

THE LEARNERS HIVE

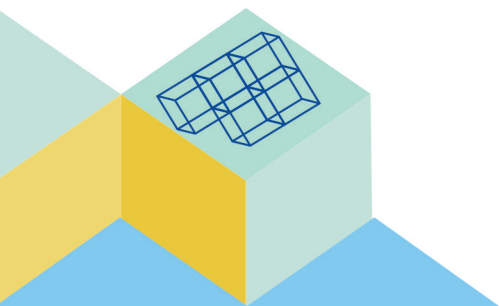




THE WORLD IS EVOLVING, WHY ISN'T EDUCATION?

Our mission is to deliver
AN EDUCATION THAT TRULY MATTERS

We are a community of
Lifelong Learners





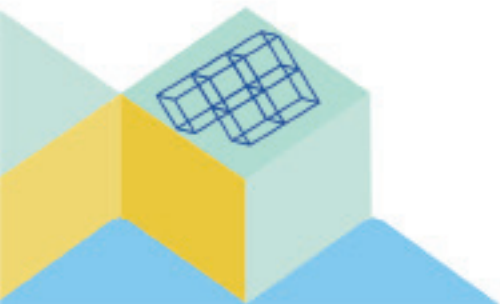
LEARNING IN COLLABORATION WITH COMMUNITY

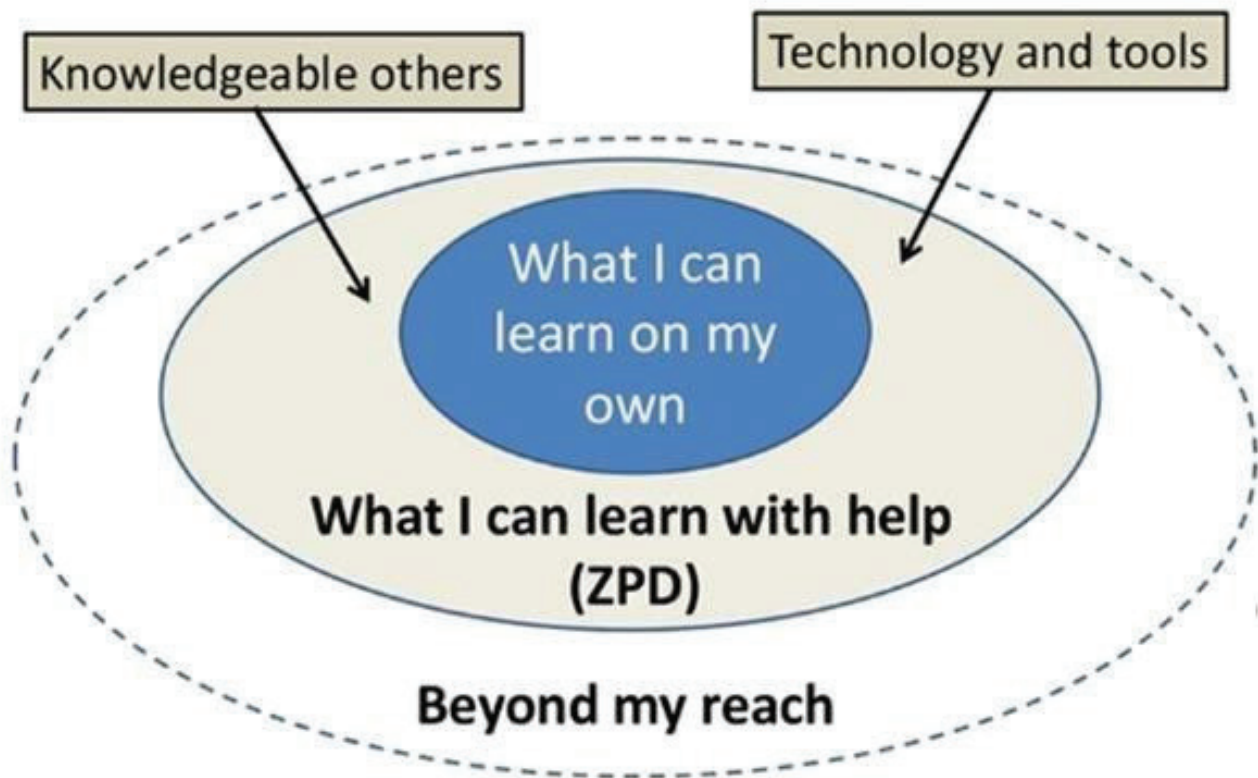
“Through Others, We become Ourselves.”

