

PEDAGOGY

Pedagogy

S Specific
M Measurable
A Attainable
R Relevant
T Time Based

STRATEGY

STRATEGY

“It is the art and science of imparting knowledge to children.”

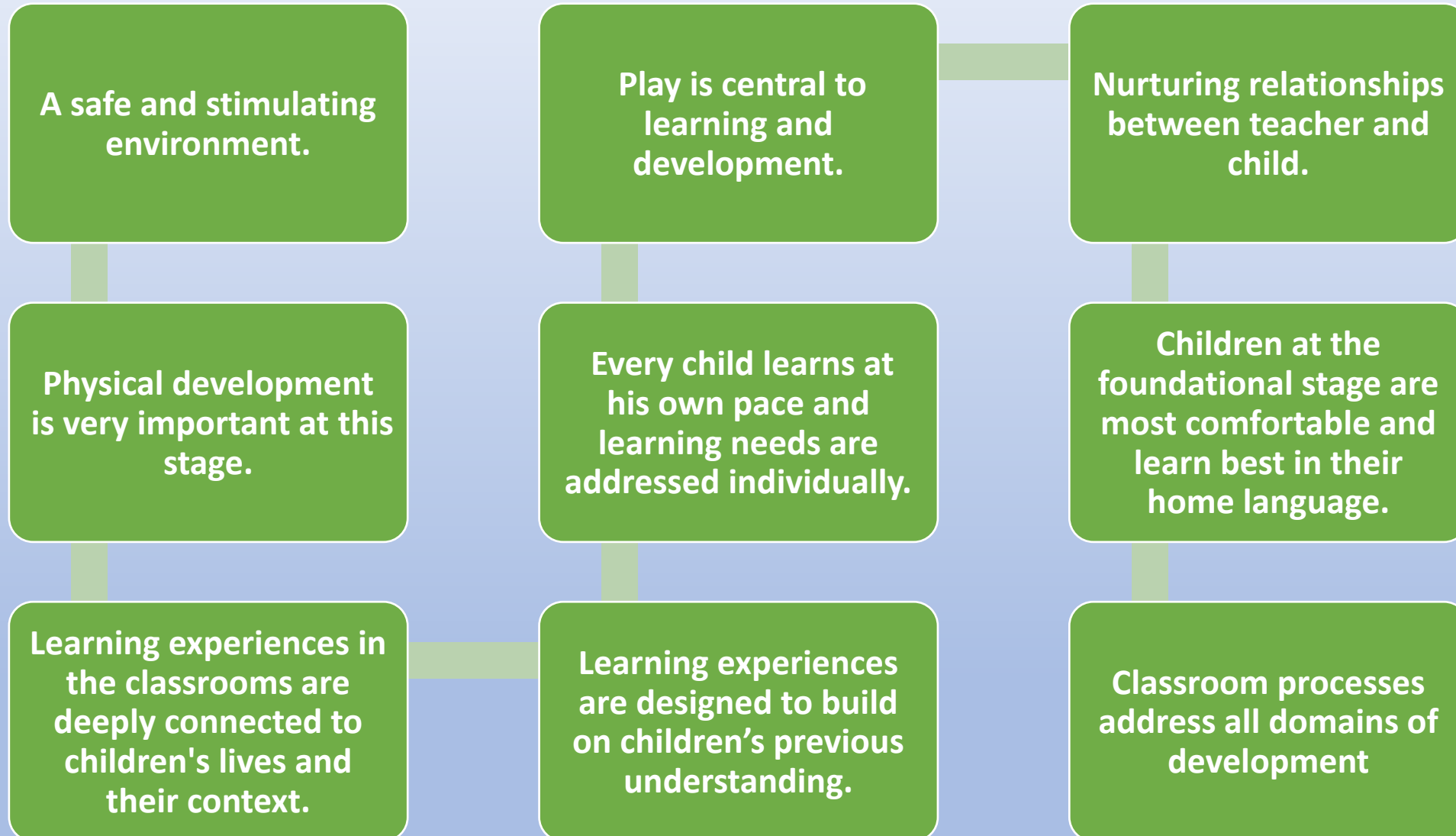
A safe, secure, comfortable and happy classroom environment can help children learn better and achieve more at the foundational stage.

Care and responsiveness with ample opportunities to experience, experiment and explore are the hallmark at this stage.

