bela Kotwani**  
Joint Secretary  
National Committee  
ECA & APER

- TRAINING IN MONTESSORI APPARATUS
- CHANGING ROLE OF FACILITATOR  
ACROSS THE FOUNDATIONAL STAGE
- TOY-BASED PEDAGOGY FOR  
PRE PRIMARY LEVELS
- STORY TELLING IN EARLY LEARNING
- ECCE TO FOUNDATIONAL STAGE  
LITERACY & NUMERACY
- COMBINING TOY PEDAGOGY & DIGITAL  
COMPETENCIES

**ACTIVITIES FOR PRE SCHOOL AND PRE PRIMARY FACILITATORS  
(SUMMER TRAINING PROGRAMMES)  
20<sup>th</sup> AND 23<sup>rd</sup> MAY 2022**



Capacity Building Workshops are a regular feature with Bal Bharati Public Schools. A Montessori Apparatus training was scheduled for two days for the facilitators of Noida (Offline Mode), Anupur, Nishatpura, Jhanaur, and Khargone (Online Mode) under the guidance of Ms. Nanu Rekhi (Pre Primary Advisor, Child Education Society). The sessions were organized by the trained staff members of BBPS Pusa Road, Rohini, and Brij Vihar.

**DAY 1-** The first day comprised of the EPL Activities like the folding of a mat and aasan, how to carry and keep a chair, and Sensorial Activities like Pink Tower, dry and wet pouring, sound boxes, flower arrangement, etc. The session ended with a silence lesson and its importance in Pre Primary classrooms.



**DAY 2-** The second day began with an introduction to Language and Arithmetic Activities. Reading boxes, and Movable boxes were taken up under the Language Vertical whereas Seguin Board, Cards and Shells, Addition Board etc. were taken up under the Arithmetic Vertical.

To get hands-on experience, the teachers also took active participation in performing the activities. The second day ended with an informative presentation by Ms. Nanu Rekhi on Integrating Montessori Apparatus with the themes and curriculum.

Overall, it was a great learning experience for all the attending teachers.

**LEARNING OBJECTIVES-** The facilitators were able to

- build confidence and become competent
- become self-dependent
- develop social responsibility and leadership skills
- develop respect and patience.



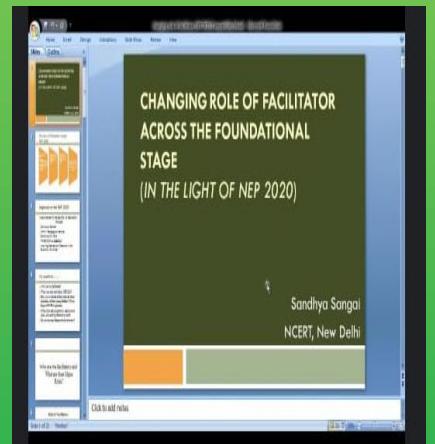
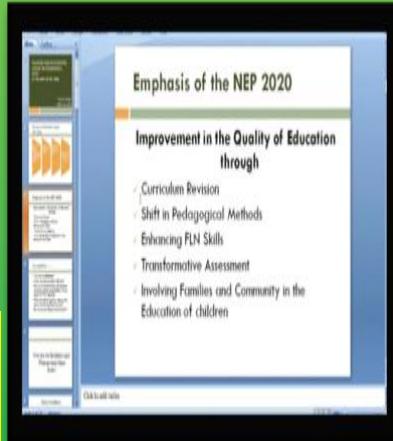
*Teaching children is an accomplishment, Getting children excited about learning is an achievement.*

# Changing Role of Facilitators Across The Foundational Stage (31.05.2022)

Summer Training/ Capacity Building Sessions for Facilitators-May & June 2022.by Bal Bharati Public Schools. Attended by all Pre Primary Teachers and HM (Pre Primary).

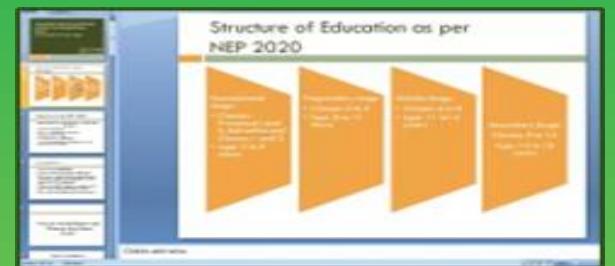
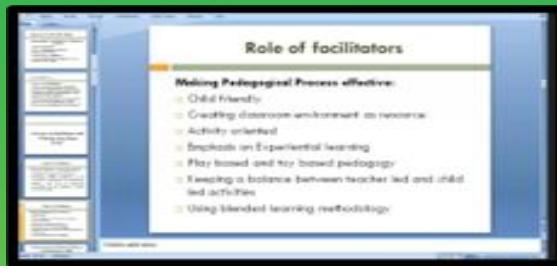


Resource Person: Dr. Sandhya Sangai  
(Professor)  
Department of Elementary Education,  
NCERT)



The webinar conducted on the topic 'Changing Role of Facilitators Across The Foundational Stage' was specifically meant to equip the Facilitators for their changing roles for better education in Early Years Teaching - Learning (in sync with NEP guidelines) and its appropriate inclusion in curriculum Planning & Pedagogy. The session began with Ms. Nanu Rekhi (Montessori Advisor, CES) extending a heartfelt welcome to the resource person, Dr. Sandhya Sangai.

Dr. Sangai enlightened the teacher facilitators in providing a holistic, integrated, enjoyable and engaging learning environment for the children across Pre Primary. It was suggested that the curriculum content should be revised and re-organized to enhance essential learning and instill critical thinking. Dr. Sangai told the facilitators to work pro-actively to shift the pedagogical methods for improvement in the quality of education, thereby shifting from rote memory to hands on learning. She encouraged the facilitators to arrange different segments of the curriculum in consultation with co-teachers for toy based blended learning pedagogy. She emphasized that all members must rethink and re-create the supportive environment to reduce the curriculum burden and pave way for activity oriented experiential learning methodology for our young learners.



## **LEARNING OUTCOME:**

It was indeed a wonderful session as many blended learning pedagogical methods were discussed at length by the Resource Person. The facilitators must work towards building an engaging learning environment for the children integrating play way activities, board games and toys. Teachers were encouraged to rethink and re-create the curriculum for experiential learning to the children, wherein the students get optimum opportunities to explore, observe, create, innovate and learn. It was further suggested by the resource person that the teacher facilitators must educate and involve families and community in the education and overall development of the children.