Lev Vygotsky (Psychologist and Teacher)

Lev Vygotsky (1896-1934) was a Soviet psychologist and teacher who popularised the idea that learning is a social and community-driven process. He pioneered the sociocultural theory of cognitive development that shows how learning occurs through interactions with others in our communities: peers, parents, facilitators, adults and members of one's culture at large. In this way, Vygotsky holds each one of us accountable for the learning of our children. We may not be educators/ facilitators by profession, but we have the ability to influence the learning of those around us, especially our children, throughout our lifetimes.

An essential concept in sociocultural theory is known as the zone of proximal development. According to Vygotsky, this "is the distance between the actual development level as determined by independent efforts and the level of potential development as determined with the help of adult guidance or in collaboration with peers."





Essentially, it includes all of the knowledge and skills that a person cannot yet understand or perform on their own but is capable of learning with guidance. As children naturally stretch their skills and knowledge, often by observing someone who is slightly more advanced than they are, they are able to progressively extend this zone of proximal development.

The zone of proximal development is a useful tool for facilitators to scaffold learning, facilitate group learning and collaborate with parents to enhance the understanding of our young learners.



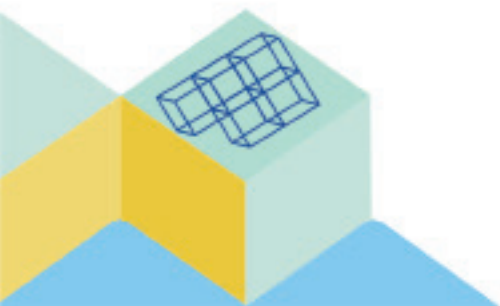
SHIFT TO ONLINE LEARNING: A COMMUNITY EFFORT TO ADAPT TO COVID-19

Perhaps one of the most recent and visible examples of a community-driven endeavour to sustain learning was the shift from on-campus learning to remote and online learning across the world.

As the COVID-19 pandemic unfolded this year, necessitating a range of unprecedented social isolation and safety measures, barely any aspect of daily life was left unaffected. One area which has undoubtedly seen considerable changes as a result of COVID-19 is the education sector. When schools and universities worldwide were forced to close their doors to prevent its spread, alternative methods and technologies had to be adopted almost overnight.

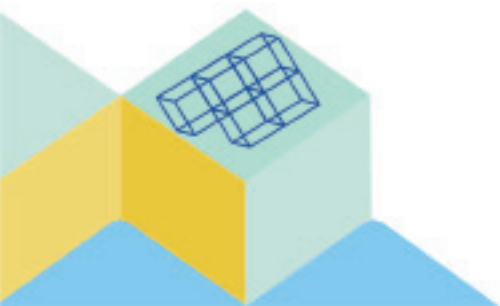
Online learning became an urgent necessity rather than an option. Education, once limited to the premises of a school, now entered households, subsequently transforming learning spaces and challenging facilitators to come up with new yet effective ways of engagement.

The facilitators at Learners International School rose to this challenge with a cooperative and innovative bent of mind, adapting in the following ways:





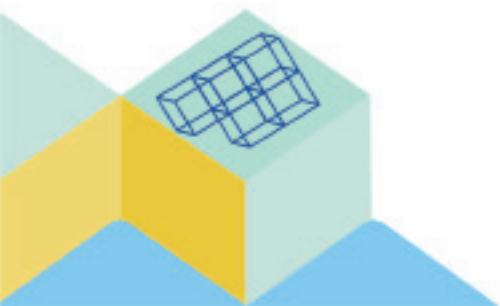
- **Skill-development:** The facilitators underwent a comprehensive skill development programme. They learned to organise virtual lessons through online platforms such as Microsoft Teams and online resources such as Reading A to Z and Twinkle. A Cambridge Teacher Training Program specific to each facilitator's area of expertise helped deepen their domain knowledge. They learned techniques of visual aids to conduct electronic polls to improve the interactions with learners and sustain learning to the best. These trainings helped facilitators to use divergent and effective learning platforms to engage learners.
- **Involving Parents:** Parents play a crucial role in making remote learning a success. Now more than ever, we find ourselves in a situation where facilitators and parents need to work closely together as an educational team. This is why it's so important that facilitators and parents continue to engage with each other about learning effectively. By maintaining strong communication with parents and carers, our facilitators attempted to create a suitable home learning environment.
- **Attempts to bridge the physical distance:** The social-distancing measures in place can lead to a feeling of isolation. Facilitators at Learners, recognising the human need to connect, mindfully organised online games, quizzes and activities to help learners unwind and connect informally. Chat boxes emerged to be a boon during these times, helping facilitate group and one-on-one interactions. Despite the physical barrier, it was beautiful to see the emergent relationship between the facilitators and learners.





This shift to online learning had certain unanticipated merits for both learners as well as facilitators. For the Facilitators, it provided an opportunity to upskill and familiarise themselves with the latest ed-tech resources and platforms. For Learners, online learning became a platform to self-pace their learning and take ownership by learning to research independently. In this way, they honed the skill to question what they are learning.

This hybrid teaching-learning education is here to stay and grow for the best. Classroom learning cannot be wholly substituted with virtual learning for it has its own benefits attached. The essence of coming to a school and following a routine, and interacting with facilitators and peers strengthens learning and emotional wellbeing of children. If anything, the virtual model of instruction has emerged as an effective enhancement to the existing learning experiences.





SUSTAINABLE DEVELOPMENT GOALS AND EDUCATION

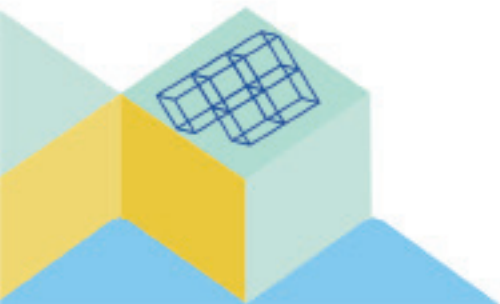
A crucial part of providing an education that is truly relevant to the rapidly changing times necessitates a discussion of the challenges we face as a global community. The Sustainable Development Goals (SDGs), a set of 17 global goals adopted by all United Nations member states in 2015, provide a blueprint for addressing the most pressing global issues such as poverty, hunger, gender inequality, and climate change.

The SDGs are universal in scope, and their call to leave no one behind puts the world's most vulnerable and marginalised people – including children – at the top of the agenda. Recognising that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

Through various age-appropriate discussions and activities, our learners explored the connections between the global goals and their immediate environment.

Goal 2.0- Zero Hunger:

During nutrition week, our learners discussed the ingredients of a balanced diet and the importance of making healthy choices.





Goal 3.0- Good Health and Wellbeing:

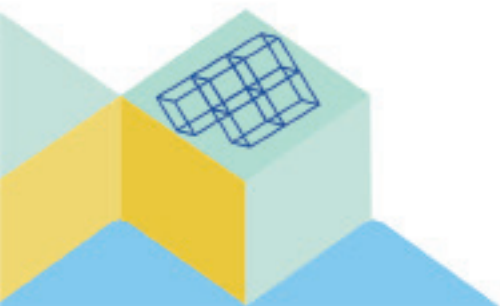
Through the holistic wellbeing programme, our young learners continue to explore healthy lifestyle practices such as reflecting on their emotions and maintaining good physical and mental health through practices such as Yoga.