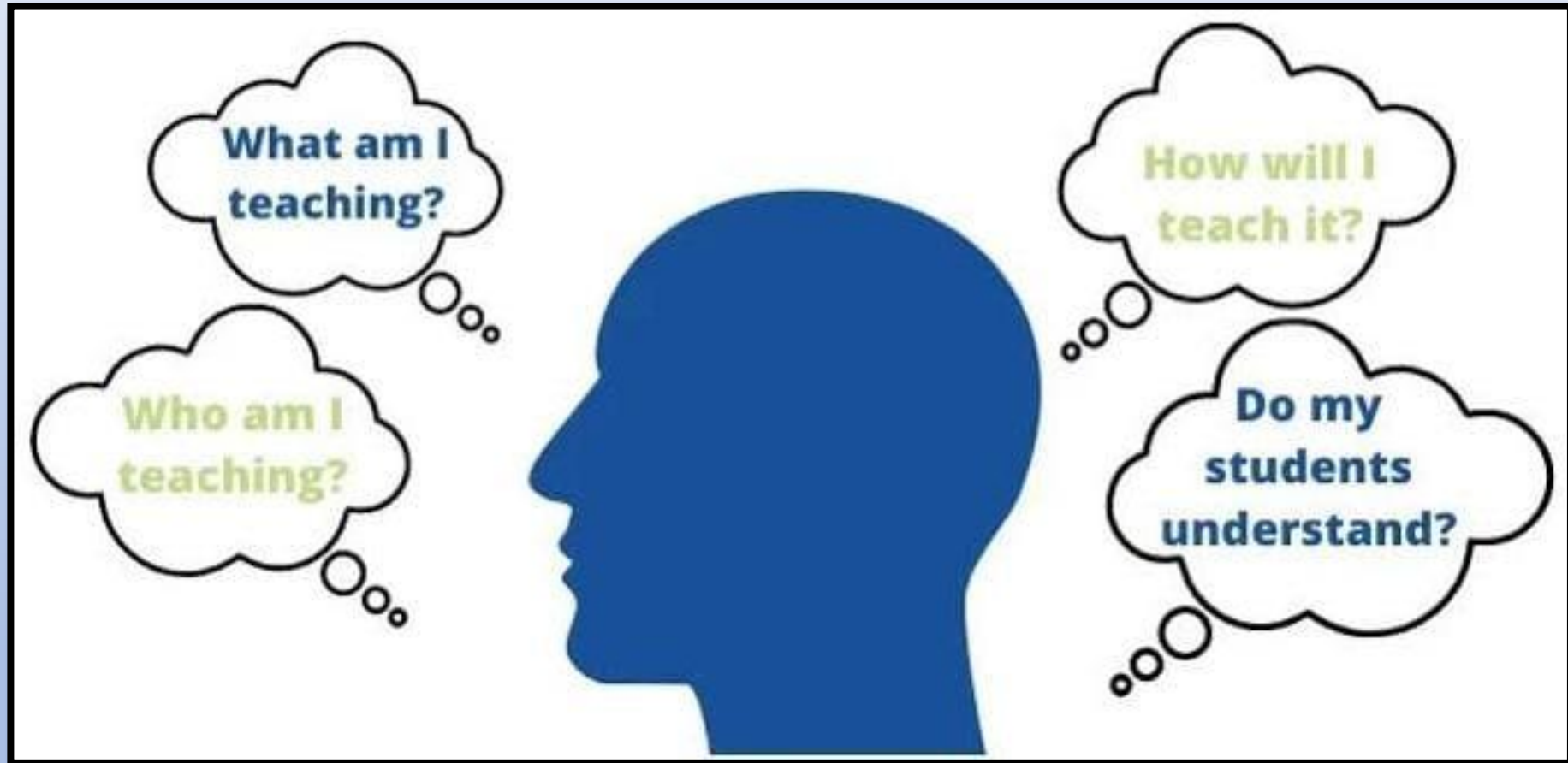
The crux of pedagogy is that it is the journey from learning objectives to learning outcomes.

PRINCIPLES
OF
PEDAGOGY

There are 9 principles required in teaching to make learning easier for children and to actively engage them in learning process.



PLANNING FOR TEACHING



COMPONENTS OF A TEACHING PLAN

Competencies, Learning Outcomes & Intended lesson objectives.

Duration and sequence of activities.

Teacher-directed, Teacher-guided and/or child-led activities to achieve objectives.

Content and material to be used in the activities.

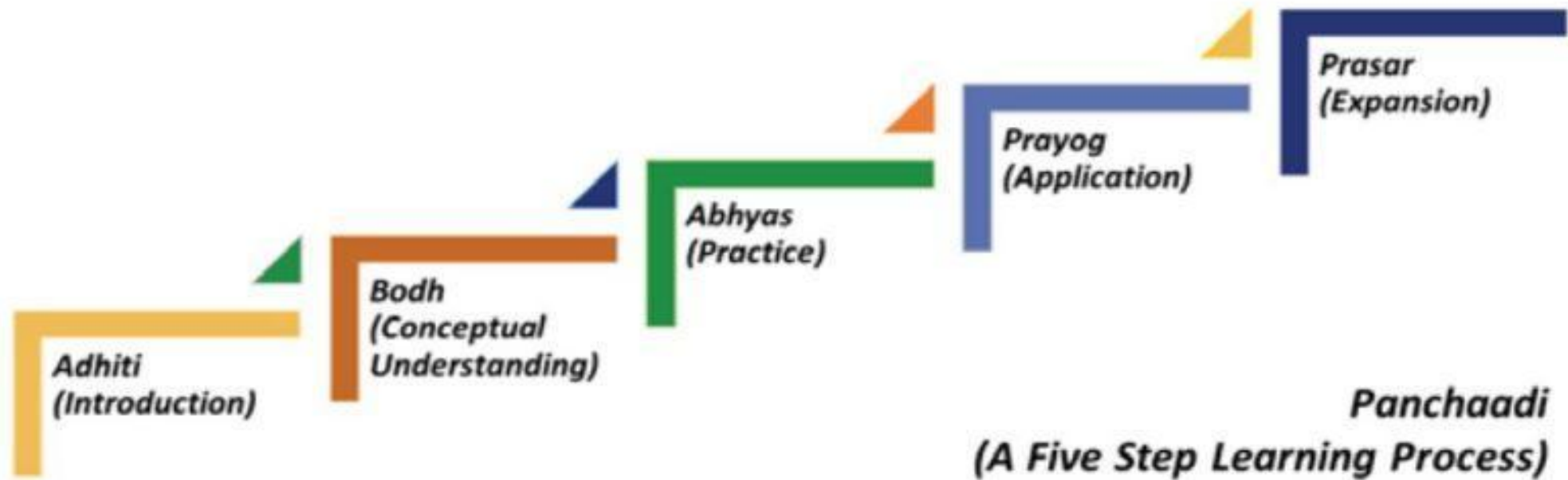
Classroom arrangements e.g., seating, displays, arrangement of material.

Specific strategies for children who need extra help.

Methods of assessment

STEPS FOR LEARNING PROCESS

NATIONAL CURRICULUM FRAMEWORK FOR FOUNDATIONAL
STAGE-2022



IMPORTANT
CONSIDERATIONS
FOR PLANNING

Planning for Differentiated Instruction

The teacher can plan her class in a way that engages children with varying interests and capabilities meaningfully and encourages better learning.

Scaffolding and Gradual Release of Responsibility

It can be provided through a 'Gradual Release of Responsibility' (GRR) where first, teachers 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.

Homework

For children at the foundation stage homework can be fun and provides a different kind of interesting challenge. It can also help to connect school with the child's home.

Activities can be planned and designed to follow Gradual Release of Responsibility.



BUILDING
A POSITIVE RELATIONSHIP
BETWEEN
TEACHER AND CHILDREN

TEACHER CAN BUILD A POSITIVE RELATIONSHIP WITH CHILDREN

By getting to know each child individually.

By listening to what the child needs to express

By observing the activities the child is performing.

