

Capacity Building Sessions from 13th to 16th May 2024

Under the series of workshops conducted by CES attended by all Pre Primary HMs and Facilitators BBPS Units, Delhi/ NCR

13th May 2024, Day 1 **“Art Integration in Education”**

Resource Person: Dr. Pawan Sudhir
Dr. Sulekha Bhargava

“A teacher who loves learning earns the right and the ability to help others learn.” – Ruth Beechick

BBPS, Noida as among **the top 10 CBSE schools in Noida** always believes in strengthening the competencies of facilitators by providing enriching workshops in multi disciplinary way. Under the series of workshops conducted by CES the first day of the session began with Ms. Nanu Rekhi, (Pre School Advisor, CES), lighting the ceremonial lamp along with Dr. Pawan Sudhir, Mrs. Neelam Ahuja, Dr. Sulekha Bhargava & Mr. L. V. Sehgal. She also guided the facilitators on the effective Integration of the Art at the foundational stage. The first session of the four day Capacity Building Workshops on 'Art Integrated Learning at the Foundational Stage' offered valuable insights into integrating art into early childhood education. Dr. Pawan Sudhir and Dr. Sulekha Bhargava led the session, focusing on practical and innovative teaching methods for pre-primary educators.

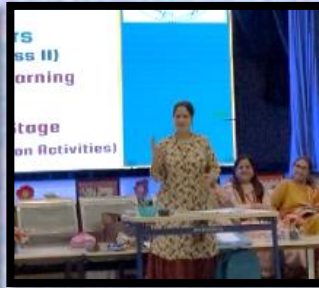


Dr. Sudhir emphasized the importance of lifelong learning for pre-primary teachers, encouraging continuous growth to foster dynamic classrooms. Enthusiastic teachers inspire curiosity and a love for learning in students.



The workshop provided valuable insights into the significance of art integrated learning at the foundational stage. By engaging multiple senses, emphasizing hands-on experiences, and fostering creativity, teachers can create a rich and stimulating learning environment. Focusing on the holistic development of children they are well-prepared to face future challenges. Accepting mistakes as part of learning further encourages a positive and resilient mindset in both teachers and students.

Dr. Bhargava demonstrated creative ways to reuse plastic for making palettes, display boards, and whiteboards, highlighting the importance of reducing waste and reusing materials to protect the environment. Dr. Bhargava engaged facilitators in hands-on activities such as blow painting, thumb printing, fist printing, and palm printing. These activities illustrated how art can enhance sensory experiences and make learning more engaging for young children. Dr. Sudhir explained how these techniques can be effectively used at the pre-primary level to foster creativity and enhance learning. Finally, they distinguished between 'art education' and 'art in education,' noting that integrating art into all subjects makes lessons more engaging and enhances overall learning, making all subjects more accessible and interesting for young learners.



The enriching sessions were a powerful reminder of the transformative role of art in education, inspiring pre-primary teachers to embrace continuous learning and innovative teaching methods. The insights gained from this seminar will undoubtedly enhance early childhood education, helping to develop well-rounded, creative, and resilient individuals.

In a nod to cultural inclusivity and lighthearted fun, facilitators were invited to participate in a group dance to a lively Rajasthani folk song—"Khammaghani". This activity not only fostered a sense of community but also served as a delightful introduction to Rajasthani culture. This way different cultures can be introduced in the class. This activity served to not only integrate diverse cultural elements into the programme but also provided a lighthearted team-building exercise.