Goal 5.0 - Gender Equality:

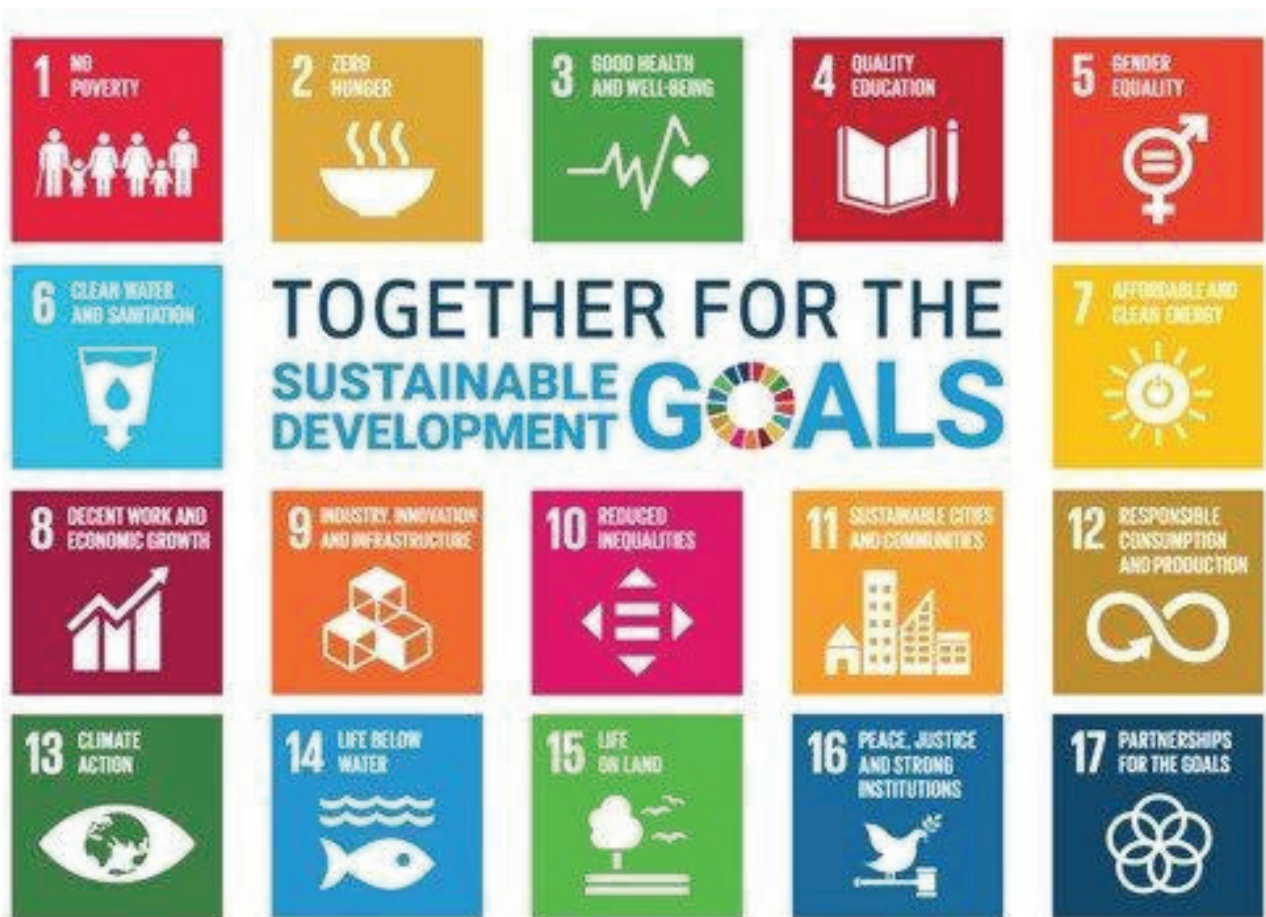
Questioning the prejudices underlying cultural practices, our learners owned the promise of gender equality while celebrating festivals like Raksha Bandhan.

Goal 13.0 - Climate Action:

Our young learners love their animal counterparts. So, what better way to begin a discussion about climate action than talking about what they care about the most. During the Rhinoceros and Tiger Week, learners engaged in thought-provoking conversations with experts to understand how their efforts can help protect their immediate and extended environment.