By conversing with them on regular basis.

By appreciating them in order to build their confidence.

By recognizing and responding to the emotions of the child.

By arranging visits to the houses of the children to establish a positive connection.

Teacher's Support for the children to learn better:-

Listening:

Children feel valued when they are listened to, it makes them feel important and excited. Listening to children builds up their self-esteem, independence, confidence and even their attention-span.



Modelling:



Modelling can be used in all the stages to help learn a new skill more effectively, develop thinking skills and thought process etc.

Problem Solving:

In order to solve problems, students need to define the end goal. This will help them to develop analytical and deductive thinking skills.



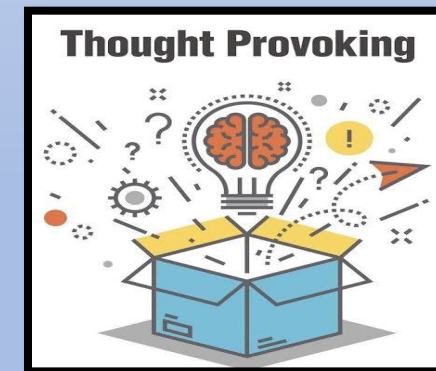
Questioning:



The ability to ask questions is one of the most important lifelong learning skill, a student can acquire in the course of their education.

Provoking:

As children tend to pick up stereotypical notions based on what they see and hear around them, so teacher needs to be proactive to question, to provoke and to provide alternate perspectives to them.



Researching :

Teacher needs to practice researching in order to understand children better, respond to the queries, develop and conduct new activities to enhance children's learning.



Making children independent :



Teacher can take active steps with children to make them independent by working with them and supporting their skills.

RELATIONSHIP BETWEEN TEACHERS, FAMILIES & COMMUNITIES

Relationship between teachers' families and communities play an important role in supporting child's learning and development. It is also important for the teachers and families to communicate on regular basis in order to understand the child better and to create a positive experience for him.



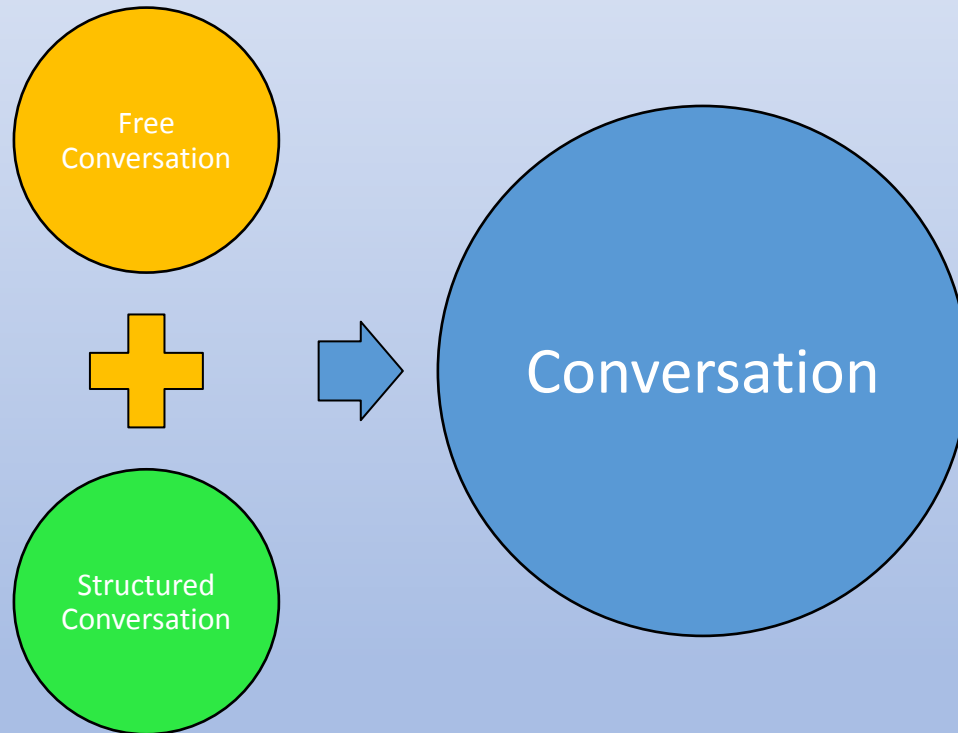
LEARNING
THROUGH PLAY

Classroom for young children can be made vibrant, enjoyable and full of life with activities like:



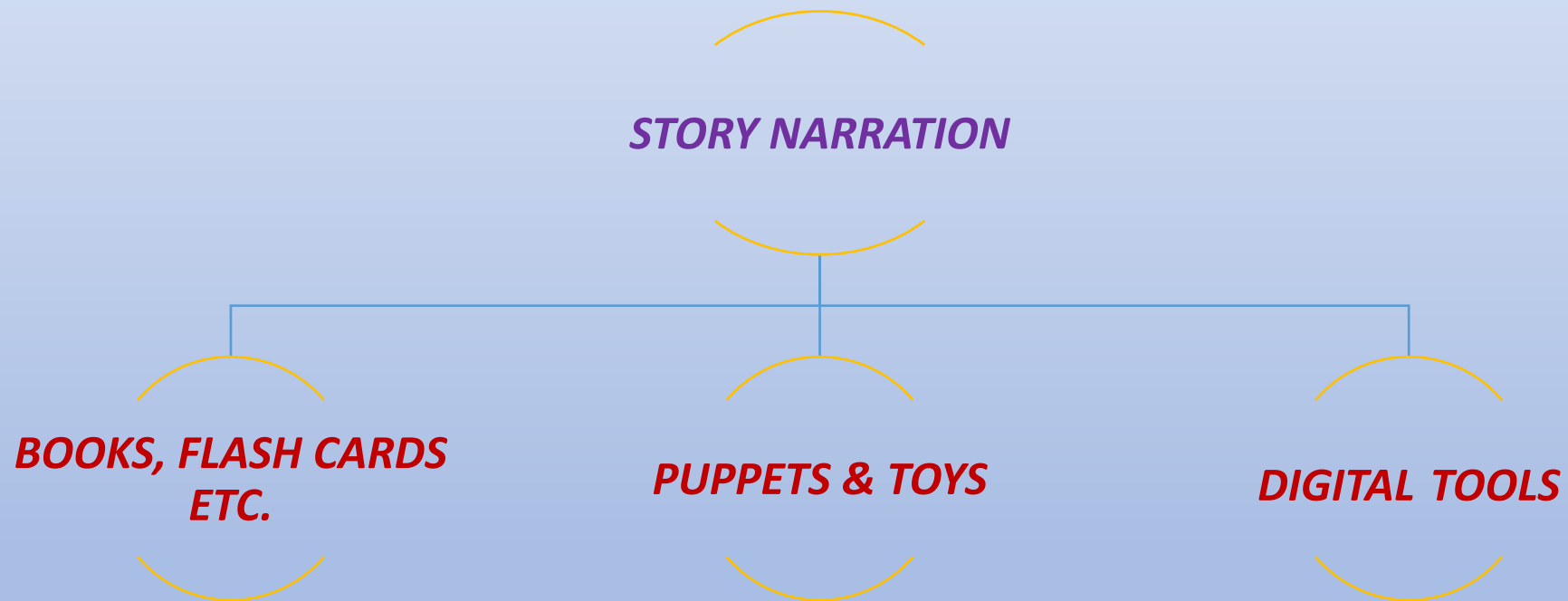
CONVERSATIONS:-

Conversations are very important for children's ability to connect with people and things around them. Continuous conversations with children in the classroom help to build relationship of trust.



Story-telling:-

Stories are a good medium of learning about social relationship, ethics, understanding and experiencing emotions, awareness of life skills, expansion of vocabulary, learn sentence structure, development of problem-solving skills, along with the enjoyment of the child.



TOYS:-

Young children learn from first-hand experiences and working with actual objects. They try out, explore and learn. The classroom environment should cultivate this spirit of exploration through playing with toys and manipulatives. Many local toys are available in every child's surroundings. These should be used as important resources for teaching and learning. The classrooms can be made lively and interesting with the combination of traditional, DIY and readymade toys. Toys encourage experimentation with cause and effect, strategic -thinking and problem solving amongst the children.



SONGS & RHYMES:-

Children understand different concepts through songs and their vocabulary also enhances. Physical movements accompanying the songs enhance gross and fine motor movements. Body movements and gestures help children in understanding concepts. Songs promote interaction among children and lead to cooperation.



MUSIC & MOVEMENTS:-

Music is joy and children are naturally attracted to the sounds of musical instruments. They always enjoy listening to rhymes, action songs, rhythms etc.

Music is not only a source of joy to them but, is a strong stimulation for the brain development and formation of synaptic connections. So, following rhythms involving body movements, singing and playing simple musical instruments should be encouraged at the foundational stage.



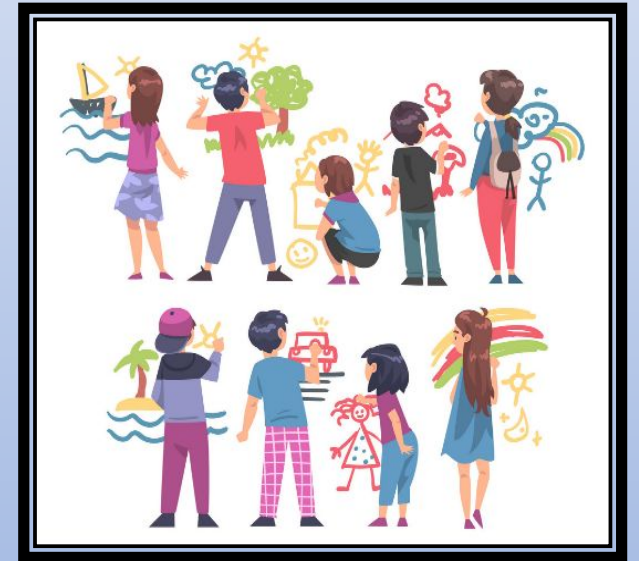
Children can also be involved in making simple instruments using locally available material like pebbles, ghungroo, bottle caps, broken bangles etc which can add more fun to the classroom learning.

ART & CRAFT:-

Children enjoy playing with colours and creating something that is of interest to them. Art and craft provide another medium for children to express their ideas, emotions, and feelings.

Drawing:

It could involve the use of paper, crayons, sketch pens charcoal and pencils. Young children begin with scribbling and gradually move to draw random shapes. Finally, they are able to draw specific shapes. It is a wonderful activity for expression and fine motor coordination.



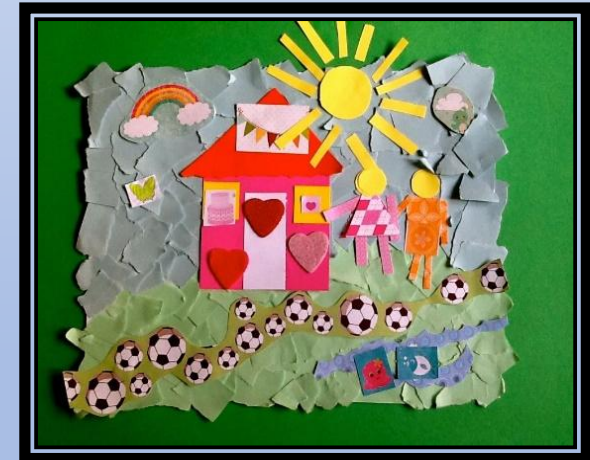
Painting:

Painting is exploring the use of wet colours on paper, floor or fabric with brushes. Variations with thumb/finger/hand and with other things like vegetables, thread etc. gives opportunity to the kids to develop the aesthetic sense.



Paper Tearing and Pasting:

Children can begin by tearing paper of different sizes and thickness and then move to cutting with scissors. The complexity of activities not only add variety but also give ample of opportunities for developing fine motor skills.



More activities like clay molding, paper folding and making creative things with cardboard and boxes are also helpful during the foundational years.



