

DEV PUBLIC SCHOOL, JASHPUR (CG) 496 331

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PHILOSOPHY OF EDUCATION IN THE PPW (PRE-PRIMARY WING)

The PPW at DEV PUBLIC SCHOOL follows a unique model of schooling that integrates ECCE (Early Childhood Care and Education) and EE (Elementary Education). **The model of schooling aims to adhere to the guidelines on Pre-Primary education issued by the IAP (Indian Association of Pediatrics) and the NCF-2005 (National Curriculum Framework-2005).** The integration of Elementary School Grade One with Pre-Primary Grades of Nursery and KG enables to focus upon the unique developmental and educational needs of these children who are situated in their rapid and formative period of growth and development. A bottom-up design approach to learning capacitates a holistic focus on their needs. Additionally it allows devising the right environment and intervention for the optimum physical, emotional, social and intellectual development of these learners. The integration of Elementary School Grade One with the ECCE extends the imperative of 'Care' by one more year and consolidates strong foundation for Primary Education in the later years. This continuation of Elementary school Grade One in PPW also enables a weaning to the **Elementary School which follows the philosophy of Social Constructivism propounded by NCF-2005.** An education that prepares early learners to make a smooth transition from a non-formal play-based learning to the formal schooling is a quality feature of our PPW.

The salient features of our education as in tune with the IAP are enumerated below:

Balanced Curriculum: There is a right balance of activities for the varied dimensions of child development: outdoor and indoor activities; rest and vigorous activities; activities focused on physical, language, intellectual, social and emotional development ensure the desirable holistic development. Listening, reading, writing and speaking skills of English language are emphasized by play-way method to prepare the children for the medium of instruction in English. Mathematics and scientific temper and development of aesthetics and creativity through different art curriculum also find a central place in the curriculum.

Child-Centric Methodology: We follow a teaching-learning model of child-centric, play-based, hands-on and multi-sensory learning experience. There is emphasis on skill building and competency based knowledge using an integrated, cooperative and discovery learning approach.

Rich Learning Environment: The school has created a state-of-the-art infrastructure complete with Smart Boards, Language Zones, Maths Lab, Class Libraries, Computer Laboratory and an air-conditioned auditorium. Teachers utilize it to create a rich learning experience for the learners.

Competent and Positive Staff: Our qualified, well-trained and highly motivated staff is sympathetic to the mental, social and emotional needs of each child. Our teachers use innovative and effective teaching practices to nurture the cognitive

aptitudes of diverse learners with the right guidance for shaping their characters and personalities.

Health Care Monitoring: A team of qualified counselor, nurses, and a doctor monitor the health and development of each student ready to attend to any emergency or making intervention wherever necessitated.

Stress-Free Education: We follow a 'No Homework or Formal Examination' policy. Student progress is sympathetically observed and accurately assessed for development and learning of Language, Mathematical and Life Skills. No grades or rankings are marked.

Inclusive Education: We are committed to an Inclusive Education and each early learner is treated with equity regardless of his/her social, economic or disabilities/deficiencies. Identification of children with special needs is an ongoing exercise by the teacher and the ones with special needs are attended to with warmth and acceptance.

Safety and Security: A fleet of 33 buses transport the students to and fro as per strict guidelines by RTO. Ours is a 'Bully Free Zone' and CCTV cameras around the corridors in school and in buses ensure that the children are under surveillance protecting them against any abuse.

Spacious School Building: A home away from home amidst natural greens is a garden of learning for the little ones. It has a separate entrance with paintings and sculpture and activity areas that excite and inspire the young learners. The well-furnished class-rooms and amenities are maintained with the highest standards of hygiene.

Elementary Grade One: Introduction to educational philosophy of Social Constructivism.

As children graduate to Grade One they enter Elementary School. With continuity of 'Care' with the bottom-up developmental approach we gradually introduce the little students to a model of formal schooling. The formal education is based on the now mainstream philosophy of Social Constructivism propounded by the NCF-2005. **The theory defines 'Knowledge' as the result of constructive activity in the mind of each individual.** Individuals construct their own reality by creating meanings out of their own personal experiences in life. Learning is situated in the social context of the learner with the teachers acting as initiators and facilitators in this learning process. They probe the learners by invoking their pre-existing knowledge and stimulate them by preparing an action-packed environment, outlaying interaction and exchange of ideas with the peers and the teacher herself. Varied strategies like simulating environment, role play games, toolkits, multimedia and intentional learning environment, storytelling structures, learning by design and group cooperation are employed by the teacher. Teachers work as flexible coaches ensuring the learners work with the same concepts in different environments at different times and different goals to develop cognitive flexibility and generate multiple perspectives of the knowledge of learners. This active

involvement by partaking, participation, construction and cooperation to create his/her knowledge leads the learners to ownership of their own knowledge.

The following Practices can be enumerated as the defining traits of our education:

Student-centric curriculum: The needs and desires of the child take precedence in structuring the learning and hence learning is made fun and hands on. A construction of knowledge by integrated experience of exploring the natural and social environment forms the method of natural learning with teacher playing the role of facilitator.

Experiential Learning: There is emphasis on process rather than the product and children 'learn to learn' so that they 'own' their knowledge and become lifelong learners.

Emphasis on Problem solving and Critical Thinking: Enquiry based learning by asking open-ended questions and project work emphasizing thinking skills is adopted for not only learning EVS but Languages and Mathematics as well.

Holistic Assessment: Anecdotal records are maintained covering all aspects of the student's development: social, emotional, personal, physical and intellectual. The same are shared with the respective parents to ensure every learner gets the special input from home and school.

Social Responsibility and Democracy: The emphasis on group work and democratic practices impart a strong awareness of positive interdependence and how the group sinks or swims together.

Personalised Learning: The diversity of learners is respected and they are given achievable goals as per their interest and aptitude. Teachers encourage and accept the autonomy and initiative of students in their own learning. Creativity and imagination is encouraged in Arts, Languages and all subjects.

Application of Vygotsky's 'Zone of Proximal Development' : Students can with help from adults or children who are more advanced, master concepts and ideas that they cannot understand on their own is applied to the development of a graded curriculum. This assistance called 'scaffolding' supports the students to acquire effortless authentic learning.

Cooperative Learning: We believe the age-old adage of "iron sharpening iron" is true for learners as well. Our teachers create opportunities for peer scaffolding and teacher-directed scaffolding which is a process of allowing interaction that stimulates knowledge building and therefore bridges differences of knowledge within a classroom.

Principal