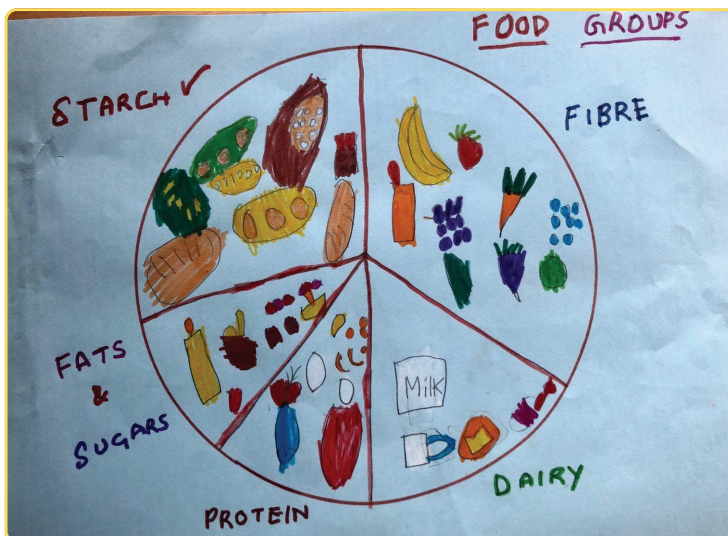
Educational institutions are increasingly demonstrating their commitment by supporting several initiatives to implement Sustainable Development Goals (SDGs) in education. To design and articulate SDGs within an institutional setting, adopting a holistic approach is fundamental. The principles of holistic wellbeing and SDGs are inextricable. Through holistic wellbeing practices, young learners will continue to learn, care, value, and preserve the planet.



LATEST EVENTS

Nutrition Week

A healthy mind follows a healthy body. Beginning at an early age, a well-balanced diet is essential for growth, development, and an active lifestyle. During Nutrition Week, our learners reflected on their dietary habits and practices, focusing on maintaining an active lifestyle and eating a nutritious, well-balanced diet. Keen to apply the learnt knowledge, our learners made informative diet charts, food habit trackers and healthy smoothies.



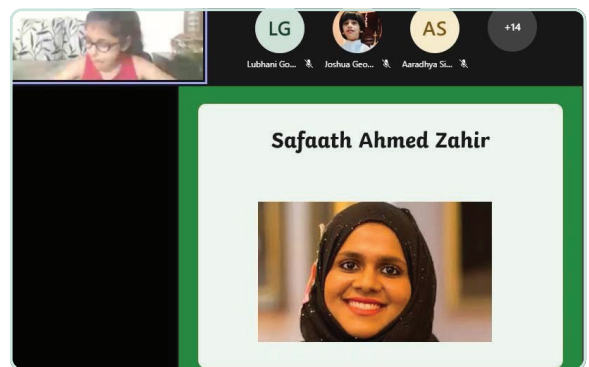
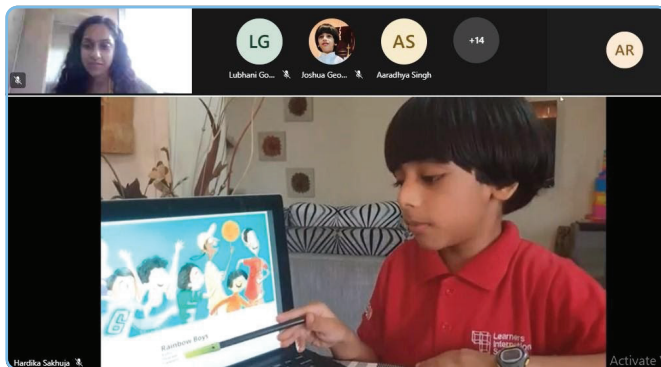
Hindi Diwas Assembly

Culture and language are inextricably linked. To understand any culture, it is essential to understand the language associated with it. Celebrating the rich history and legacy of Hindi Literature, our young learners organised an assembly. They recited poems from pioneers of Hindi literature such as Sohan Lal Dwivedi, Suryakant Tripathi Nirala, Harivansh Rai Bachhan, Kabir Das. The audiences were left mesmerised by the learners' unique expressions and beautiful Introductions in Hindi.



Sustainable Development Goals Assembly

Good quality education is an essential tool for achieving a more sustainable world. This was emphasised at the UN World Summit in Johannesburg in 2002, where the reorientation of current education systems was outlined as key to sustainable development. In our Holistic Wellbeing programme, the set of 17 SDG goals is the strongest anchor. Our young learners thoughtfully celebrated SDG week by participating in various discussions revolving around some of the most pressing global issues like water shortage and extinction of wildlife.



