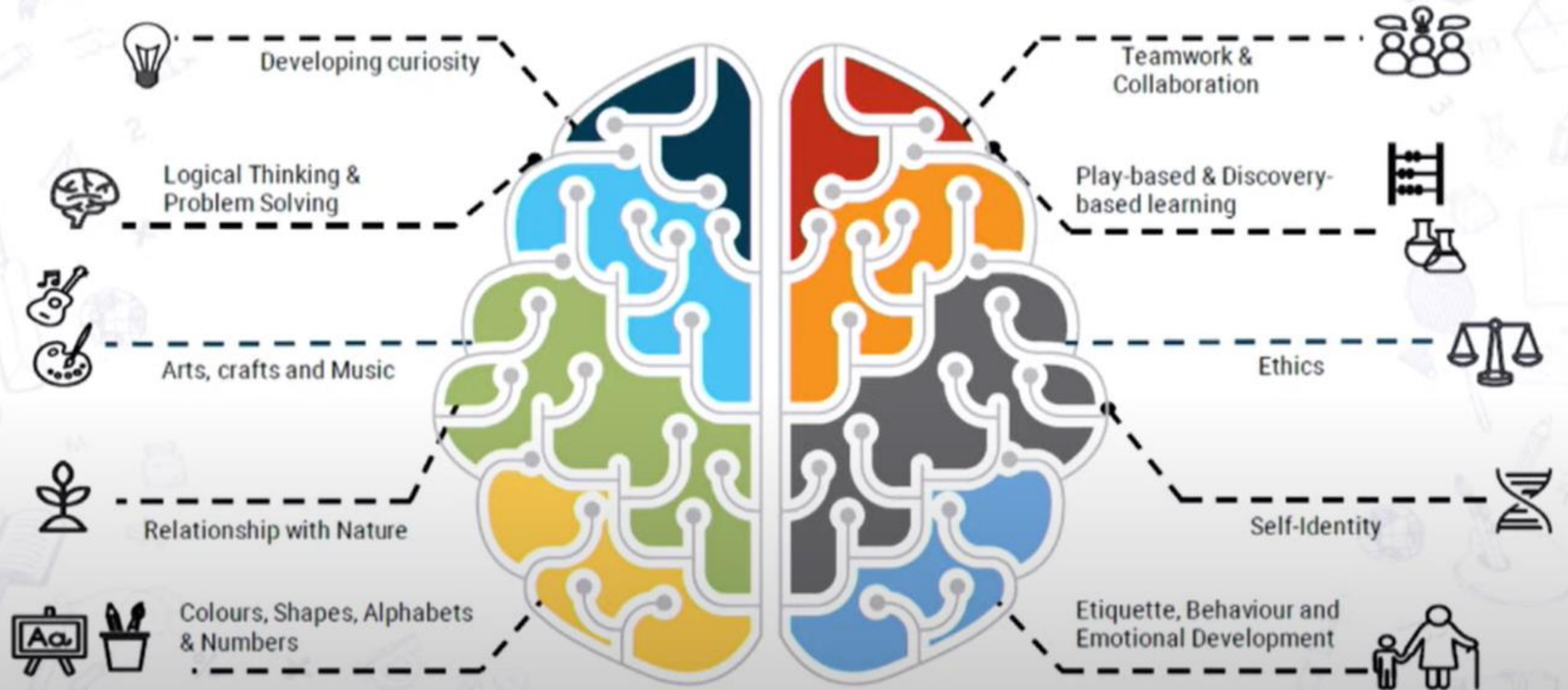# Slides Shared in the Launch Programme of NCF 2022

Learning in Foundational Stage

About the National Curriculum Framework

National Curriculum Framework (NCF) for the Foundational Stage

- ✓ Developed to enable implementation of the **National Education Policy (NEP) 2020**

- ✓ Helps develop diverse Curricula in the country, while enabling consonances & harmony across the country and providing a basis for quality and equity.

OBJECTIVE	Positively transforming the school education system of India as envisioned in NEP 2020, through corresponding positive changes in the curriculum including pedagogy.

