

THE LEARNERS HIVE



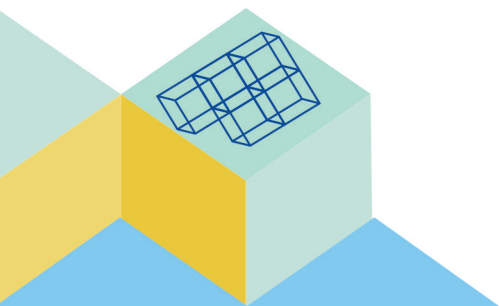
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THE WORLD IS EVOLVING, WHY ISN'T EDUCATION?

Our mission is to deliver
AN EDUCATION THAT TRULY MATTERS

We are a community of
Lifelong Learners





A HAVEN FOR OUR YOUNG LEARNERS

“Alone, we can do so little; together we can do so much.”

- Helen Keller

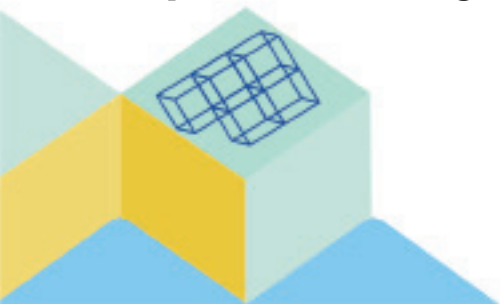
The Covid-19 crisis has shifted us to a side where children’s social skills are dependent on a cold, one-sided digital world. Children all over the world have been deprived of the warmth of human touch, the love of a facilitator and mentor in school. They have had fewer opportunities for physical interactions which have affected their social and emotional well-being.

So, what role do you think schools have on the physical, social, and emotional well-being of a child?

According to UNICEF, school children around the world have lost an estimated 1.8 trillion hours – and counting – of in-person learning since the onset of the COVID-19 pandemic and subsequent lockdowns.

Learning is about meaningful experiences – in everyday life – that lead to a change in an individual’s knowledge and behaviour. **Social learning theory, developed by Albert Bandura, argues that children learn from observing others as well as from “model” behaviour, involving attention, retention, reproduction, and motivation.**

Children develop social skills through collaboration, which further lead to life skills like conflict resolution, independence, and problem-solving.

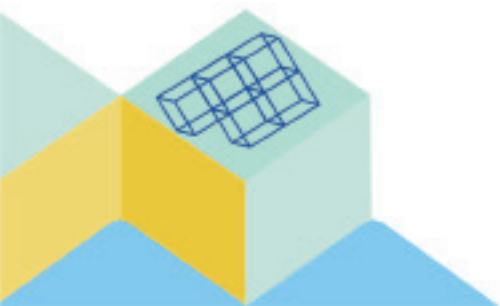




Collaboration and communication go hand in hand. **Each home scenario is unique and some of them have had to face isolation, sometimes no accessibility to an adult's guidance, sometimes having to struggle through the classes, internet issues on their own.** How much do you think a facilitator on the other end, who may be handling a group of more than 12 learners at a time, can gauge each learner? Communication is an important tool in this context.

Communication can also be a smile; communication can also be a sigh which a young learner breathes out or a little shake of the head when he is unable to decipher what is being said at the other end and the facilitator, as a fallible human in a digital world can overlook that little gesture. Mehrabian's 7-38-55 communication model is a valuable means to understand communication. Albert Mehrabian (professor Emeritus of psychology at UCLA) has concluded that only 7% of feelings and attitudes take place through the words we use in spoken communications, while 38% takes place through tone and voice and the remaining 55% takes place through body language.

It is important for our young learners to feel safe and secure; it is of paramount importance for them to be able to communicate easily, freely amongst their peer group as well as adults. When young learners are in school, they can do just that, communicate, and collaborate freely. The whole environment supports their efforts and becomes comrades of learning, expressing, and reassuring them of their abilities.



We, at Learners, believe in a culture of learning and a culture of community-based collaboration. Collaboration with the parent community for the well-being of our young learners, the collaboration of the facilitators with the learners, and amongst the facilitators themselves. Our core belief is in collaborative activities based on effective communication. We ensure that learners don't just occupy the same physical space but that they share an intellectual space—that they learn more, do more, and experience more together than they would alone.

