

IMPULSE STATION

FROM THE DESK OF PREETHAA GANESH

Vice President, Vels Group of Institutions

A Happy Women's Day to every reader!

The landscape of the education industry has seen a tremendous change over the past decade. With a sizeable increase in market and various government initiatives, it is a great time to be a part of the industry. This women's day, I stand to reflect the role of Women in Education.

It is safe to say that teaching has been predominantly driven by women. Recent data shows that 97% of pre-primary teachers, 85% of primary teachers and 68% of secondary teachers are women.

Teaching is noble profession and teachers form the backbone of the society. As in any profession, it is vital that in teaching too, we update and upgrade our proficiencies.

Vels Group of Institutions realizes the role we play in supporting our teachers in enhancing their skills to reach higher potential. Our institutions have grown from strength to strength because of the tireless work of every teacher. During these challenging times we have seen teachers adapt to a virtual world and master online learning.

At Vels, it is our core responsibility to provide opportunities to teachers to equip themselves to this ever-changing world. V-Skill Centre for Professional Development is one such initiative. With courses for primary and high school teachers, this course is sure to catapult our teachers to the next level.

This women's day, I urge you all to pat your backs on a job well done and forge ahead!



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EXCITING ANNOUNCEMENT

We are happy to announce the Pre-Primary and Primary school teacher training short term course certified by VISTAS commenced on 27th February, 2021.

Looking forward to a exciting and enriching course!

CENTRE FOR
PROFESSIONAL
DEVELOPMENT

**PROFESSIONAL CERTIFICATION
FOR EDUCATORS**

PRE PRIMARY & PRIMARY	HIGH SCHOOL
5 Modules with 4 months duration (Online Course)	3 Modules with 6 months duration (Online Course)

CERTIFICATE AWARDED BY -

INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Banned to be University Entry in 1st of the UGC Act, 1996)
PALLAVARAM - CHENNAI
ACCREDITED BY NAAC WITH 'A' GRADE
Marching Beyond 25 Years Successfully

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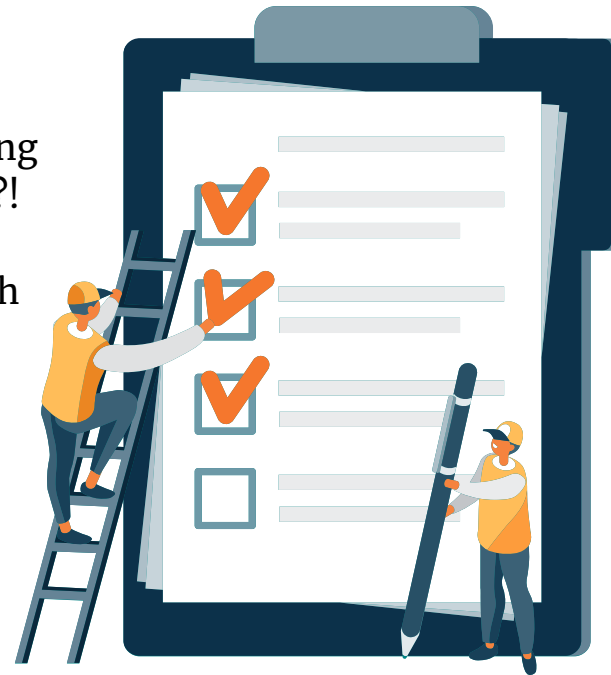
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TRANSFORMING THE ASSESSMENT CULTURE

R Meenakshi, Director R&D, Vels Group of Schools

I am forced to start expressing my views on transforming the culture of Assessment with the word “PANDEMIC”?! The online learning paradigm shift has set in a new approach to undertake teaching - learning not only with the right technology but also through the right technology.

With so many virtual learning platforms available to embark on online teaching, with the right planning, online active learning techniques, one can create opportunities to foster skilled habits including confidence, reflection, empathy and creativity.



With the inputs from the New National Education Policy and the prevailing remote online learning, to gather evidences on the achievement of learning outcomes by the learners, Assessments need to be ongoing both formally and informally and can be interspersed with online teaching.

