



GLOBAL
SCHOOLS
FORUM



Early Childhood Education Learning Series

Module 1, July 2020

In Attendance Today

19 GSF-Member organisations which run or support schools in **25 countries** and impact over **1.5 million children.**



About the offer:

- Based on members' needs to improve their ECE programmes
- Specific to the context and needs of low-resource environments in which our members operate
- It is not a one-time webinar/session; it is a six-month long engagement with peers and Hippocampus
- Designed for individuals who make ECE decisions for their organisations



How we'll spend our time today:

- Introduction to Hippocampus (5 minutes)
- Hippocampus' Approach to Programme Design (10 minutes)
- Deep-dive on 1-2 Elements of Hippocampus' Programme (15 minutes)
- Break-out rooms (split up by organisation) (15 minutes)
- Debrief and Q&A (10 minutes)



Objectives for Module 1:

Participants will learn about Hippocampus' overall approach to it ECE programme design

Participants will learn about Hippocampus' intention behind specific elements of the programme

Participants will reflect on their own ECE programme





Vision

To transform lives of under-served children through high quality education

- **High quality education:** Joyful experience to acquire Knowledge, Life-skills, Character, Meta-learning
- **Under-served:** Communities with limited access to high quality education for e.g. Rural India
- **Children:** ages 3 to 16 years
- **Primary geographic focus** – Rural India, villages with a population of between 5000-100,000 people



Started in 2003, **Hippocampus Learning centres**, is a Bangalore, India based organization working to improve the quality of education

Its primary focus of operation is rural India

It operates a network of **160 affordable preschools** and **19 affordable private K-10 schools** in the states of Karnataka and Maharashtra in India



BEFORE ONE STARTS THE PROGRAM DESIGN

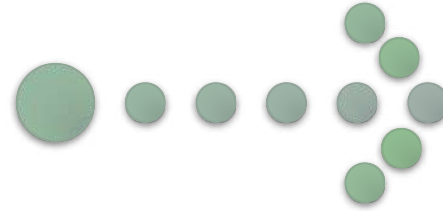
The context



The organizational beliefs



The program aspiration



Pedagogy & Curriculum

Activity based learning, Play way, Montessori, IB, Reggio...

Statutory

- Policy
- Curriculum guidelines
- Regulation



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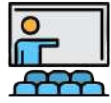
Age groups

- 6 months -2 years
- 3 years
- 4-6 years



Classrooms

- Pupil to Teacher ratio
- Investment per classroom



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Parents

- Parent aspiration
- Parent engagement



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Teachers

- Teacher ability & qualification
- Teacher support, training and mentoring



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For this next part of the session:

Open the rubric attached to the e-mail we sent you earlier today

Monika will describe how the ratings work on the rubric

Umesh will rate elements of Hippocampus' programme, both at the initial design phase and currently

Following, you will give a rating for the same elements of your ECE programme



E. ASPIRATION OF PARENTS

1

Good care and safe environment for the child

2

Literacy and numeracy, with reading and writing as visible tangible outcome

@ design

3

Conceptual understanding along with reading and writing skills

Current

4

Application based learning, global best practices, experiential learning



F. ENGAGEMENT OF PARENTS

1

Dormant partner, engagement limited to PTMs and celebrations like Annual days

@ design

2

Slightly active, responds when asked, follows tasks such as home-work, and child's progress

3

Aware participant, acknowledges and offers to help when asked, maintains communication

Current

4

See themselves as partners in child's learning. Volunteers and contributes to enrich the whole journey



G. TEACHER ABILITY AND QUALIFICATION

1

Essentially a caregiver, minimum qualifications, job seeker

2

Minimum qualifications, with attitude and compassion to be a good teacher

@ design

3

Well qualified, can be trained in progressive methodologies

Current

4

Well qualified, trained in different methodologies



I. TEACHER SUPPORT, TRAINING AND MENTORING

1

*No training provided,
learns on job*

2

*Teacher is trained by
experts*

3

*Teacher is provided
tools (like lesson plans),
through the year
training and mentoring*

@ design

Current

4

*Additionally teacher is
made aware of latest
developments and
trained to be equipped
with special skills*



In your breakout room,

1. Introduce yourself
2. Take turns to share the ratings you gave for “Aspiration of Parents” and “Engagement of Parents” (at the design phase *and* current)
3. Discuss the differences and similarities among the ratings
4. Take turns to share the ratings you gave for “Teacher Ability” and “Teacher Support” (at the design phase *and* current)
5. Discuss the differences and similarities you observe among the ratings



Debrief

A member of each group to share one “a-ha” they experienced

Q & A