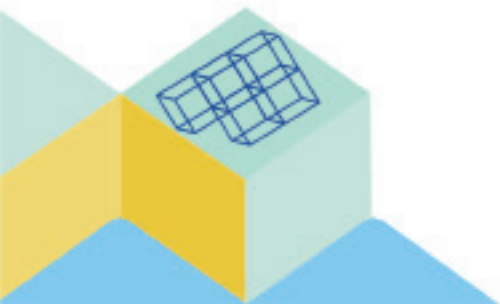




As our young learners are slowly getting back to school, they are amongst a culture that is a haven for them. The facilitators and the whole school community are well trained to receive the young learners with the warmth and love that befits each one of them. Alongside, the mystic and the tangible worlds come together to receive the young learners through the vast open areas, the lush greenery of grass, the unhindered view of the skies, the melodious sounds of the big wind chime in the foyer area.

As they feel safe and secure, learning happens at double the pace. The activities that are undertaken on the campus are age-appropriate, developmental activities. It is a pleasure to see the joy of unhindered learning and shared knowledge and collaboration in their demeanour. Learners are allowed to be in their peer group which helps to build on their communication and logical reasoning skills. All this is part of the rigmarole of growing up.

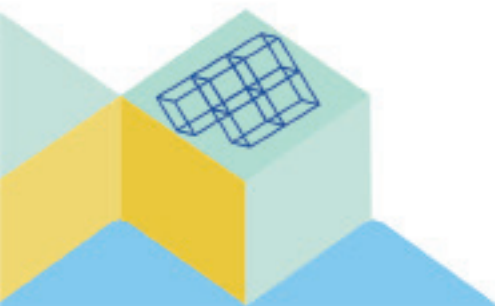
As the new variants of the pandemic rage on, we are all unsure of what the future holds. Despite all the difficulties and challenges being faced by our parent community, they have extended their support in making on-campus learning possible. The learners who are physically present in the school environment are showing marked improvement in their physical, social, and emotional behaviour. The hands-on material, the library, the corridors, open big classrooms enhance the learning experiences. The open areas with balance beams, wall climbing materials are a means to improve their gross and fine motor movements. When the mind and hands work in coordination, cognitive abilities are further





Improved communication skills also boost their confidence. As the learners are in the school the facilitators can promote real collaboration by helping them, guiding them towards promoting team autonomy, checking in and providing instant feedback, and helping them to learn to work together productively.

We hope and pray that our young learners have unhindered periods of growth and that they continue to enjoy the refuge of their school, their facilitators, and their peer group. As adults, we must give them the security and reassurance of our warmth and bring about a promising change in their lives. We should be able to understand the importance of collaboration and communication as a necessity for developing life skills. Both the skills cannot be developed in isolation so let us celebrate the very fact that some of our young learners are back in school.



EXPERIENTIAL LEARNING

**I hear and I forget. I see and I remember. I do and I understand.
- Confucius**

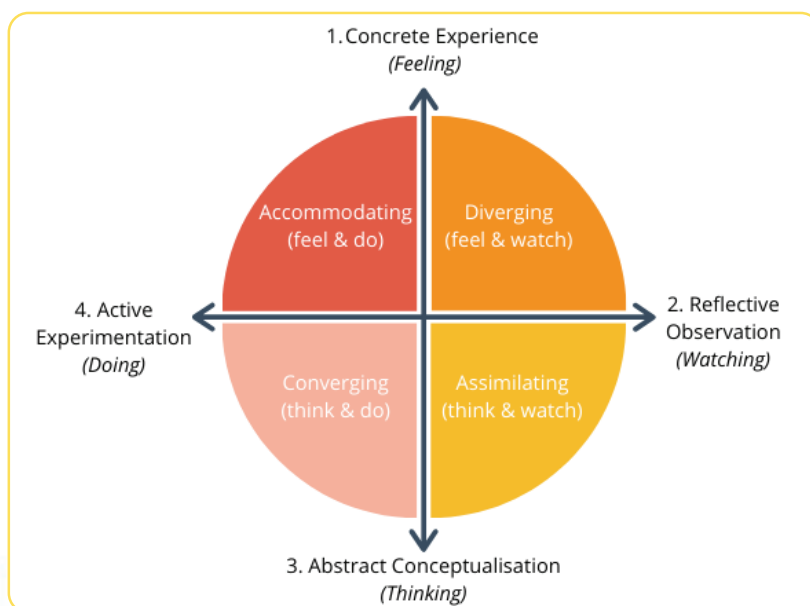
How did you learn to ride a bicycle? By listening to your parents explaining the ways of how to ride it or by simply hopping onto the bicycle, falling, and then finally learning to ride it?