The ongoing assessments “FOR” learning and “OF” learning should use appropriate assessment techniques to collect data on student knowledge and skills. Analyse the gathered data to arrive at individual student needs and appropriate reporting of the progress made to the stakeholders. Finally through reflection (critical) the teacher evaluates the acquisition of Knowledge, Skills, and understanding and if need be should replan the entire teaching-learning model. (Kolb’s Cycle)

Assessments can also be done to evaluate the learning on how to avoid common assessment pitfalls, diagnose to check prior knowledge and understanding as the session is on and make grading manageable and effective.

According to the new NEP, to continuously track the learning outcomes of each child, when it comes to the virtual teaching, there are many options to help students and teachers to evaluate incremental progress. Both Formative and Summative assessments need to focus on core concepts, higher order and fundamental skills. (Blooms Taxonomy) Attempts need to be made to use AI based software to help track progress of students and thus guiding students to make optional career choices. Self- assessment and peer - assessment to be understood and implemented. Effective timely feedback needs to be given to the students to instil Meta cognitive skills among students. Assessments “AS” learning is also equally important. Here there is a focus on helping students to “think on how to think”. This helps students to monitor and reflect on their own learning.

Nine questions for students to develop metacognitive thinking

Before the Task:-

- *Is this similar to previous task?*
- *Can I describe in my own words.*
- *What success in this task will look like?*
- *Where is the best place to start?*

During the task :-

- *Am I on the right track?*
- *What can I do differently if I'm not?*
- *Who can I ask for help ? (one strategy: see two classmates before approaching the teacher for help)*

After the task :-

- *What worked well?*
- *What could I have done better?*
- *Can I apply or connect this to other situations and learning contexts?*
- *With the setting up of the National Testing Agency (NTA) and National Assessment Center to offer high quality common aptitude test, teachers can try out some of the following*

Formative and Summative assessments using different digital tools and apps

Formative :

- Weekly quizzes
- In - class polls and discussions
- Minute papers
- Home work assignments
- Student surveys
- Projects with peer review
- Case studies

Summative:

- Mid- term or final exams
- Essays
- Reports
- Project
- Portfolio reviews
- Presentations
- Poster sessions

Going beyond Multiple Choice:-

- Open book exams
- Asynchronous assignments
- Culminating Summative Projects
- Epic finales
- Group projects
- Remote proctored tests

Whatever be the mode of teaching -learning Bloom's Taxonomy is one of the most useful tools to assign valid assessments techniques either with or through technology.



THE MONTH THAT WAS

“

**A TRULY EXCITING AND ENRICHING
MONTH WITH PD SESSIONS TO
EQUIP US TO BECOME THE BEST
TEACHER WE CAN BE!**

A wonderful series by Ms R Meenkashi about **Establishing Independent Reading Habits** in our learners was conducted for the teachers at Vels International Preschool.

OVERVIEW OF THE WORKSHOP



Time to practice reading



To make students into independent readers and to push them into this habit slowly



Lifelong independent learners



A three weeklong reading workshop model to teach children the habits and behaviours to be lifelong learners



The workshop equipped us with strategies and tools to transform our children into life long readers.

Vaels International School had the opportunity to receive an informative and enlightening orientation from our Director, Ms R Meenakshi about **Understanding and Adapting to the revised Cambridge curriculum framework.**

This week long workshop allowed us to focus and clearly understand the progression we need to adopt.



REFLECTIVE NOTES

Darshika Victor

Learning is the only thing the mind never exhausts, never fears and never regrets.

–Leonardo Da Vinci

My journey to discover the true essence of learning has been a dynamic and evolving process. Webster defines learning as the act of acquiring new knowledge or skill. While the definition is simple, learning means different things to different people. A student in school might look at learning as a mandatory expectation, while a grandmother with a mundane routine might look at learning as an exciting opportunity. So, what then is learning and when is this learning truly effective?

The R&D team at Vels Group of Schools has always been hungry to uncover truths about learning to ensure a child entering any one of our schools is guaranteed wholesome learning, that they will carry all through their life. It has been a privilege to work under the tutelage of Ms. Meenakshi Ramesh, to uncover my understanding of Learning.

The underlying truth about learning is that it is a continuum. As human beings we learn a multitude of things, from different sources and in different ways, from the minute we are born. Some learning is purely organic, with little to no help from others, like learning to sit, stand, walk or eat, etc. While some learning is by observing and mimicking. Children often learn behaviours and mannerisms by watching their parents and siblings or just the people around them. Therefore, we can define learning to be resulting in a distinctive change in behaviour by either modifying or gaining a new skill.