IN CONVERSATION WITH THE 'THOUGHT LEADERS'

Dr. Sushant Umre

As a part of the Nutrition week celebration, we invited Dr Sushant Umre, a renowned dentist with years of experience. We discussed the importance of maintaining good dental hygiene through an interactive learning experience and engaging learning resources. Our learners enthusiastically participated in the discussion and enjoyed asking various questions related to their dental health.



Mr. P. Sivakumar

At Learners, we celebrate critical environmental days in association with environmentalists and forest officials to provide an on-ground understanding of ecological issues. Our young learners actively celebrated World Rhino Day with Mr P. Sivakumar IFS, The Director, Kaziranga National Park & Kaziranga Tiger Reserve, Bokakhat, Golaghat District, Assam. They ignited curiosity

in our young learners' minds through their photo journeys, leading them to develop a sense of empathy and responsibility towards wildlife.



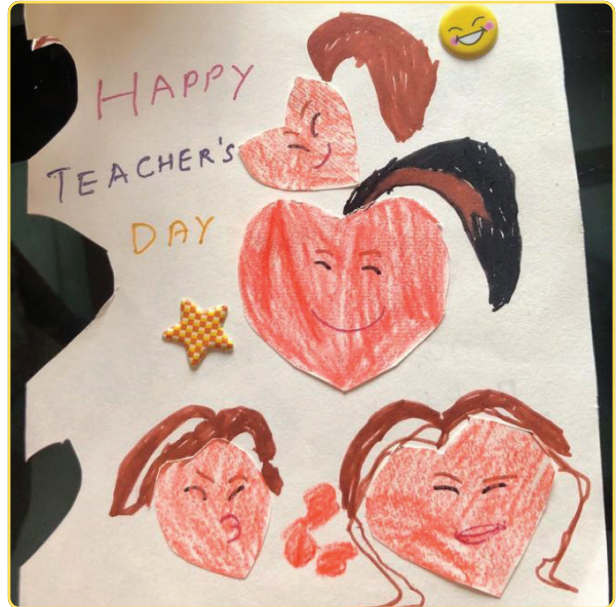
Squadron Leader Aditi, Indian Airforce

Through an interactive session full of enriching discussions, Squadron leader Ms Aditi introduced our young learners to the fascinating world of the Indian Air Force. After listening to her inspiring stories, our learners felt inspired to ask questions about her journey and shared their aspirations of joining the Indian Air Force.

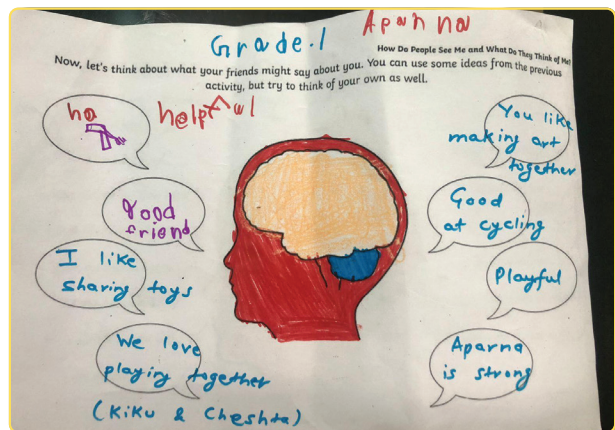
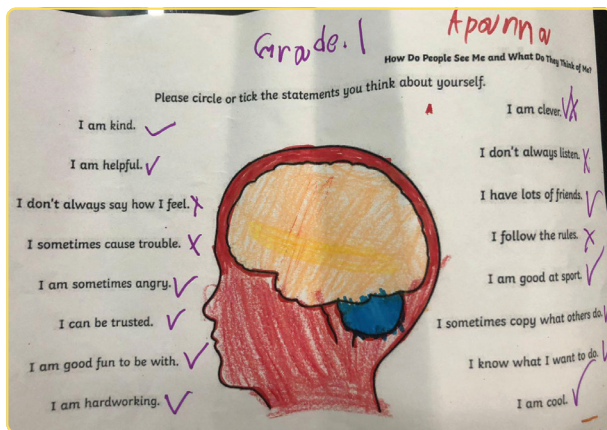