Its the teacher that makes the difference, not the classroom.

# Toy-based Pedagogy for Pre Primary Levels (1<sup>st</sup> June' 2022)

Under the series of workshops conducted by Pre School & Pre Primary,  
HMs & Facilitators, BBPS PAN India

Resource Person: Dr. Romila Soni,  
Associate Professor,  
Department of Elementary Education,  
NCERT

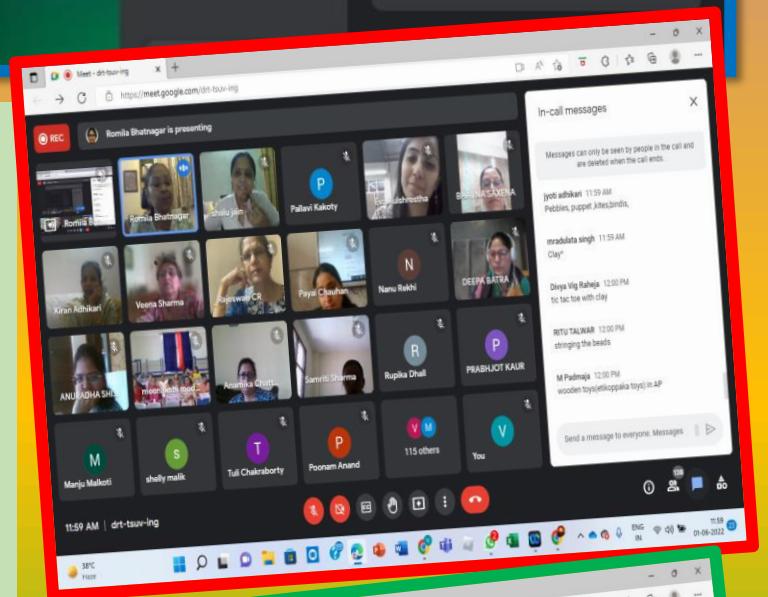


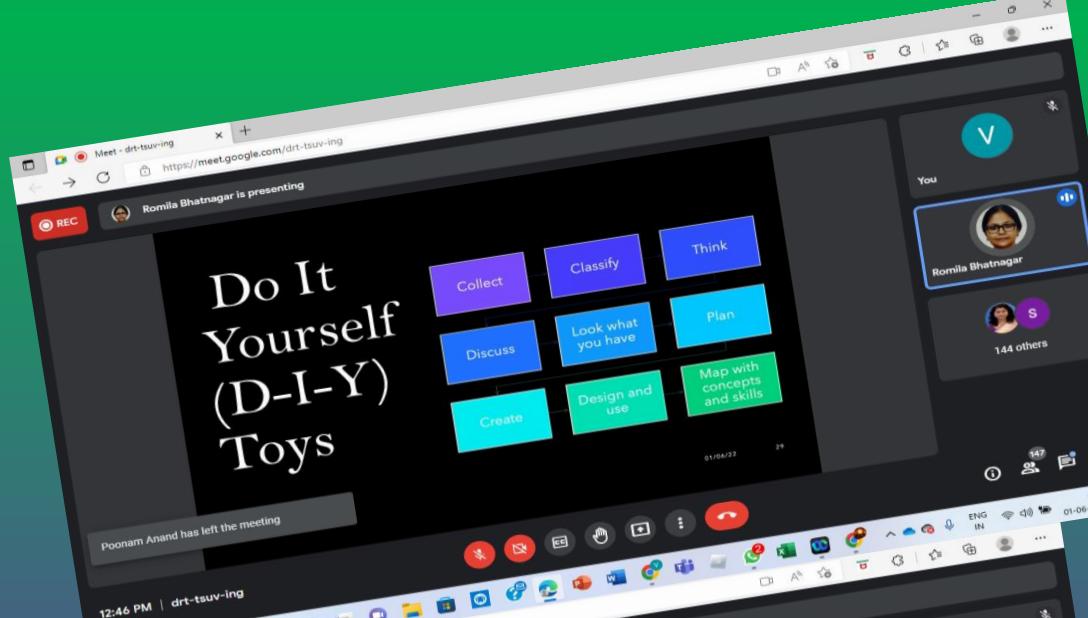
The webinar commenced with Ms. Nanu Rekhi (Montessori Advisor, CES) extending a heartfelt welcome to the eminent resource person, Dr. Romila Soni, The webinar was attended by the Pre-Primary Teachers and HMs (PP), BBPS Pan India.

Toy-based pedagogy at the Pre Primary Level is meant especially to make the facilitators understand the importance of Play and Toy based Pedagogy, the role of indigenous, traditional toys, and board games (in line with NEP guidelines) in Pre Primary curriculum and the implementation of Toy Based Pedagogy in the classrooms.