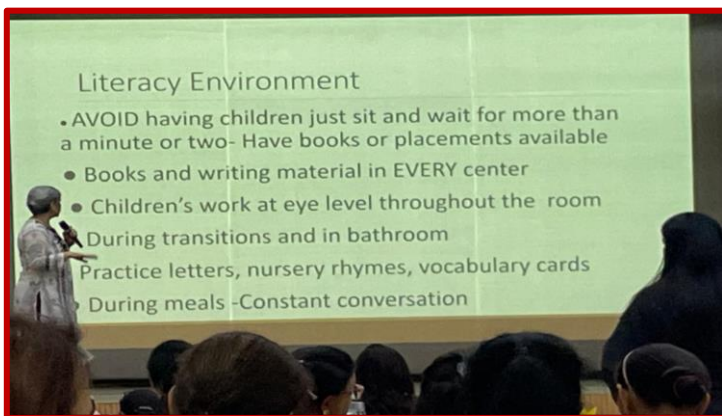
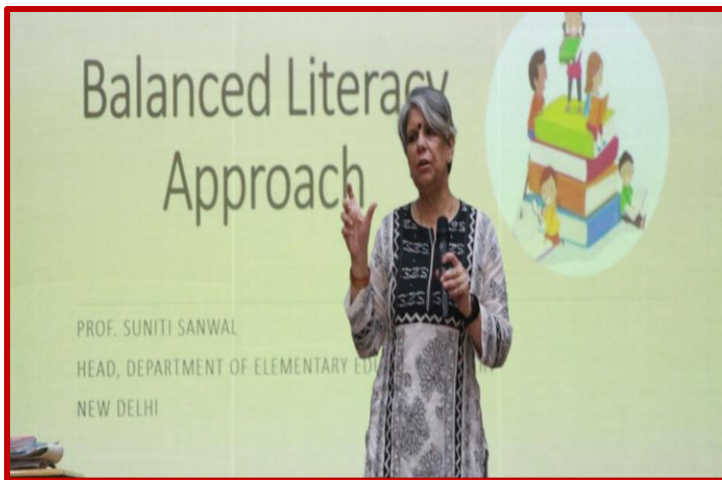


14th May 2024, Day 2

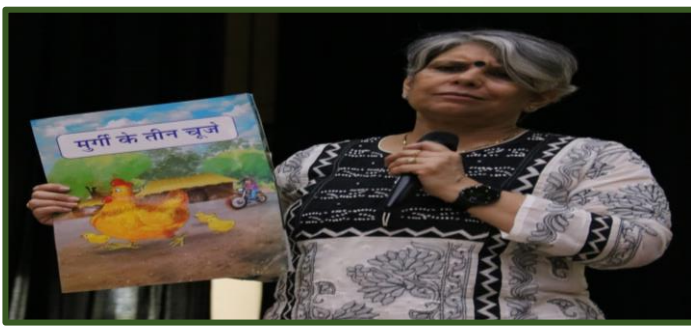
“Balanced Literacy Approach at the Foundational Stage”

Resource Person: Prof. Suniti Sanwal ,
Professor and Head Elementary Education, NCERT

On the second day of the capacity-building workshop on the topic Balanced Literacy Approach, Professor Suniti Sanwal provided an in-depth knowledge on various reading and writing strategies at the foundational stage. She explained that while our brains are naturally wired for listening and speaking, they must be rewired for reading and writing. She clarified that language involves communication skills, whereas literacy is specifically the ability to read and write.



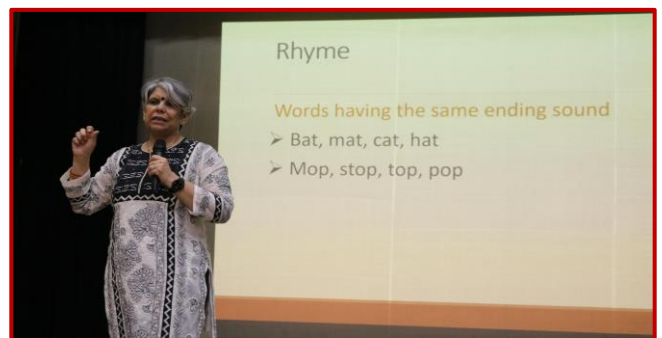
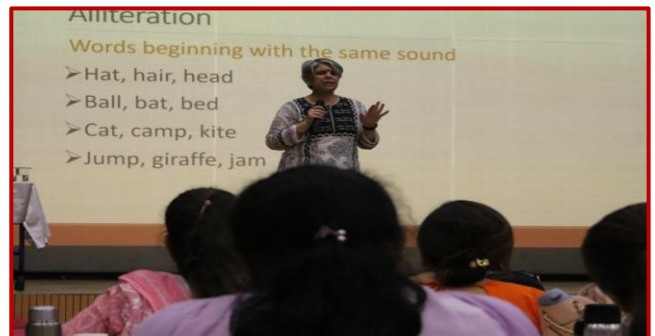
Professor Sanwal elaborated on the Balanced Literacy approach, which involves decoding language, noting that Hindi, being a transparent language, simplifies this process due to its straightforward correspondence between letters and sounds. She emphasized the importance of phonological awareness, which is the ability to recognize and manipulate the sounds of spoken language, as a critical precursor to reading and writing. She shared strategies such as sound matching and segmentation activities to help children develop these skills.