INDOOR GAMES:-

Making learning enjoyable through fun exercises, games and puzzles can be a key aspect in ensuring that children stay engaged and at the same time develop mental capacity and creativity. Puzzles and problem-solving activities involving spatial reasoning, wordplay, strategy, logic and arithmetic should be part of the classroom throughout the foundational stage to develop a love for thinking, logical deduction, mathematical reasoning and creativity. Examples relevant to India, and which incorporate India's rich local and national traditions of problem-solving and riddles should also be extensively incorporated.



OUTDOOR GAMES:-



OUTDOOR
GAMES

FIELD
TRIPS

NATURE
WALK

Outdoor Games:

Walking, running, jumping, chasing, kicking, throwing balls, playing in water/sand/ mud, jumping into puddles, crawling through tunnels, climbing over fallen trees/climbing small trees help children develop gross motor skills.

Nature Walk:

Spending time with plants, trees, birds and animals or just being quiet around nature can develop the basis for a Lifestyle for the Environment (LIFE).

Field Trips:

Small, local field trips as a part of the learning process, reinforce the knowledge children have gained in the classroom and push them to ask more questions to build further connections with things that they already know. Children also learn to manage themselves and learn to be with others through these experiences.

STRATEGIES FOR LITERACY & NUMERACY

Instead of a downward extension of the curriculum from Grade 1, the curriculum for children from ages 3-6 onwards must be prepared in a way that builds on children's capacities at that particular age and leads to formal learning.

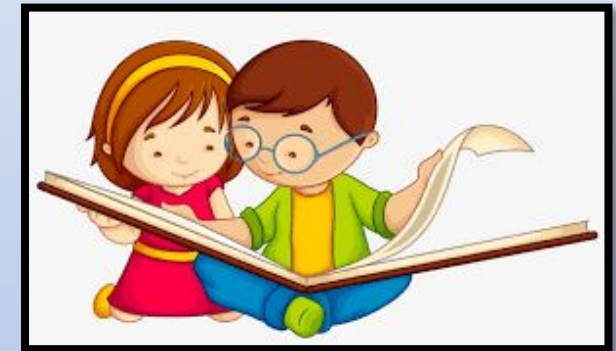


Emergent Literacy & Supportive Strategies:-

Emergent Literacy is defined as the skills, knowledge, and attitudes that children develop about reading and writing before they become conventional or fluent readers and writers through exposure to print at home and outside.

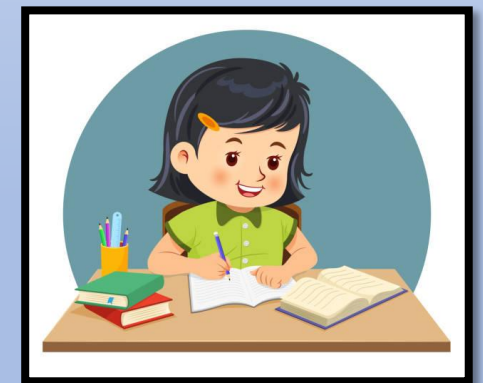
Emergent reading skills:-

It include print awareness and learning print concepts, pretend reading, and reading words as pictures (logographic reading). Concepts about print is an awareness about how print works, conveys meaning, used for different purposes and written texts and books have different features, forms, and conventions.



Emergent writing skills:-

It include drawing and scribbling to represent something. Children express themselves in a form of writing and talking about what they have written and their writing is related to their talk, experiences, drawing, reading, and pretend-play.



Teaching Language and Literacy:-

Stories are a good medium of learning about social relationship, ethics, understanding and experiencing emotions, awareness of life skills, expansion of vocabulary, learn sentence structure and development of problem-solving skills along with the enjoyment of the child.

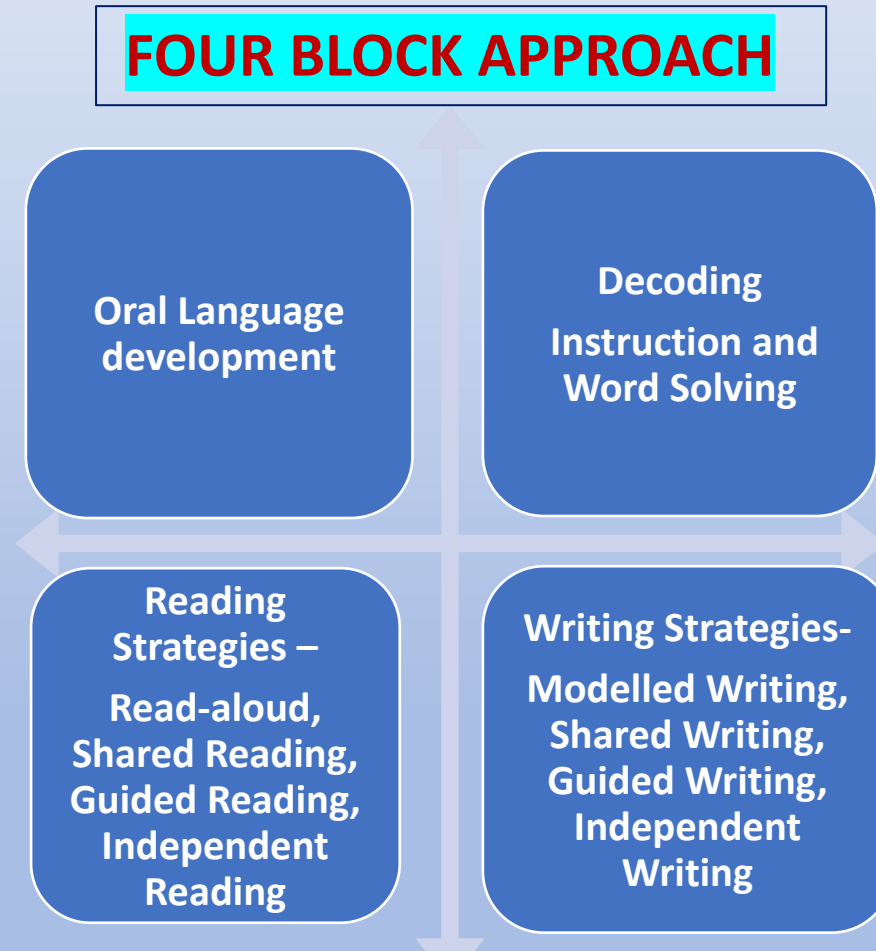
Components of Early Language and Literacy

- ❖ Emergent literacy skills
- ❖ Oral language development
- ❖ Phonological awareness - understanding of the sound structure of language
- ❖ Decoding - Deciphering written words by sounding them out, based on understanding the relationship between symbols and their corresponding sounds.
- ❖ Reading with comprehension
- ❖ Fluent reading
- ❖ Writing
- ❖ Developing a desire or habit of reading



Balanced Literacy Approach:-

It balances decoding work with the use of whole language (sentences) as well as the balance between oral language, reading and writing. A balance between these lower and higher skills is planned through variety of activities like oral games, phonological awareness activities, explicit instruction for letter recognition, decoding and word-work, fine motor activities, read aloud, shared reading, guided reading, independent reading, modelled writing, guided writing and independent writing.