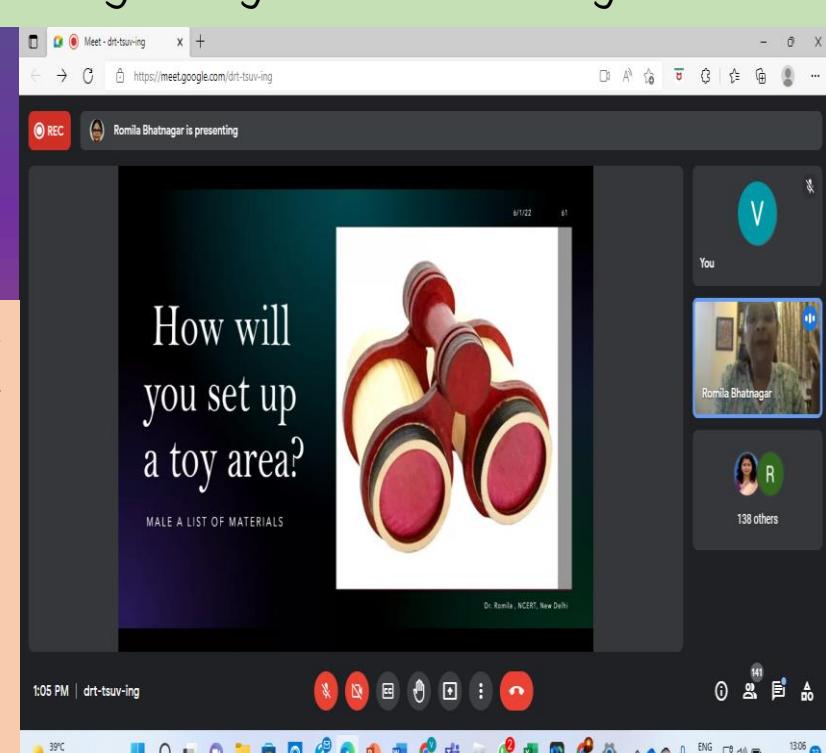


Dr. Romila Soni enlightened the teachers about the benefits of creating various toys and encouraging the children to learn while playing with toys. She said that play helps in building the self-esteem of the child and makes him independent and confident. Play-based pedagogy also helps in enhancing the problem-solving skills and vocabulary of the young learners. Play encourages critical thinking, planning, analyzing and manipulating with available materials. Children also learn to cooperate and collaborate through play. It also helps children to release their pent-up emotions. She also urged the facilitators to create a toy corner in the classrooms with different types of materials, mostly waste, and name it DIY Corner wherein children can explore and make their own toys using paper, sticks, beads, empty boxes etc.

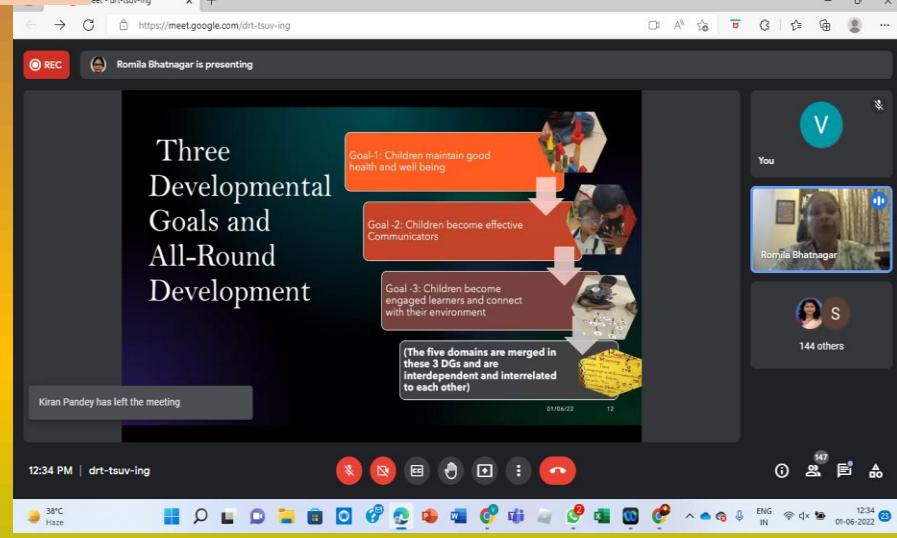
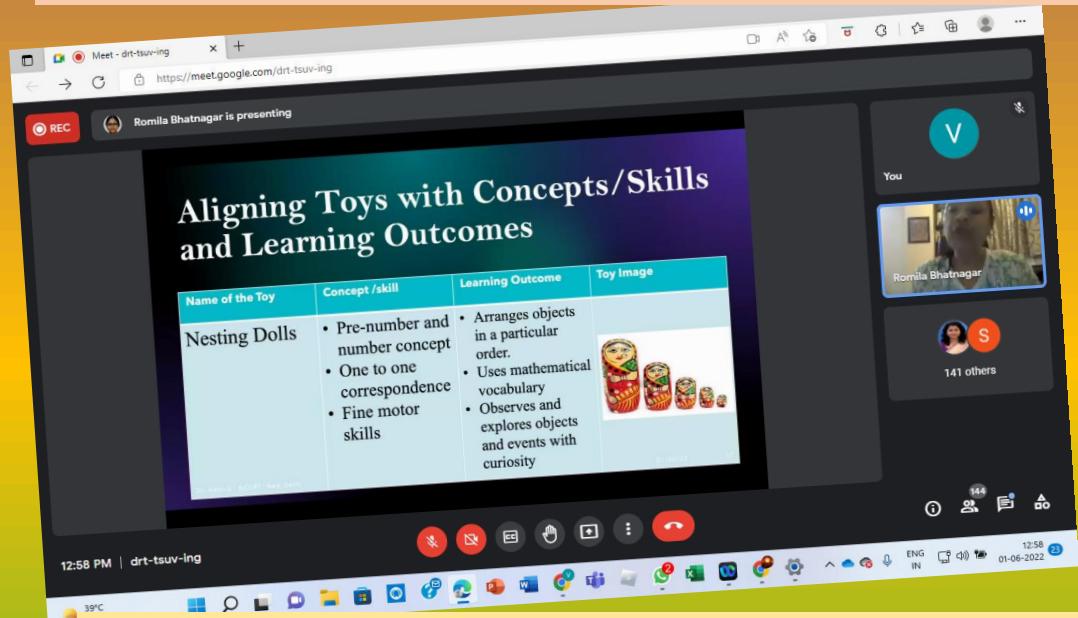




She also emphasized the inclusion of eco-friendly Indigenous toys in the curriculum and integrate it with different learning areas, concepts, themes and topics. Toy-based Pedagogy also helps in achieving three developmental goals and aid in the all-around development of the children. She also asked the facilitators to collaborate with the parent community. They can be engaged as volunteers in making DIY(Do It Yourself) toys or sharing the old toys with the school in creating a Toy Bank or Library.



It was indeed an enriching and delightful session wherein the teacher facilitators were once again reminded of the importance of Toy Based Pedagogy ( on the guidelines of NEP 2020). She also asked the facilitators to create, invent and innovate newer techniques related to DIY toy making using low cost of no cost materials while dealing with the young learners and promoting a life-long love of learning amongst the tiny tots.



Learning Outcomes: The teacher facilitators were able to-

1. Understand the importance of Play and Toy based Pedagogy.
2. Know about indigenous, traditional toys and board games.
3. Learn to integrate DIY toys with various topics in the classroom.

How you teach is more important than what you teach.