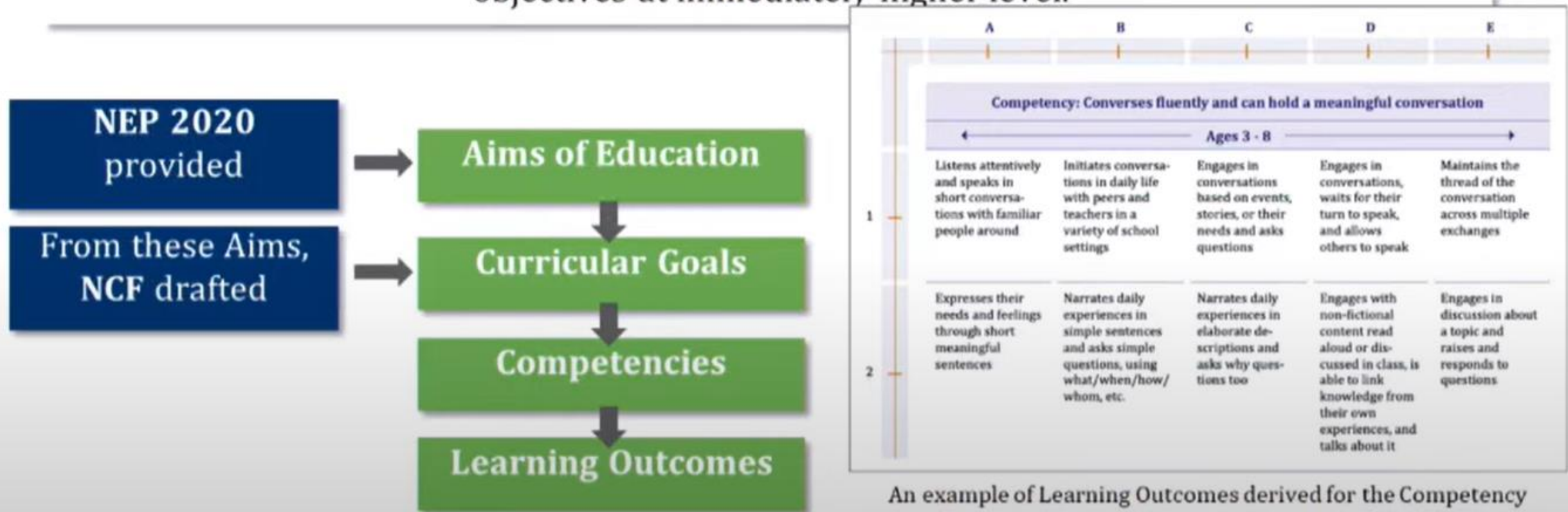| **CHARACTERISTICS**	1.	Developed for Teachers and Practitioners in education	2.	Lays down the new vision for schools	3.	Provides details and guidelines for quality education at Foundational stage

Learning Standards for the Foundational Stage of the NCF

Clear flow-down structure from **Aims of Education** to **Curricular Goals** to **Competencie**
to **Learning Outcomes**.

Each set must emanate from the immediately higher level, while ensuring full coverage of
objectives at immediately higher level.

NEP 2020 provided	→	**Aims of Education**
From these Aims, NCF drafted	→	**Curricular Goals**
		Competencies
		Learning Outcomes

		A	B	C	D	E
Competency: Converses fluently and can hold a meaningful conversation						
		Ages 3 - 8				
1		Listens attentively and speaks in short conversations with familiar people around	Initiates conversations in daily life with peers and teachers in a variety of school settings	Engages in conversations based on events, stories, or their needs and asks questions	Engages in conversations, waits for their turn to speak, and allows others to speak	Maintains the thread of the conversation across multiple exchanges
2		Expresses their needs and feelings through short meaningful sentences	Narrates daily experiences in simple sentences and asks simple questions, using what/when/how/whom, etc.	Narrates daily experiences in elaborate descriptions and asks why questions too	Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it	Engages in discussion about a topic and raises and responds to questions

An example of Learning Outcomes derived for the Competency
"Converses fluently and can hold a meaningful conversation" in the
NCF for Foundational Stage.