Experiential learning is a form of learning that allows learners to connect with the aspects of the environment around them on a personal level and experience it for themselves. They grow and learn in an organic manner. Hands-on learning plays a pivotal role in this type of learning model. Inquiry and reflection are the heart and soul of experiential learning. For example- Learners generated test/ evaluation questions. It is an activity that allows learners to ask questions instead of answering. This activity builds learners' understanding by involving them in a process of inquiry and reflection.





According to David A. Kolb, in *Experiential Learning*, experience is critical in the development of knowledge construction, as learning occurs through discovery and active participation. Kolb defined learning as: “the process whereby knowledge is created through the transformation of experience” (Kolb, 1984). Experiences are central to Kolb’s theory, as he viewed it as a process by which something must be changed or transformed. Memorisation or recollection of ideas taught does not equal learning, as no value has been added to the learner.



Activity:

Let's take an example of a rotting apple experiment. What happens to an apple as it decays? Does the process look different depending on the environment the apple is in?

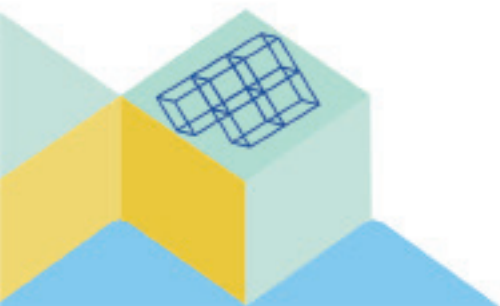
- Put a piece of an apple in a few different cups.
- Label the cups with the solution they are sitting in such as air, water, vinegar, oil.
- Have the learners write their observations and predictions down or draw pictures of the decaying process.
- This experiment will ignite curiosity and is sure to provoke some good scientific questions.





Every child learns in a way that is unique to themselves. Experiential learning activities help to take all students' learning styles and make the activity suitable for a diverse group of learners. Experiential learning activities are student-centered approaches that empower learners or participants to take learning into their own hands and apply it in an engaging context.

In the book 'Teaching for Experiential Learning', professor of experiential education Scott Wurdinger observes that students are most excited about learning when they are an active part of the process - be it through scenarios including discussion, group work, or hands-on participation. Experiential learning enables learners to become more creative and innovative. They actively look for ways to apply their knowledge and test their hypothesis. Mistakes are encouraged as self-correction makes them more aware, they begin to think critically of their work and reflect. Experiential learning requires learners to collaborate, negotiate, and think creatively and critically.



LATEST EVENTS

Diwali

Diwali, at Learners, was celebrated with much joy and jubilation. As we celebrate this festival the homecoming of Lord Rama, it was a homecoming of Learners as well. All the Learners gathered in the school premises to participate in the events of making Ladoos, painting diyas and dancing to the rhythm of togetherness and triumph and wishing one another a Happy Diwali. This time, all the learners, despite the age gap, came together to decorate the school with their rangolis and themselves.



Gurupurab

Guru said in the divine Guru Granth, “All people of the world are equal”. We celebrated the oneness and the sense of community by making the Kadah Prashad in the school for the learners to experience the culture and beliefs of one another. Learners were also asked to inquire more about the culture of Sikhism.