# 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)**

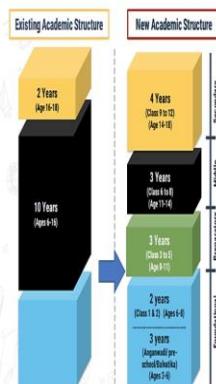
**Ms. Nanu Rekhi (Montessori Advisor, CES) initiated the session by extending a warm welcome to the esteemed resource person, Prof. Venita Kaul.**

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

Venita Kaul



## NEP Revised School/Curriculum Structure



- Foundational stage
- Preschool : 3-5 years
- Bal Vatika : 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 primary to primary & not reverse
- Foundational Mission for Literacy and Numeracy



**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.**

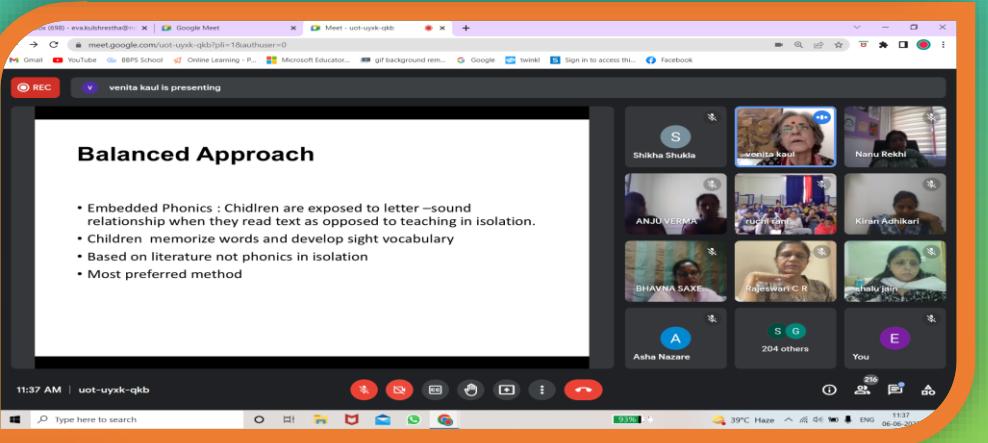
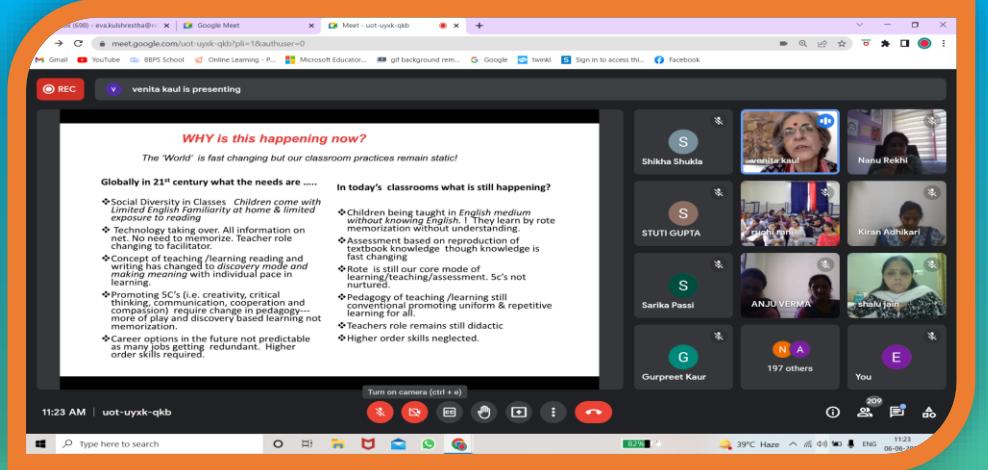
**It was highlighted that during surveys conducted by ASER, Pratham and NCERT, it was observed that children across Public and Private Schools have reading fluency as per their age but when it comes to reading with comprehension, it was quite below average as 75% children are from non English speaking 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 !!

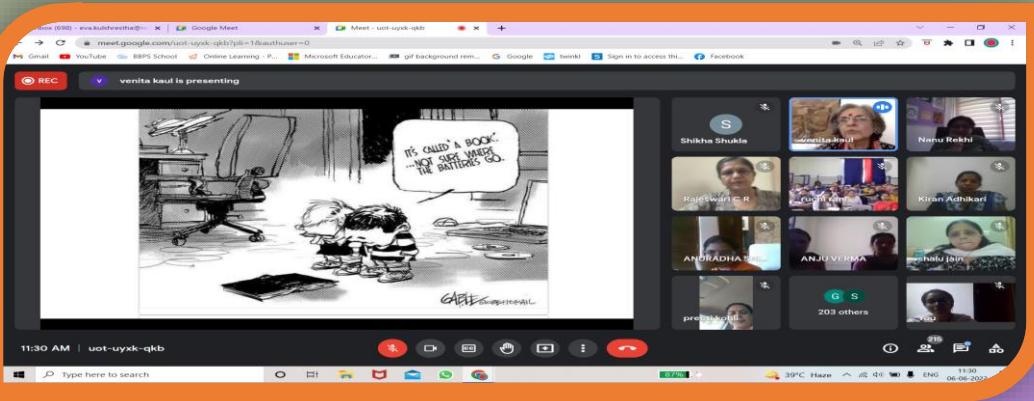
- Children across public and low/middle end private schools despite progressing to higher grades are not learning basics in reading, writing and mathematics in primary schools.(ASER,NCERT surveys)
- Children in high end private schools are also in many cases learning to read but with low levels of comprehension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



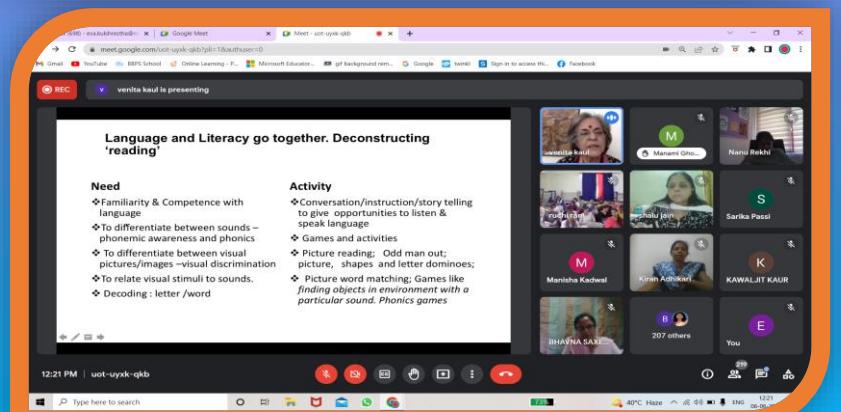
Prof Kaul once again reminded the teachers to act as facilitators following the pedagogy of Discovery Mode, putting forth 5C's and building upon the skill sets of children. Coming to developing language competency, Prof Kaul explained the Whole Language Approach and the Phonics Approach and suggested 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.