Curricular Goals

Physical Development

1

Language and Literacy Development

4

6 Positive Learning Habits

5

2

Social-Emotional & Ethical Development

3 Cognitive Development

Aesthetic and Cultural Development

This NCF comprises 13 Curricular Goals for Foundational Stage divided in 6 Domains mentioned above

Approach to Language Education and Literacy

Reading and Writing in child's home language

The concept of reading and writing is initially developed through the home language whenever possible.

Medium of Instruction in child's home language

Since children learn concepts most rapidly and deeply in their home language, the primary medium of instruction would optimally be the child's home language/ mother tongue/familiar language in the Foundational Stage.

4

3

2

1

Becoming Independent Reader and Writer

Once the concept of reading and writing is developed in a child in home language, use of additional scripts can be gradually introduced. The aim is to be an independent reader and writer by age 8 (Grade 2).

Exposed to Multiple Oral Languages

Children should be exposed to and immersed in multiple oral languages from an early age. Schools will aim to ensure the presence of Teachers, and parents so that at least two or preferably three languages present with children on a regular basis.
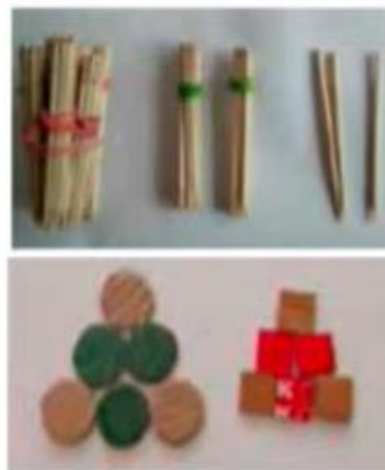
Choosing and Organising Content

Content for Language, Maths and Art

- ✓ Worksheets/Workbooks
- ✓ Children's literature
- ✓ Audio-Visual Material
- ✓ Flashcards
- ✓ **Textbooks**

TLMs and Learning Environment

Ways of Organising Content

Project-based Approach	Story-based Approach	Theme-based Approach	Eclectic Approaches

Assessment for Furthering Learning

Purpose

Identify the needs, preferences, and interests of the child to identify developmental challenges or learning difficulties the child might be facing

Give the Teacher an insight into the learning achievement of the child

Assessment Considerations for Foundational Stage

✓ Should be a reliable source of information

✓ Should allow for diversity in children and in their learning

✓ Should not contribute to any additional burden for the child & teacher

Methods & Tools of Assessment

Method 1:Systematic observation for assessment

Suggested Tools: *Teachers can use tools such as anecdotal records, checklists, and event sampling to record their observation*

Method 2: Analysing artefacts

Suggested Tools: *Compilation of artwork and activity sheets, collection of artefacts from field trips*

Eliciting evidences of child's learning

Acting upon the evidence

Analysing and interpreting the evidences

Flow for analysing a child's response responses

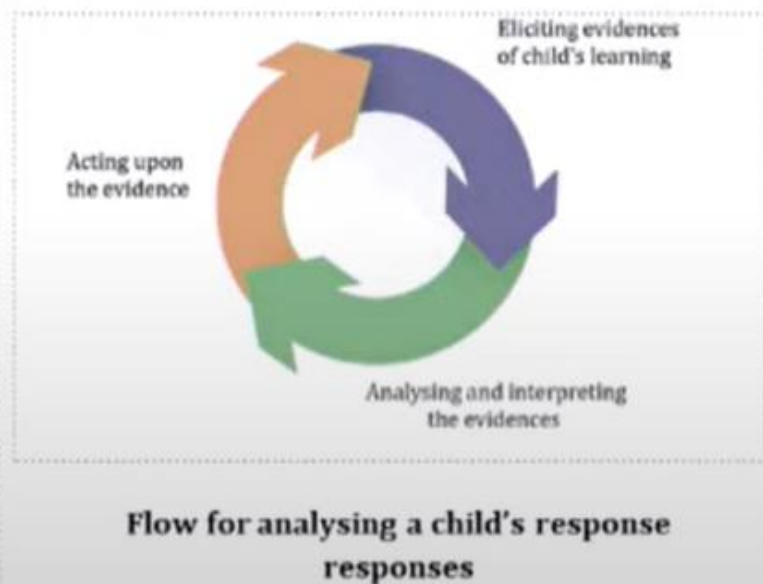## Documenting & Communicating Assessments