She stressed the need for a balance between guided reading and independent reading. Guided reading provides support and feedback from teachers, while independent reading allows students to practice on their own, fostering autonomy and engagement. Similarly, she advocated for a balanced approach to writing, combining guided writing activities with opportunities for independent writing to develop fluency and personal expression.



Professor Sanwal introduced the four-block approach, which includes oral language development, word recognition, reading, and writing. Oral language development is fundamental as it underpins all literacy skills. Word recognition helps children read fluently by recognizing common words. The reading block focuses on decoding, comprehension, and fostering a love for reading, while the writing block encourages children to express their ideas in written form. Concept of GRR (Gradual Release of Responsibility) was also discussed where first, Teachers model or explain ideas or skills; after which children and Teachers work together on the same ideas and skills where the teacher provides guided support; and finally, children practice individually and independently.



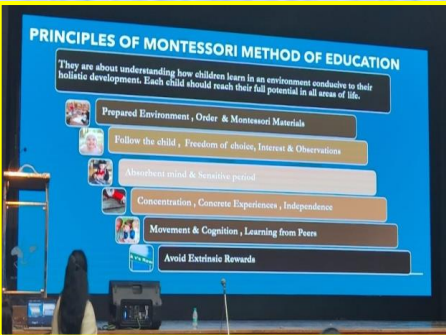
In summary, Professor Sanwal's session highlighted the integration of listening, speaking, reading, and writing within the Balanced Literacy approach, providing educators with practical strategies to support the literacy development of young learners.



15th May 2024, Day 3

“Montessori Education: Montessori Apparatus Training”

Resource Person: Ms.Nanu Reikhi (Pre Primary Advisor CES)
Ms Neelam Ahuja (Advisor Montessori CES)



BBPS, Noida offers **the best infrastructure in Noida** for Early Childhood Education which is a combination of play way method and Montessori Education. To equip the facilitators with all techniques, series of workshops were conducted. The workshop for Pre Primary and Primary facilitators was held on the topic Montessori Education and Montessori Apparatus Training. It's Philosophy and Practices aimed to provide the facilitators with a comprehensive understanding of the educational philosophy of Ms. Maria Montessori and practical strategies for implementing it in their classrooms.

The workshop's primary objective was to equip the facilitators with the knowledge and skills necessary to apply the principles of Montessori in their teaching practices that support the intellectual, physical, emotional and social development of a child.

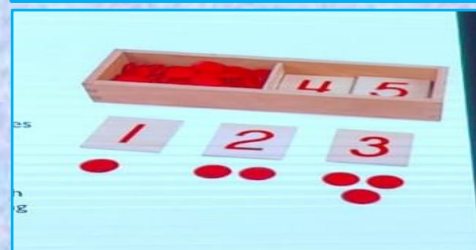
It was expected that the participants would gain an understanding of the philosophy of Dr. Maria Montessori as well as hands-on experience creating learning environments that include nurturing each child's potential.