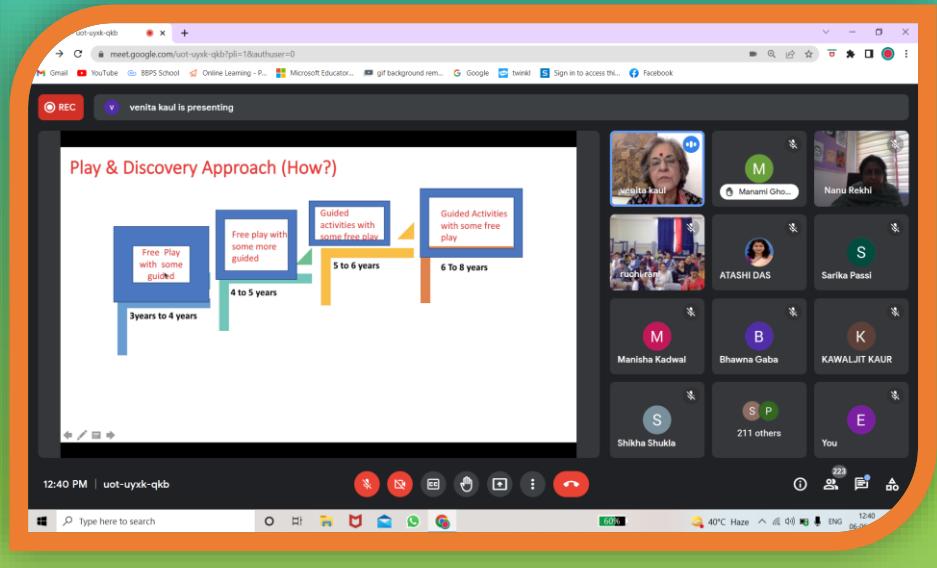
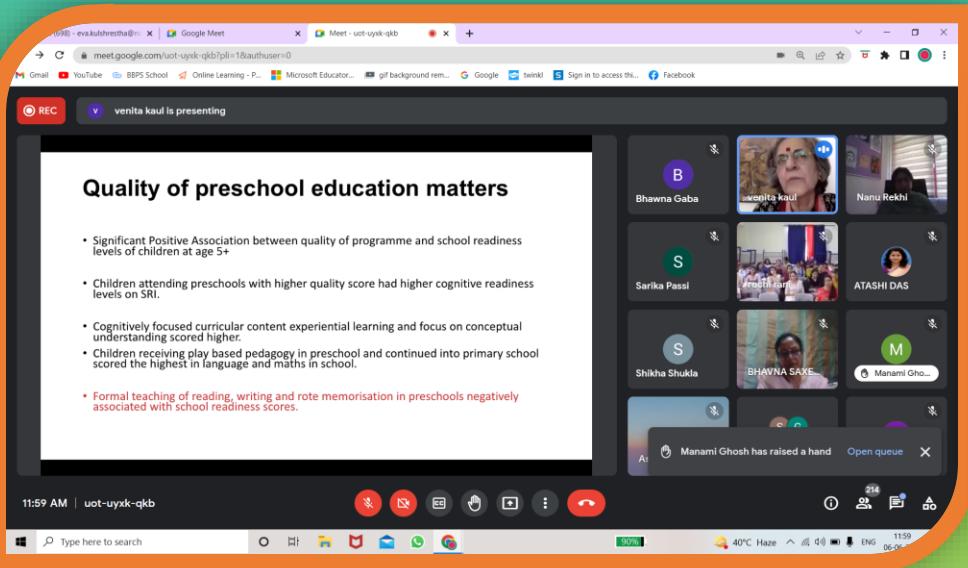
To develop oral skills, creating an enjoyable experience of reading was highlighted following the correct steps in sequence. Preparing a child to read and enabling him /her to make meaningful connections through a process of Pre Reading activities, role modelling, book handling, Book bonding, story telling 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, judgment, 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 is to be given to the children through a variety of experiences.

### Language and Literacy go together. Deconstructing 'reading'

#### Need

- ❖ Familiarity & Competence with language
- ❖ To differentiate between sounds – phonemic awareness and phonics
- ❖ To differentiate between visual pictures/images – visual discrimination
- ❖ To relate visual stimuli to sounds.
- ❖ Decoding : letter /word

#### Activity

- ❖ Conversation/instruction/story telling to give opportunities to listen & speak language
- ❖ Games and activities
- ❖ Picture reading; Odd man out; picture, shapes and letter dominoes;
- ❖ Picture word matching; Games like finding objects in environment with a particular sound. Phonics games

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

A teacher is a compass that activates the magnets of curiosity, knowledge, and wisdom in the pupils.

## STORY TELLING IN EARLY LEARNING

**Date:** 07.06.2022 (Tuesday)

**Organizer:** Bal Bharati Public School (Child Education Society)

**Name of the resource person:** Ms. Bela Kotwani  
(Joint Secretary, National Committee, Early Childhood Association)

**"A good story can imbibe the right values in the most impressionable age."**

The resource person initiated the webinar with a positive vibe and great zeal. Various aspects of the capacity building were taken up during the webinar. Story Telling is an integral part of Pre-Primary Teaching. It is a universal and traditional art form that has featured strongly in culture as an effective communication tool. Voice Modulation, expressions, gestures are important aspects while we narrate stories to our children. Theme board which we can easily create with the help of easily available resources with low or no cost materials like ice cream sticks, used socks, paper, cotton really help in portraying stories in the most beautiful and effective manner. But it can be more fruitful if stories are repeated on a regular basis.

Stories can be used to inform, entertain and educate. They are often used as a medium to ingrain values, improve reading skills and open the minds of the children to worlds beyond imagination.

The resource person introduced the concept of 'Musical Story' which can be taken up during our virtual circle time to make the story session more lively, captivating and interesting. Various activities were taken up with the teachers attending the webinar as a part of ice breaking session comprising walking bare foot on a hot desert, walking on honey spilled on the floor, walking on a graveyard etc. The Resource person focused on the expressions and gestures which are an integral part of any story narration.

It was an indeed a highly interactive and truly enriching session which was thoroughly enjoyed by the teacher facilitators.