GOALS FOR TEACHING MATHEMATICS

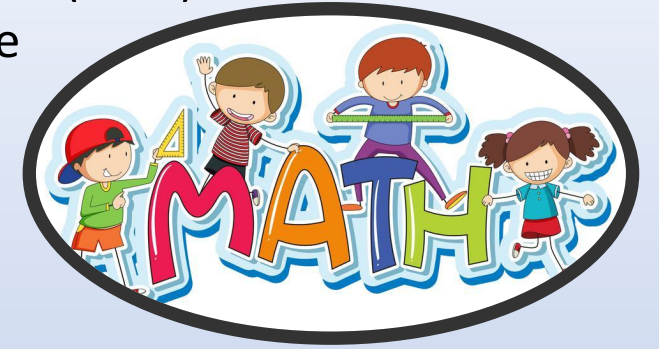
Higher goals such as mathematization of a child's thought processes (e.g., ability to handle abstract thinking, problem-solving, visualisation, representation, reasoning, and making connections of mathematics concepts with other domains)



Content-specific goals (those related to different concepts in mathematics (e.g., understanding numbers, shapes, pattern)).

Approaches to Teaching Mathematics:-

Developing mathematical abstract ideas (concepts) through concrete experience (ELPS) learn these abstract concepts through concrete experience and gradually move from the concrete to the pictorial to abstract notions.



Learning numbers through ELPS

E – Experience:

L – Spoken Language

P – Pictures

S – Written Symbols

Components/Areas of Mathematics Learning in the Early Years:-

**Number and
its Relations**

**Basic
Mathematical
Operation**

**Shapes &
Spatial
Understanding**

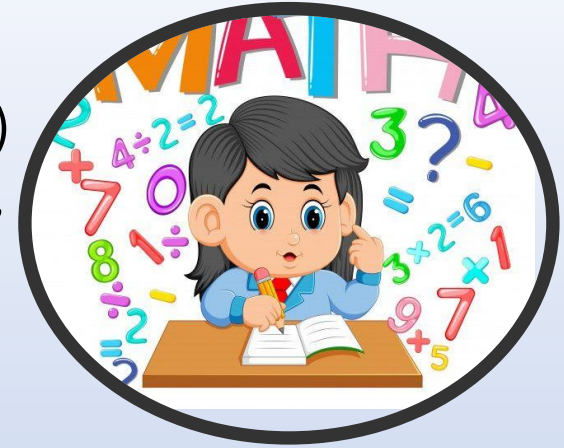
Patterns

Measurement

Data Handling

Blocks of Teaching for Mathematics Instruction:-

Developing mathematical abstract ideas (concepts) through concrete experience (ELPS)
To become mathematically proficient, children need to build conceptual understanding, procedural understanding, strategies competence/application, communication and reasoning, and a positive attitude towards mathematics.



All these strands of mathematical proficiency can be designed in the following four blocks for the daily classroom process.

- ❖ **Oral math talk**
- ❖ **Skills teaching (combining all strands)**
- ❖ **Skills practice**
- ❖ **Math game for reinforcing learning/problem-solving.**

CREATING A POSITIVE CLASSROOM ENVIRONMENT AND CLASSROOM NORMS WITH CHILDREN



POSITIVE CLASSROOM ENVIRONMENT



Teacher is very important in guiding children in their behaviour and in forming strong positive relationships.

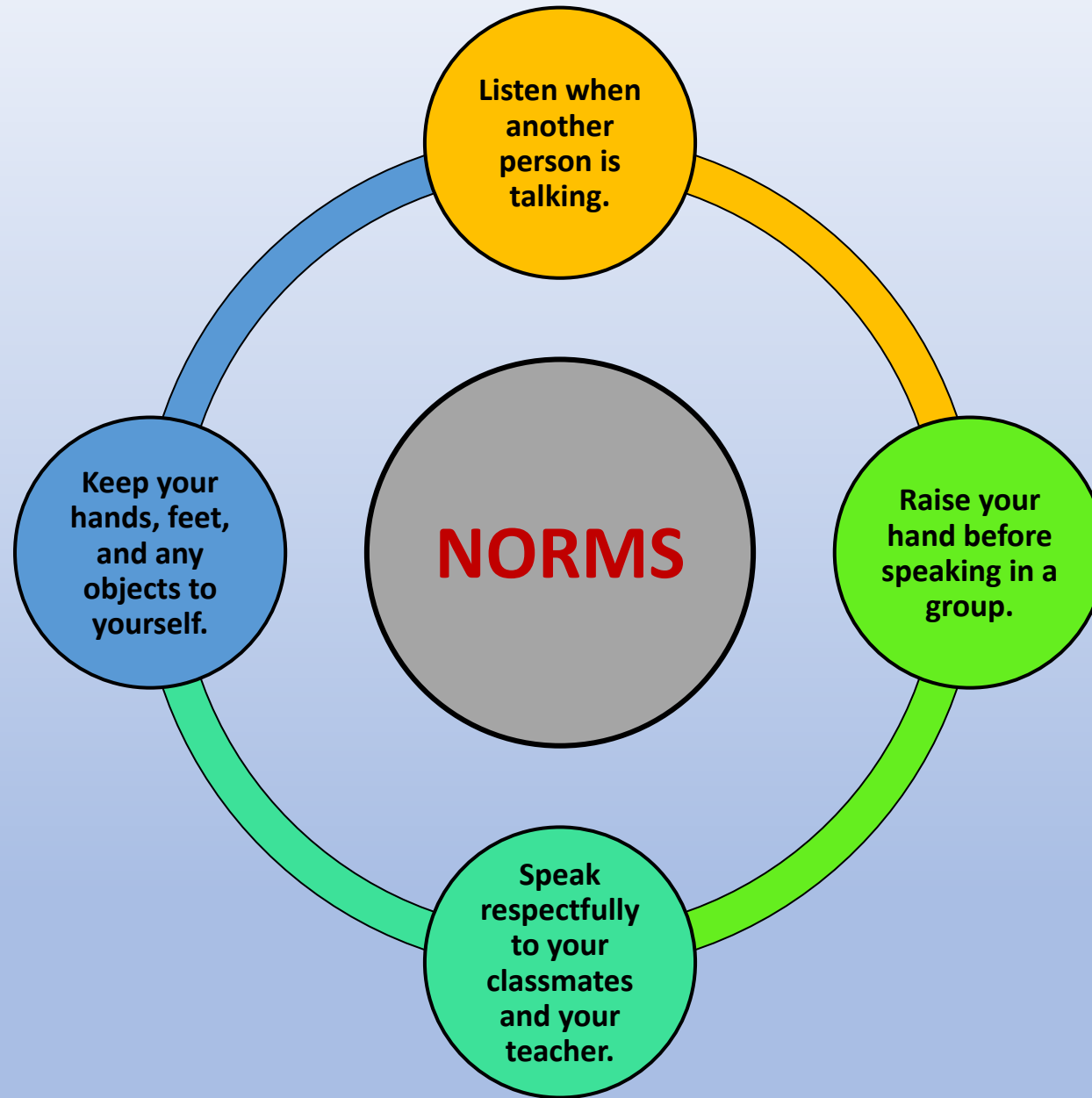
A positive classroom environment is one in which students feel comfortable sharing their thoughts, taking risks, asking questions and confronting challenges in their learning process.