A thorough understanding of the Montessori method and curriculum, including the value of honouring a child's innate curiosity and desire to learn.

The value of hands-on experience with Montessori materials like "Sand paper letters" for English letters was stressed, as it allowed facilitators to understand their part in supporting learning by doing.

The facilitators practiced & discovered the importance of using observation to customize apparatus training to meet the requirements of specific children.

The facilitators had a priceless opportunity to fully immerse themselves into practice Montessori Apparatus like "Chal Akshar Mala (चल अक्षर माला) and "English Movable box" under the guidance of Ms.Neelam Ahuja, Ms.Poonam Anand and Ms. Manu during the session.



16th May 2024, Day 4 (Session 1)

'Project Based Learning at the Foundational Stage'

Resource Person: Ms.Nanu Rekhi (Pre School Advisor, CES)

The session commenced with an ice breaking activity and Ms. Nanu Rekhi (Pre School-Advisor, CES), addressing the participants sharing her insights on "Panchkosha Vikas". She further highlighted the importance of HPC (Holistic Progress card). She also talked about how "instilling a value and ethics-based" learning approach has a spiral effect on the child as "The child imbibes the culture" and goes on to "Prasar" i.e. sharing the same with others. As in education if we share what we have learnt, our Neural Pathways become stronger. She further highlighted the important components of the curriculum which includes-Coverage of Readiness activities and developmental domains, Behavioral skills, SEVA, Values and Ethics, Prasar.

Her main focus was on PBL (Project based learning).

PROJECT – BASED LEARNING AT THE FOUNDATIONAL STAGE

THE NEW THREE
LEVEL CURRICULUM
FOR PRESCHOOL/
BALVATIKA AT BAL
BHARATI PUBLIC
SCHOOLS



LETS ORIENT OURSELVES

Project Based Learning at the Foundational Stage allows for exploration and discovery. Child's learning needs are met. Their ideas are valued, their interests and creativity is nurtured and most importantly they get a real life experience.

Project based learning is very popular for facilitating at the foundation stage, It is based on the principals of "learning by doing", through this children experience collaborative activities.

She discussed the important points to keep in mind while going on with this approach at the foundational level, such as the duration of the project, simplicity of the activities, no correct or incorrect answers, and involvement of many subjects such as arts, social studies, math's and science, drama, dance and most importantly real-life experiences.

ECE METHOD (PLAY WAY METHOD)

- > Free and Structured Conversations
- > Story-telling & Story Making
- > Montessori Apparatus
- > Dramatization
- > Rhymes and Songs
- > Music and Movement
- > Free Indoor Play
- > Outdoor Play
- > Sand Play
- > Water Play
- > Puppet Play
- > Group Games/Activities
- > Structured Cognitive and Language Activities
- > Nature Walks



Role of a Foundation Stage Facilitator in a Class Project:

In the same context Ms. Rekhi also talked about the role of a facilitator in a Class project as it encircles all the necessary areas such as the method of teaching, she urged the facilitators to work as a working partner and not as a commander. Also to make it a point that all the members of the group are involved and have something important to contribute towards the completion of the project.

16th May 2024, Day 4 (Session 2)

Project Based Learning at three Levels'

Resource Persons: Ms Amrita Malhotra (HM, BBPS Dwarka)
Ms. Sarika Passi (HM, Pre Primary, BBPS, Noida)
Ms. Upasna Dembla (Coordinator, Pre School, BBPS Pitampura)

The second session started with the rendition "shivohum" in the background along with a small meditation exercise setting a pious ambience.