### Learning Outcomes:

It was an engaging and refreshing webinar that not only rejuvenated the minds and concepts of the facilitators but also took them back to their roots and explained about the importance of indigenous toys and puppets while narrating the story. As a learning tool, storytelling can encourage students to explore their unique expressiveness and can heighten a student's ability to communicate their thoughts and feelings in an articulate, lucid manner. It helps improve their language skills, instil a love of reading and stirs their imagination. The teacher facilitators can help create that atmosphere.

A teacher is a compass that activates the magnets of curiosity, knowledge, and wisdom in the pupils.

# **Combining Toy Pedagogy and Digital Competencies to Strengthen the Foundational Years Curriculum** **(8<sup>th</sup> June, 2022)**

**Resource Person: Dr. Swati Popat Vats, President, Early Childhood Association Associate Professor, Association for Primary Education & Research**



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

The webinar commenced with Ms. Nanu Rekhi (Montessori Advisor, CES) extending a heartfelt welcome to the eminent resource person, Dr. Swati Popat Vats. The webinar was attended by the Pre-Primary Teachers and HMs (PP), BBPS Pan India.

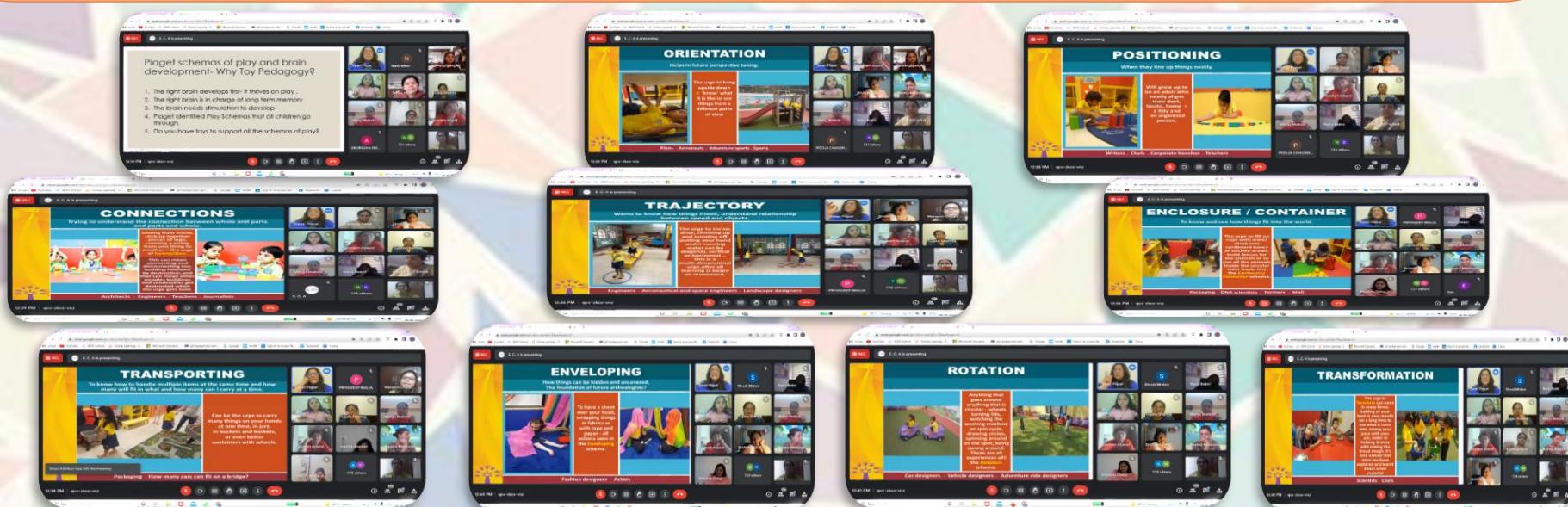
The objective of the webinar was to combine toy pedagogy and digital learning together to bring joy and meaningful learning among students. In this pedagogy, teachers need to ensure our learners should grow up with the balance of teaching and learning with the toys, games & digital tools. This pedagogy is learner centric and will surely make teaching learning process more enjoyable.

**Digital natives!**

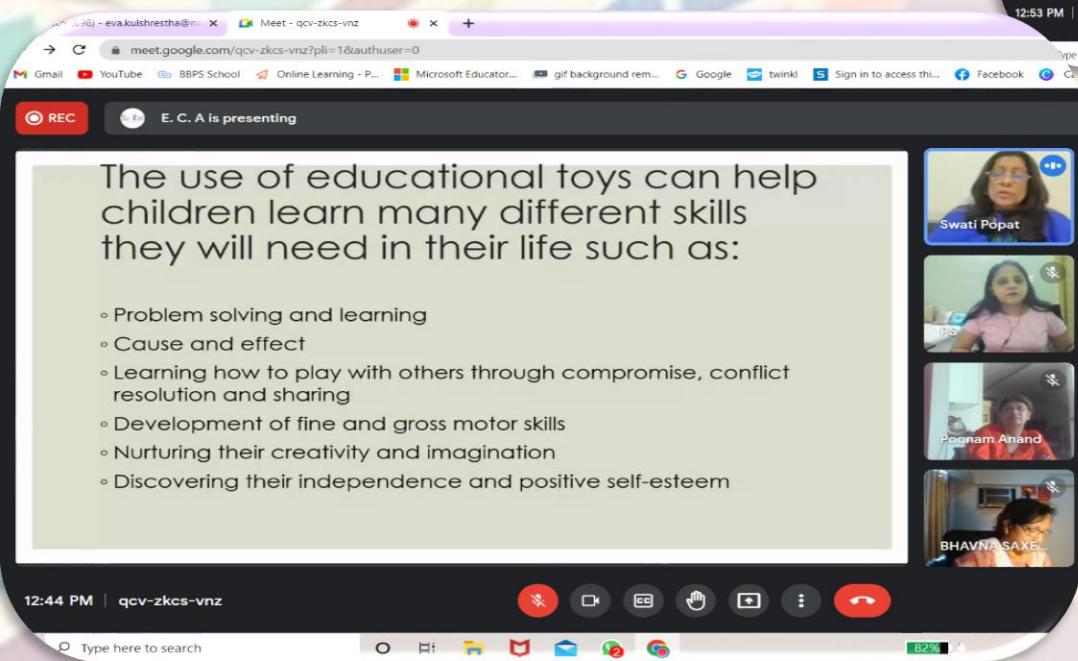
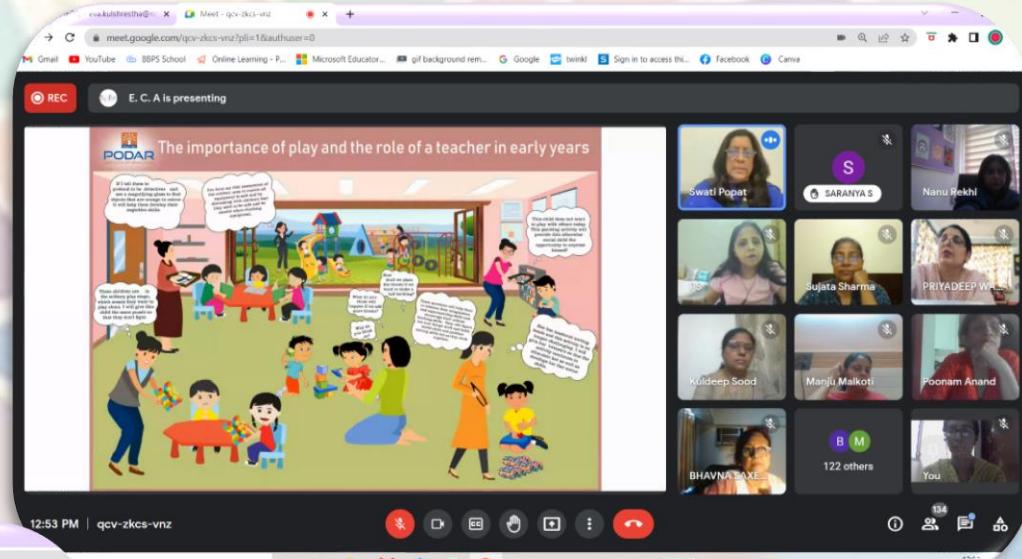
Young children are described as 'digital natives' with a natural aptitude for using digital technologies. Research shows that this is not the case (Bennett, Maton & Kervin, 2008). Research shows that this is not the case (Bennett, Maton & Kervin, 2008).