GLIMPSES OF YOUNG LEARNERS CREATION

Teacher's Day presents from Learners

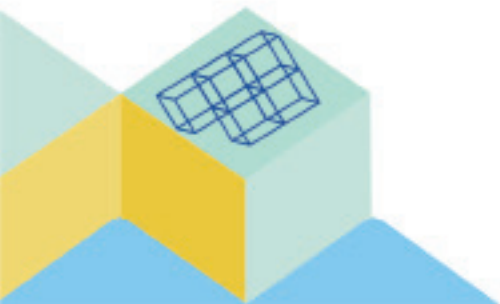
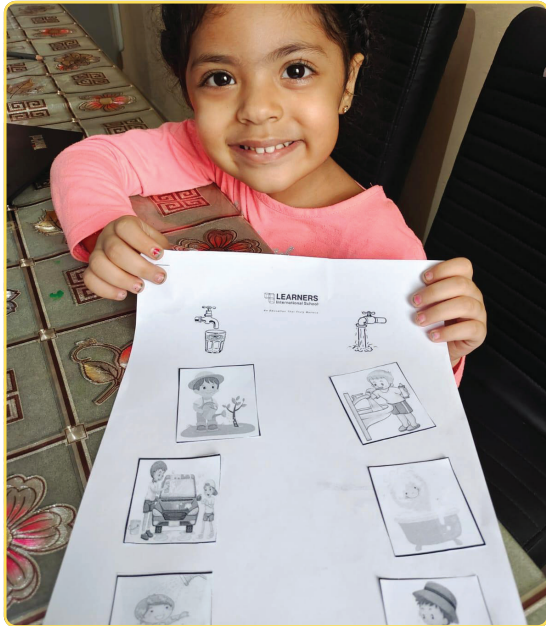


Holistic Wellbeing

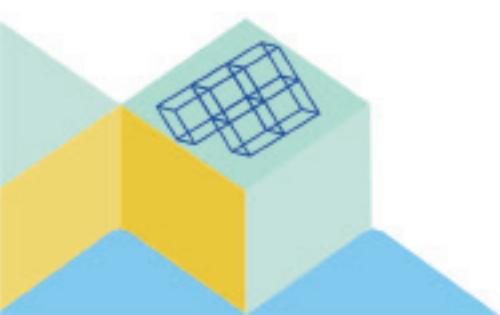




Water Week



Our Learners Pledge: Save the Rhinos



COMMUNITY VOICES:

Stories of Resilience from our Facilitators

While we talk about online learning and how there was a paradigm shift in the teaching-learning styles, it's important to hear from those at the frontline of this shift - our facilitators. Let's see how they adapted to this new mode of teaching and learning.

So my online experience was almost like a roller coaster ride. To begin with, I was quite concerned about initiating conversations and building a connection with learners. With the help of my colleagues, I began researching and watching videos to understand the ingredients of effective online engagement. We also underwent immense training, wherein we learned scheduling classes and uploading necessary documents by creating a folder on the tile in MS team. Interestingly enough, the process of dealing with internet glitches gradually enhanced my patience and perseverance. After a few initial hiccups, I began enjoying the online lessons, realizing that all I needed was to be myself.

It was a wonderful learning experience where I added and enhanced a lot of skills in my bag.

Ms Srestha Tiwari



Initially it was challenging to adapt but in a few days it was smooth. Different Learners have different learning strengths - some are auditory, few are visual, a few kinesthetics; so online platforms make it difficult. Due to restricted time limits of the class and network issues, the online lessons were less productive in comparison to on-campus classes. Social emotional growth is limited in online classes. There might be many benefits of online teaching / classes still I believe it can never replace offline teaching 100%.



Ms Anjali Bassi Kampani

My experience as an online educator for the first time was that the learners are and were very resilient and I as a facilitator had to adapt to their timings, their work habits, and their learning experiences. I adapted myself to their routines and for me it was a very big learning that the learners are actually scanning a lot through the online platform. I, as an educator, thoroughly enjoyed it. I am enjoying myself with them. Everyday is a new learning experience. A new day, a new challenge and as a facilitator who has to come up to the standards of the learners, I feel happy and proud of my progress. Overall, till now, this journey has been one great learning experience and full of happiness.



Ms Vandana Bhasin