Teacher Narrative Summary: *Anecdotal records, event samples, checklists, portfolios, worksheets*

Holistic Progress Cards: *Assessments done by the Teacher,observations by parents & self-assessments by children*

Self Assessment framework

Pedagogy

Important Considerations for planning: Panchaadi, a five-step learning process, Differentiated Instruction, Scaffolding and Gradual Release of Responsibility

Children blossom when there is a Positive relationships between **Teacher, Family, and Communities**

Children enjoy learning through several ways - talking, listening, using toys, painting and drawing, singing, dancing, running and jumping

Four Block approach of teaching for Literacy Instruction and Mathematics12

Creating classroom norms with children around **Self- Discipline and Classroom behaviour**

PLANNING FOR TEACHING

BUILDING POSITIVE RELATIONSHIP

LEARNING THROUGH PLAY

STRATEGY FOR LITERACY & NUMERACY

CREATING POSITIVE CLASSROOM CULTURE

Organizing Time

Purpose

To **prepare organised activities** that are play-based but guided and structured

Supporting language development as well as socio-emotional and ethical development

Illustrative Daily Routine for Ages 3-6	**Illustrative Daily/Weekly Routine for Ages 6-8**	**Annual School Calendar**
Independent Activities for children: *Circle Time, Story Time, Concept Time/Pre-numeracy are Teacher-guided and Free Play* **For a small group :** *Learning using materials & Allowing children to choose their activity*	*More **structured** and dedicated time **for** **literacy, numeracy and arts***	*Informative and accessible **annual plan calendar** detailing all important events to be shared*

Sample Routine

Activities for ages 6-8

Sample Calendar

Critical Areas

1
Early identification of children who are 'at risk' for developmental delays and disabilities is very crucial for timely intervention

Role of Foundational Stage Institutions

1. **Observe** the child to understand the child's functioning
2. **Record** daily or weekly observation
3. **Share concern** with parents and family.
4. **Refer the child** to an appropriate medical professional
5. focussed work with the child in school.

Role of Teachers

1. **Learn** as much as possible **about the child.**
2. **Setting goals** for the child that are realistic and achievable.
3. Make **information as concrete** as possible.
4. Using a **multi sensory approach.**
5. **Sensitize other children** to the situation

2
Ensuring physical and emotional safety of children in schools and providing a secure environment

- ✅ **Adult supervision** must always be present
- ✅ **No physical violence or corporal punishment** with children
- ✅ Adults must **not bully, harass, or intimidate** children even by implication or covertly.
- ✅ Teachers must **intervene inappropriate behaviour**
- ✅ **Zero tolerance** of child sexual abuse.
- ✅ Teachers and all other adults must be **aware** of child sexual abuse, and the **POCSO Act**

Linkages to the Preparatory Stage

Foundational Stage			Preparatory Stage
Curricular Goals	Development domains	→	Curricular areas
Content	Concrete experiences	→	Abstract content
Pedagogy	Learner centric	→	Self direction
Assessment	Teacher observations	→	Assessment tasks (low stakes)

Creating a Supportive Ecosystem

Ensuring an Appropriate Environment for Learning

- Ensure joyful and adequate learning infrastructure/resources
- Suitable Pupil Teacher Ratio and appropriate age of admissionz

Role of Academic and Administrative Functionaries

- Principals contribute to shaping supportive and empowering culture
- Cluster/Block level functionaries provide critical feedback for improvement/development
- Ensure presence of adequate teachers, TLM, access for SEDGs etc

Role of Parents and Community

- Parents/family as co-partners with schools to aid child learning and development
- Community can support in ensuring enrolment, attendance, observations etc

Enabling and Empowering Teachers

- Requires a conducive teaching environment, culture, and facilities
- Teachers must be equipped through adequate training, mentoring
- Teachers are provided career progression and autonomy with accountability

Leveraging Technology

- Technology can support in accelerating capacity building, enabling participation and engagement, and synergies among stakeholders
- Use cases: QR code textbooks, translation, disability screening etc

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