A common thread in all effective, behaviour-changing learning is the personalization of the learning process. A child learns to walk by personally trying it out or a child can pick up a mannerism by personally testing it out. Learning by active – experiences is the most effective method to ensure learning. Therefore, we can define effective learning as the internalization of knowledge and skill which leads to a lasting change in behaviour.

The various Professional Development workshops carried out by the R&D team at Vels Group of Schools has allowed me to explore and define what learning means to me. Stimulating conversations with Ms. Meenakshi Ramesh has helped me understand my role as a facilitator and teacher to support my definition of learning.

As teachers and facilitators, it is our moral duty to acknowledge and celebrate our students innate ability to learn. Conducting activities to facilitate active and experiential learning is the primary objective for every class. As teachers, we have an array of tools at our disposal to carry out teaching and learning activities, that enthuse students to learn. These tools need to be utilized to ensure learning is a personal process for students.

Synchronous learning must be carried out to stimulate the thought process of every child in the class. Children possess within them the superpower to observe and process things they see around them to manifest as learning. Ensure the objective of your class is clearly stated and provide children with supporting data in multiple different forms. Effective learning must be supported with asynchronous learning tools that will facilitate and allow children to arrive at their learning. Use tools that help children realize the gap or obstacles and research solutions to obtain their learning goals. We must design and facilitate the right mix of activities to guarantee learning is the result of understanding and deduction.

With careful reflection and research, my definition of learning as a teacher is to facilitate, for my students –

A deep paradigm shift in one's thought process, leading to a noticeable change in pattern and behaviour, where change is foundational with total permanency.

UPCOMING EVENTS

Kindle Kids International Curriculum mapped to NEP 2020

The indigenously developed curriculum is among the first to be in perfect alignment with the newly launched NEP 2020. KKIC provides a structured approach for early education developed by an R&D team with over 15 years of experience in the field of education.

KKIC understands the importance of recognizing, identifying and fostering the unique capabilities of every student by embracing a multidisciplinary and holistic approach to education. Similar to the NEP 2020, foundational literacy and numeracy is given the highest importance in our curriculum. Creative and effective teaching methodologies are adopted to ensure children are lifelong learners. Instilling values of equality, equity and justice and much needed 21st century life skills are part of our comprehensive and integrated curriculum. KKIC has been tested and validated at Vels International Preschool, Chennai which is currently ranked as no1 in India. The curriculum is also successfully followed in many schools in India and abroad.



KINDLE KIDS
INTERNATIONAL CURRICULUM

**INDIA'S #1
PRESCHOOL BRAND**

FRANCHISE PARTNERS INVITED

EVENTS @ R&D

APRIL 2021

Panel Discussion on
Differentiated Instruction

Webinar on Assessment
Strategies

We go LIVE!!
A special surprise



Recent Highlights

NEP 2020

Among the major reforms, the 10+2 structure in the schooling system has been replaced by a 5+3+3+4 structure. It will include 12 years of schooling and three years of Anganwadi and pre-schooling. Additionally, instead of exams being held every year, school students will sit for exams only in Classes 3, 5 and 8.



Understanding the NEP 2020

New Pattern of Education

The Union cabinet in July 2020 approved the New Education Policy (NEP), which aims at universalization of education from pre-school to secondary level. The Union cabinet in July 2020 approved the New Education Policy (NEP), which aims at universalization of education from pre-school to secondary level.

All you need to know in 10 key points

1. Schooling from the age of 3 years.
2. 5+3+3+4 education structure.
3. No rigid separations between Science, Arts and Commerce.
4. Internships and vocational education from Class 6.
5. Board exam will be low stakes.
6. FYUP programme returns.
7. 50% Gross Enrolment Ratio by 2035.
8. SAT-like college test.
9. Cap on college fee
10. M.Phil to be discontinued

FUSSY LIBRARIAN



RECOMMENDATIONS FROM THE LIBRARIAN!

Insight
by Tasha Eurich

**Teaching What
Matters Most** by
Richard W. Strong,
Harvey F. Silver,
Matthew J. Perini

**What Are
People For?**
by Wendell Berry

**The Dichotomy
of Leadership** by
Jocko Willink
and Leif Babin

BLOGS FOR THE DIGITAL TEACHER

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