The classroom must be inclusive, enabling learning environment that provides every child freedom, openness, acceptance, meaningfulness, belongingness and challenges.

Empathy and Care

At the foundational stage, care is central to the classroom environment. Empathy and respect are at the heart of care.

CREATING CLASSROOM NORMS WITH CHILDREN



MANAGING DIFFICULT BEHAVIOR

Behavior is often the unspoken language through which children act out feelings and thoughts. Children behave inappropriately for many reasons. Sometimes this behavior could be because of lack of sleep, poor nutrition, health reasons or developmental delay or deficits, family dysfunctionality or stress.



AGGRESSIVE BEHAVIOUR

(e.g., hurting others - hitting, biting, pinching, throwing objects)

ANTISOCIAL BEHAVIOUR

(e.g., using inappropriate language, name-calling, refusing to share)

DISRUPTIVE BEHAVIOUR

(e.g., disrupting circle time, running, shouting in the classroom, destroying the work of others)

INAPPROPRIATE EXPRESSION

(e.g., excessive crying unnecessarily, pouting, whining, etc.)

Helping children settle, guiding their behavior positivity.

Caring and respectful adults create a supportive atmosphere to help young children explore alternative behaviors, develop social skills, and learn to solve problems.



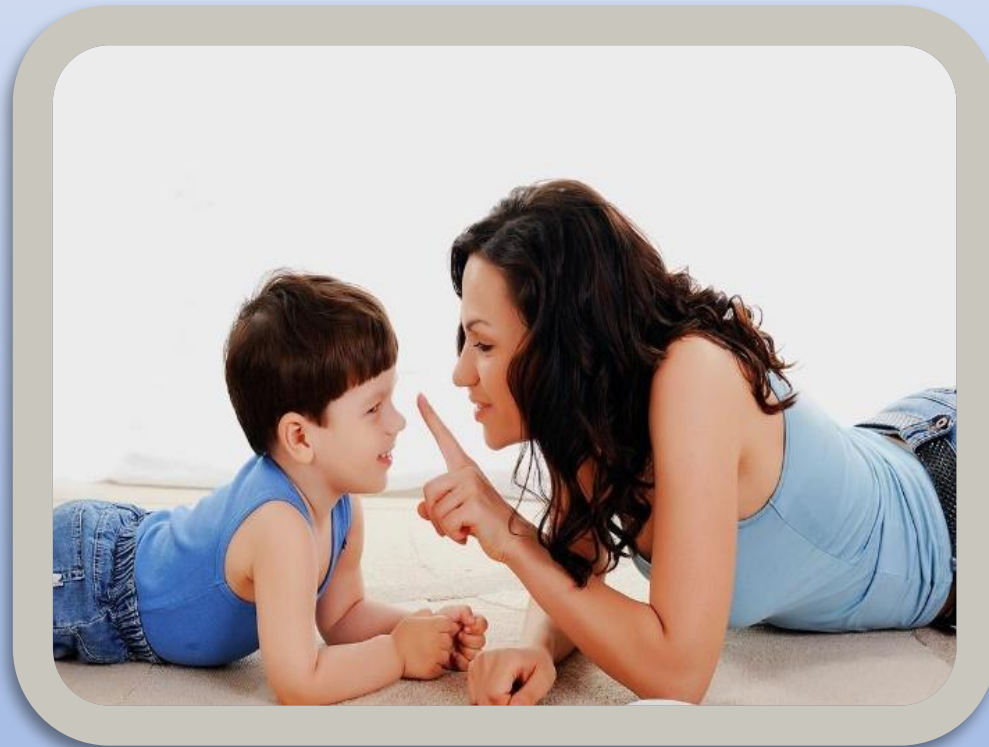
Positive Guidance by the Teacher



DISCIPLINE

Discipline is a part of the guidance strategies adults use to help children become responsible for their actions, learn self-control and behave appropriately. Discipline does not mean punishing and preventing behaviors.