Children learn to use digital with Exploratory play, observations of adults using digital technologies, and social interactions with knowledgeable peers, siblings, co-players (Marsh, Hannon, Lewis & Ritchie, 2017).

The session began with the explanation of the importance of play based, activity based, experiential based and project based learning. This kind of a learning goes straight to the right brain of the learners and makes learning lifelong and permanent. She introduced all the teacher facilitators to PIAGET'S SCHEMAS of play and brain development. Piaget was a French educator famously known for his theory of cognitive development. Children around the world have a specific way of playing, they all play in a particular play, this play is called the 'Schemas of Play' by Piaget. Dr Swati laid stress on the toys to support all the schemas of play. She explained all the facilitators about all the "schemas" like Orientation, Positioning, Connections, Trajectory, Enclosure, Transporting, Enveloping, Rotation & Transformation.



Dr. Swati talked about importance of play and the role of a teacher in Early years. She emphasized the inclusion of traditional toys of every state which gives exposure to each and every child. The resource person categorized play into 9 different types and explained their relevance along with examples in early years of learning. They are Solitary , Pretend, Risky ,Constructive ,Cooperative, Active, Parallel, Sensory, Rough & Tumble Play.



Dr. Swati made all the facilitators understand about the usage of educational toys that can help children learn many different life skills such as:

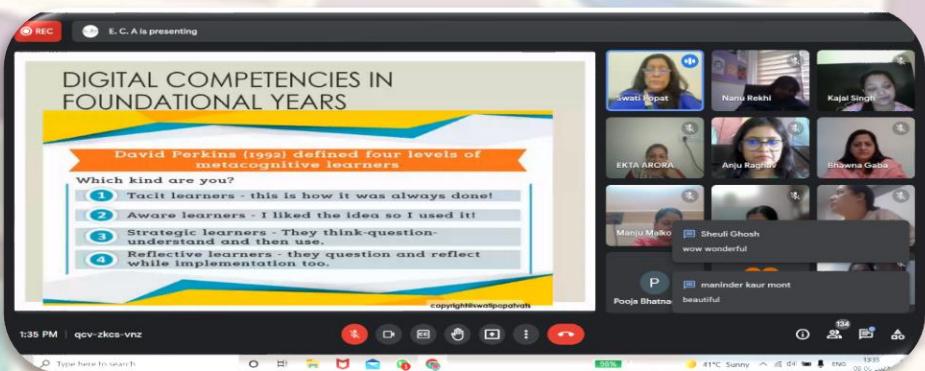
- Problem solving
- Cause & effect
- Learning how to play with others through compromise, conflict resolution and sharing
- Discovering their interdependence and positive self esteem.

The facilitators were told to plan different activities whereby children learn while they play...One such activity called "Tip Toes" was explained. She recommended that teacher facilitators plan activities for children at three levels moving from Easy to Slight difficult & then difficult.



The session, was made interesting and engaging by demonstrating various activities like Treasure Hunt, Healthy & Unhealthy Food, Feed the Doll, Ball Play with Duppatas, Plasticine, Balls & Strings. Attendees were given ample opportunities to think about Piaget's schemas applied in each activity.