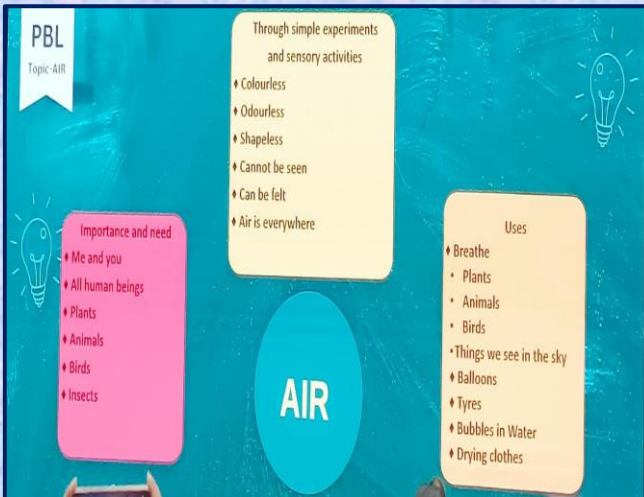
The three PBL Approaches presented during the session

Presentation 1:

Presented By: Ms Upasna Dembla

Topic "Animal Habitats"- LEVEL PS 1

It was well designed and planned inculcating several hands-on activities and real-life experiences of children.

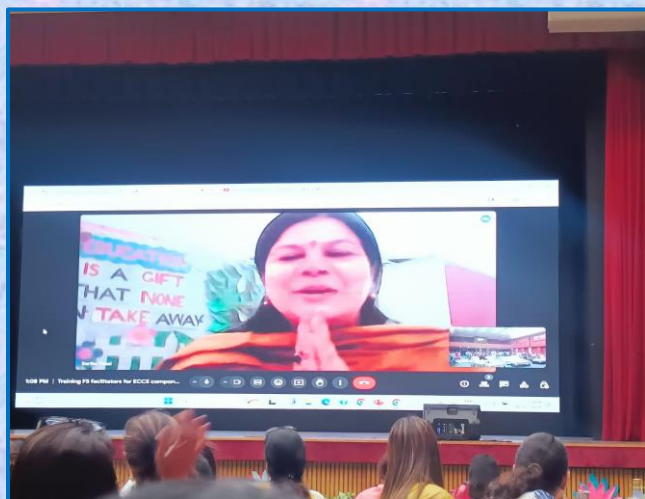


Presentation 2:

Presented By: Ms Amrita Malhotra

Topic- Air- LEVEL PS II

She initiated by giving a brief understanding of how can we start a crucial and diversified topic (Air) with ease and with the flow the transitions of easy to complex can be made. Inculcated with self-created rhymes, fun activities and also a hint of drama was surely a treat to watch.



Presentation 3:

Ms Sarika Passi (Online Mode)

Topic- Toys and Games -Level PSIII

She canvassed the importance of the traditional games as well as the use of toys in teaching and learning process and also demonstrated a traditional game "Poshampa" with a twist, talking about the impression the game has on the young learners and in many ways can be used to enhance not only their language skills but their behavioral learning as well.

Moving to the closure of the session Ms. Nanu Rekhi concluded the session with a fun PBL exercise done by different groups and the outcomes were so many new ideas, activities and self created rhymes and games. Later she concluded the session by making the facilitators understand that how a project-based approach acts and benefits in the child's learning and holistic development, so it is important for the teachers to understand and design them in such a manner that all the areas are covered.



Key Takeaways from the Sessions:

- Different types of Ice Breakers to be introduced in the class to break the monotony and make the class more engaging.
- Art in Education or Art for Education should be considered over Art Education.
- Creating games and toys from waste materials that help to induce critical thinking and problem solving skills.
- Planning theme based gross and fine motor skill development activities as an important part of the curriculum.
- Understanding the need to rewire the brain for reading and writing.
- Differentiating between language (communication) and literacy (reading and writing).
- Implementing the Balanced Literacy approach, which includes decoding language.
- Recognizing Hindi as a transparent language that aids in learning to read.
- Emphasizing the importance of phonological awareness.
- Use multisensory and hands-on activities for better learning.
- Integrate art into various subjects.
- Select projects that are suitable for the developmental stage of preschoolers. Projects should be simple, engaging, and hands-on
- Project as a tool for multidisciplinary approach of learning which will incorporate activities catering diverse domains of development.
- Maintaining regular observation records to track the development of a child.

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