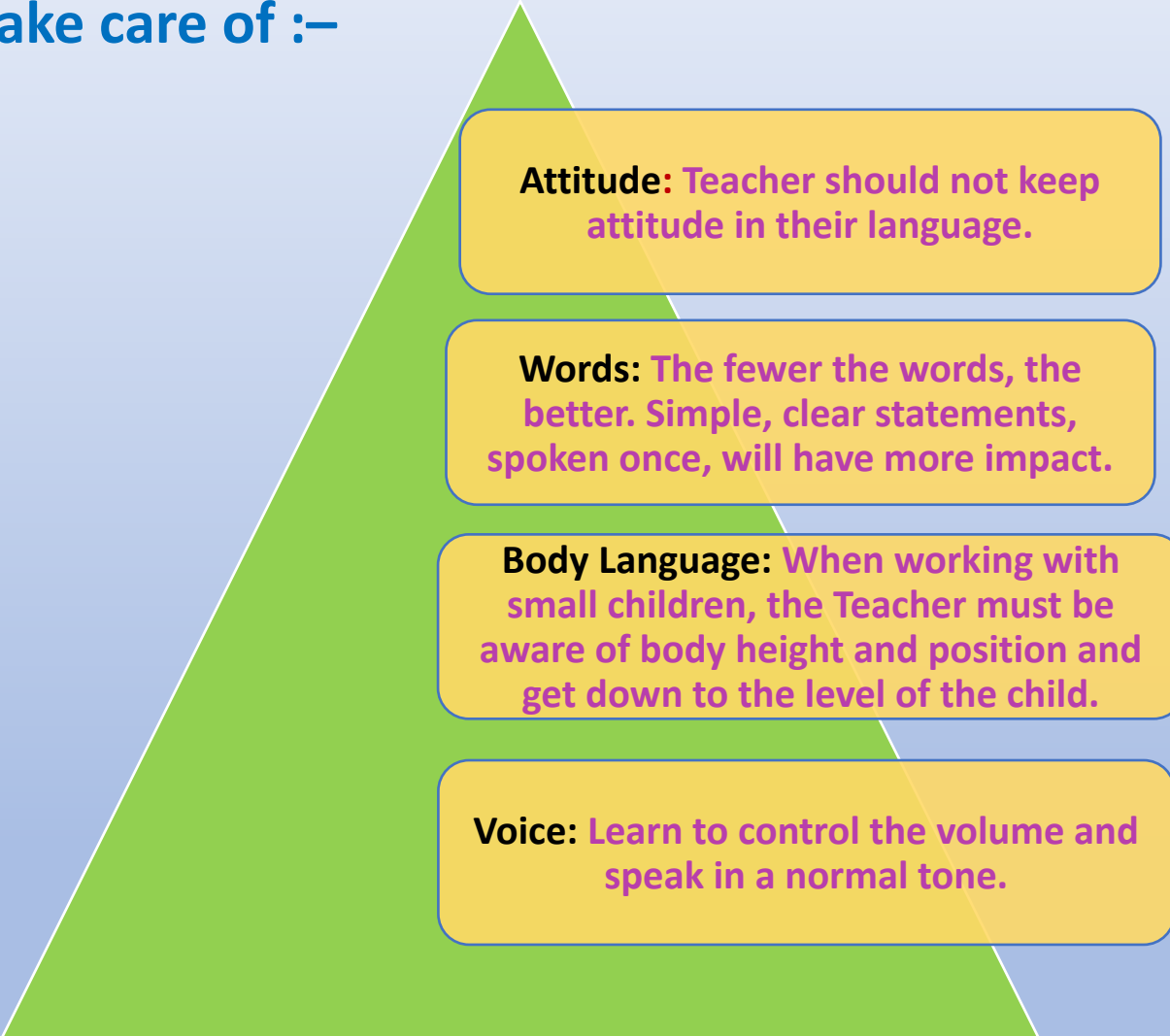
One of the major goals of a good guidance process is to help children achieve self-discipline.



Language Used by the Teacher:-

As Teachers gain experience in handling problem behaviors, they learn to use the right kind of language. Teachers discover how potent the voice can be and what words will work best and when.

Teacher should take care of :-



Attitude: Teacher should not keep attitude in their language.

Words: The fewer the words, the better. Simple, clear statements, spoken once, will have more impact.

Body Language: When working with small children, the Teacher must be aware of body height and position and get down to the level of the child.

Voice: Learn to control the volume and speak in a normal tone.

Organizing the Environment:-

Seating:-

Sitting together is one good way of learning to be together in a simple and natural manner. Sitting together encourages friendships, bonding, and being with other children who may be 'different.

Classroom seating at the Foundational Stage should be flexible and reflect the pedagogy being used in the class. Fixed individual seating is not necessary at this Stage.



Displays and Print-Rich Environment:-

Classroom displays constitute part of the learning process. Teachers must ensure age-appropriate language and style in organizing displays so that they are accessible and comprehensible to all children. Displays are best kept at the eye level of children. Given the focus on language learning in these early years, the availability of a print-rich environment (e.g., word walls, word cards, word labels on objects in the classroom and easily accessible classroom libraries) to encourage reading and writing is critical.



Creating Vibrant Learning Corners in the Classroom:-

Learning Corners help to organize spaces in a way that is inviting, provokes children's thought, interest, and curiosity.

Teachers play an active role in setting up and maintaining Learning Corners. They are responsible for keeping these Corners attractive and vibrant, and ensuring that they cater to the learning needs of all children.



- ❑ **The Teacher should choose materials appropriate for different groups of children.**
- ❑ **Children should be allowed to explore whatever material they want.**
- ❑ **The Teacher should encourage children to visit all the Corners during the week. Some of the material could be changed every 15 days.**
- ❑ **When children are playing in the corners, the Teacher may need to move from one group of children to another, interact with them, and play with them.**
- ❑ **The Teacher must observe children as they use the Corners. Record children's responses and note anecdotes of what children are doing.**
- ❑ **Safety of children must be ensured while they use the Corners.**

The image features the words "THANK YOU" in a stylized, neon-like font. The text is centered and set against a dark background. The word "THANK" is on the top line, and "YOU" is on the bottom line. The letters are white with a vibrant, multi-colored glow that transitions through shades of pink, purple, blue, and yellow. Surrounding the text are several horizontal, parallel lines of varying lengths and colors, including cyan, yellow, and magenta, which create a sense of motion and depth, resembling light trails or digital data streams.

THANK
YOU