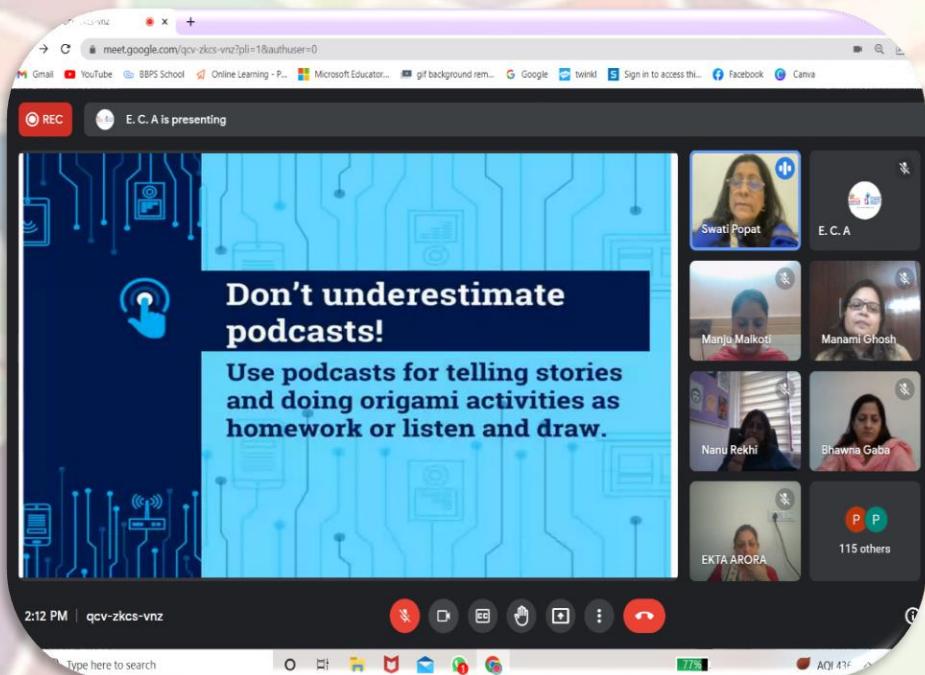
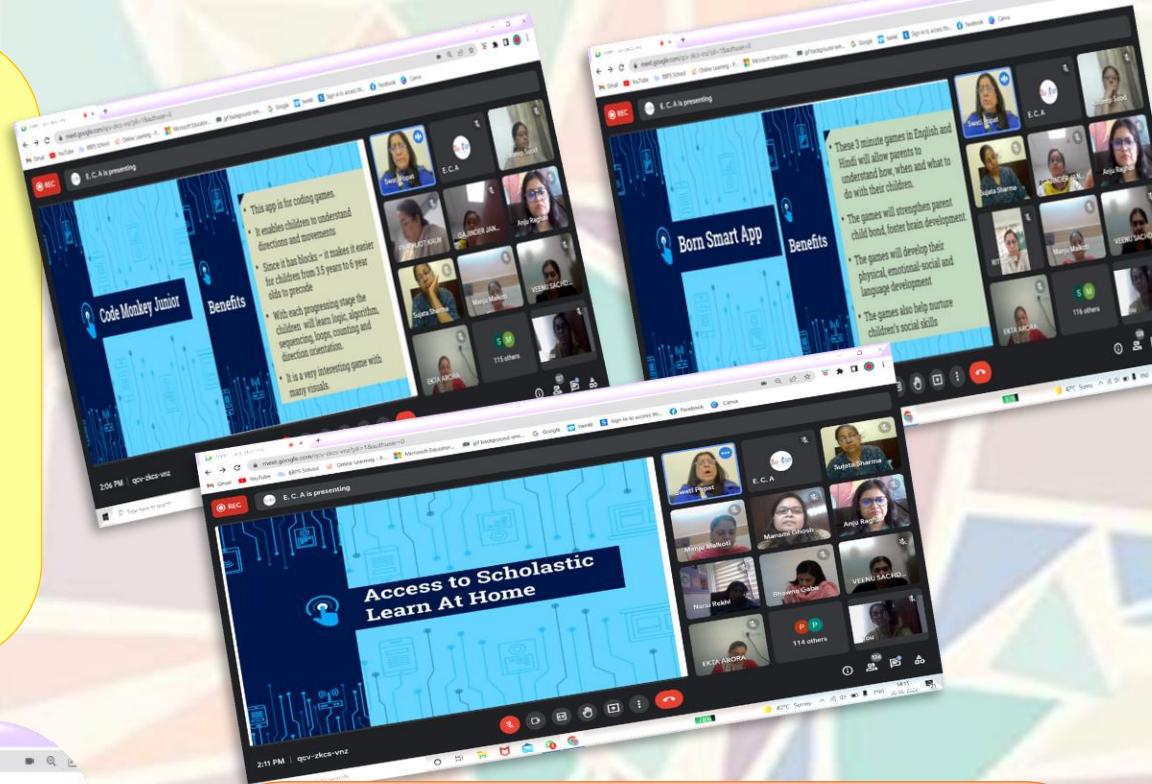
Dr. Swati talked about Digital competencies. She guided the facilitators how technology works as a tool for bridging the gap between the teachers and students and how the skills can be taught to the students. Facilitators were given some examples of digital devices such as torch, timer etc. Some physical activities were suggested by using these digital devices. Facilitators were guided to apply play pedagogy inclusive of digital competencies while selecting any digital tool to enhance language, social skills, creativity, muscle development, group play & learning. She suggested that teacher facilitators become Strategic & Reflective learners to make teaching learning process more effective and enjoyable for the early learners.



Dr. Swati assured to share the link of completely digital i-pad project having all values in it. She gave some ideas to use certain digital apps that can be used in classrooms. The different features in the apps which enhances the artistic, thinking , sense of rhythm were demonstrated.

- The recommended apps and tools that can be used for the early learners are as follows:

1. BORN SMART
2. GOOGLE BOLO
3. CODE MONKEY JUNIOR
4. ART SELFIE
5. ART PROJECTOR
6. ACCESS TO SCHOLASTIC LEARN AT HOME
7. MUSSILA MUSIC SCHOOL APP
8. GOOGLE ART AND CULTURE APPLICATION



A special activity was introduced through PODCAST wherein the teacher facilitators may speak about the steps involved in origami and the children follow the same while listening to the podcast. She insisted to have this Podcast in every school which develops listening skills of the students. Facilitators were asked to make students learn the safety points of digital world. This workshop focused on Toy pedagogy aligned with digital competencies and Indian culture which can be used as pedagogical tools across schools for all round development of the children.

## Learning Outcomes

The teacher facilitators were able to :

1. understand the importance of integrating toy pedagogy and digital learning.
2. know more about the safety norms of digital learning.
3. learn about Piaget's schemas and how to incorporate them in various play and class activities.
4. select toys for the children on the basis of learning outcomes achieved and associated schemas. They should NOT be made a part of classroom TLMs for their colorful appearance and looks.
5. know about various play and digital apps to make classroom teaching more interesting and engaging.

The enriching presentation made by Dr. Swati Popat Vats has been compiled in the form of a PPT , which has been attached for reference and perusal.

[Click here](#) to view the PPT

A teacher's job is not to prepare students for something.  
A teacher's job is to prepare themselves for anything.



THE FUTURE BELONGS TO THOSE WHO LEARN MORE SKILLS AND COMBINE THEM IN CREATIVE WAYS

CREDITS

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