



GLOBAL
SCHOOLS
FORUM



Early Childhood Education Learning Series

Module 2, August 2020

In Attendance Today

20 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: 80 minutes

- Review of Module 1(5 minutes)
- Experts from FSG will share data on parent beliefs and aspirations (10 minutes)
- Stephen Covey's Trust Matrix by Umesh (CEO at Hippocampus) (10 minutes)
- Panel Discussion with the Hippocampus team (25 minutes)
- Breakout Rooms (15 minutes)
- Q&A (10 minutes)



Norms and to-do's:

- Keep the video on, if possible
- Stay on mute when not speaking
- If you have a clarifying question during a presentation/talk, you can type 'I have a question' in the chatbox or type the question itself
- Please download and keep the Handout sent to you open to take notes



HOW TO MOVE PARENTS FROM BEING PARTICIPANTS TO PARTNERS?

Parent aspiration and engagement

DESIGNING THE ECE PROGRAM

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



\$

Teachers

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



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FSG –PARENT’S BELIEFS ABOUT ECE IN INDIA?



Q&A

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



BUILDING TRUST TO ACHIEVE SUCCESS

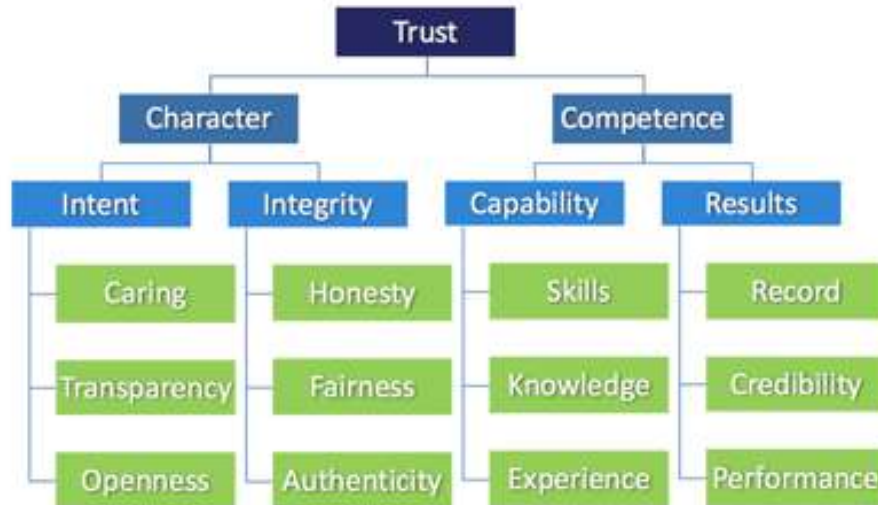
*Trust is a subjective, context-dependent property that is required when (i) **two entities need to collaborate** (i.e. there is a dependence relationship between them and there exists the willingness to collaborate), **but they do not know each other beforehand**, (ii) and when the outcome of this collaboration **is uncertain** (i.e. entities do not know if they will perform as expected) **and risky** (i.e. negative outcomes are possible). In this situation, trust acts as a mechanism to reduce the uncertainty in the collaboration and to mitigate the risk. **As risk increases** (either the probability or the impact of negative outcomes), **trust becomes more crucial**.*



STEPHEN COVEY'S TRUST MATRIX

Stephen Covey's Trust Matrix

The Speed of Trust

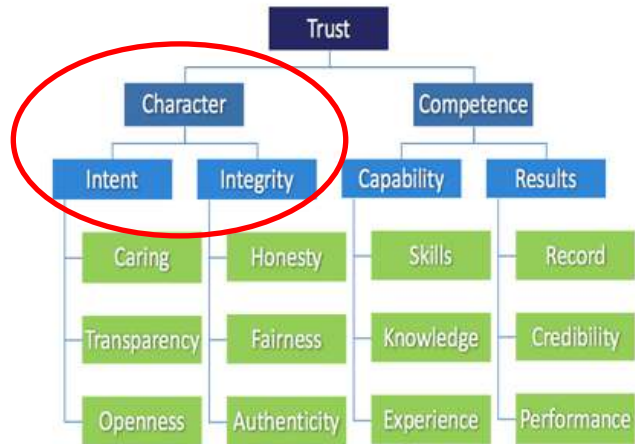


PANEL DISCUSSION
BUILDING TRUST THROUGH A
STRUCTURED APPROACH

Q1 –
OVERVIEW OF THE STEPS HIPPOCAMPUS
TOOK TO DEMONSTRATE INTENT AND
INTEGRITY TO PARENTS

Stephen Covey's Trust Matrix

The Speed of Trust





Q2 –
PARENT ORIENTATION –THE TECHNIQUES USED
TO SHOWCASE METHODS USED BY
HIPPOCAMPUS

Q3 –

IN THE FIRST 90 DAYS, WHAT DID HIPPOCAMPUS DO TO ENSURE THAT PARENTS COULD EXPERIENCE WHAT WAS SPOKEN OF DURING THE PARENT ORIENTATION?



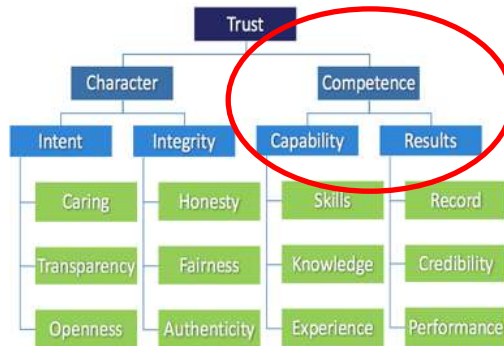
Q4 –
THERE ARE SOME DIFFICULT “KNOW IT ALL”
PARENTS. WHAT TECHNIQUES WERE USED TO
HANDLE THEM?





Stephen Covey's Trust Matrix

The Speed of Trust



Q5-
WHAT STEPS WERE TAKEN TO CONTINUOUSLY
DEMONSTRATE HIPPOCAMPUS' CAPABILITY TO
PARENTS?



Q6-
FOR YOUNG CHILDREN, IT IS DIFFICULT TO
DO STANDARDIZED TESTS? WHAT STEPS
WERE TAKEN AT HIPPOCAMPUS TO
DEMONSTRATE RESULTS?



Q7-
WHAT IS THE
COMMON MISTAKE
TEACHERS AND
SCHOOL LEADERS
MAKE THROUGH THE
PARENT JOURNEY,
WHICH UNDERMINES
ALL THE WORK BEING
DONE?

Q&A

BREAKOUT SESSION

“Share 1 or 2 unique ways that you use to build a relationship of trust with your student’s parents.”

Q&A

NEXT SESSION –
TEACHERS – RECRUITMENT, TRAINING
AND SUPPORT

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

3

Well qualified, can be trained in progressive methodologies

4

Well qualified, trained in different methodologies



H. CENTRE LEADERSHIP

1

No specific leadership skills/criteria

2

Senior Teacher with experience of 2-5 years

3

Coordinator, with academic knowledge

4

Professionally qualified manager, self-driven, international exposure



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*

4

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



Thank You

If you'd like to connect with the Hippocampus team to learn more about their ECE programme, please let us know.