Learners Musing

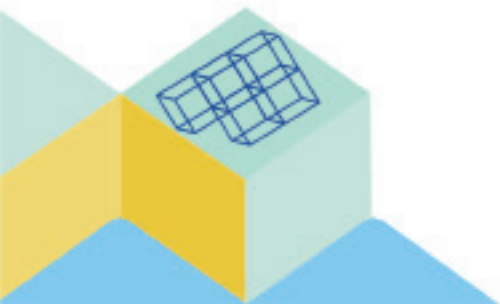
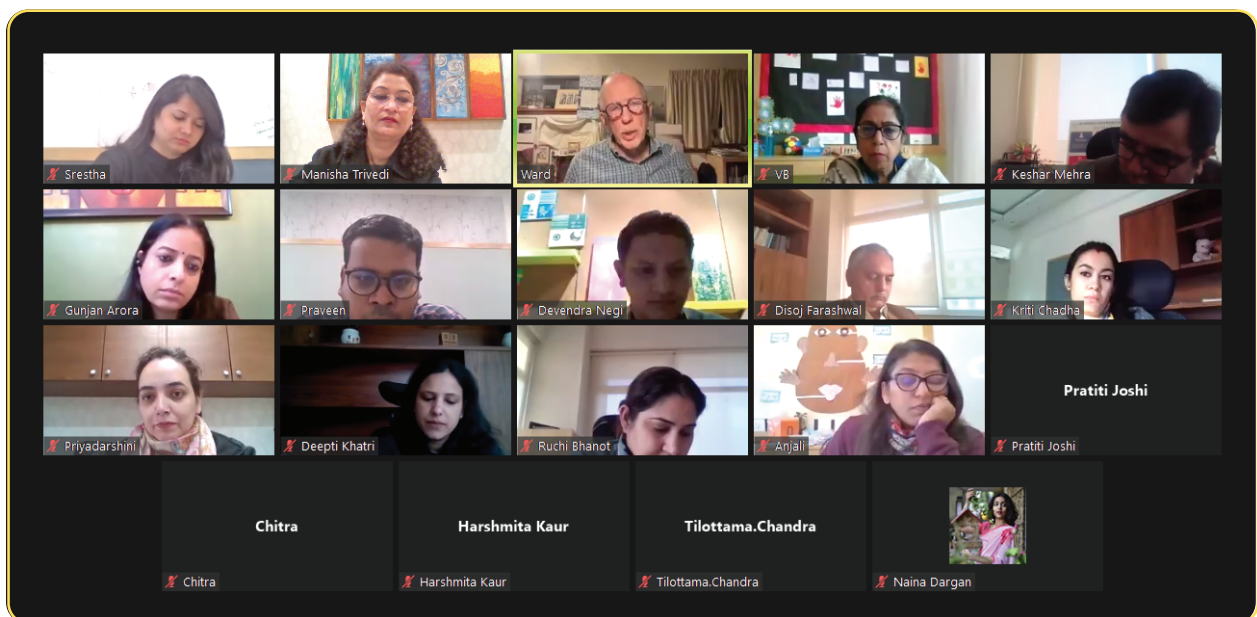
Learners musing is a session of dialogue that takes place every month with Sadanand ji. During these sessions, the entire staff members from the academics and administration team involve themselves in some interesting discussions.

This month, the focus was to explore ‘different dimensions of Conversation’. The participants were divided into smaller groups for an exchange of dialogues wherein they shared about what all are the aspects of ‘culture’, it means for them to have a set vocabulary, spirit, system, or ritual at their workplace and otherwise as well.



Discussions play a vital role in understanding one's thoughts or perspectives and the key factor in any discussion and conversation is listening skills. The best part about these sessions is that each member within the group gets a chance to share at least one takeaway from their smaller group discussion. Post discussion, the participants engage themselves in asking questions of clarity from their peers or Sadanandji.

One of the highlights of 'Learner's Musing' is that it created a ripple of thoughts amongst all that what kind of culture they would want to pass on to our young learners or whoever would join The learners' community. With a belief that 'children become the adults they live with', everyone was compelled to think over the aspects of culture which would help them create a generation of compassionate and empathetic beings. Like every other session, this session also involved a lot of introspection which we all must keep doing regularly.



Children's Day

To celebrate the childhood of our learners, we at Learner's International celebrated Children's Day. It was combined with International Children's Day. Our primary learners had a lot of fun at the Well-being session for the day. There was a series of activities planned. They walked into the class and actively engaged in hurdle games with hula hoops, hop bouncies and mindful gazing with meditation pebbles. We ended with a party of music, balloons, laughter, joy and happiness all around.



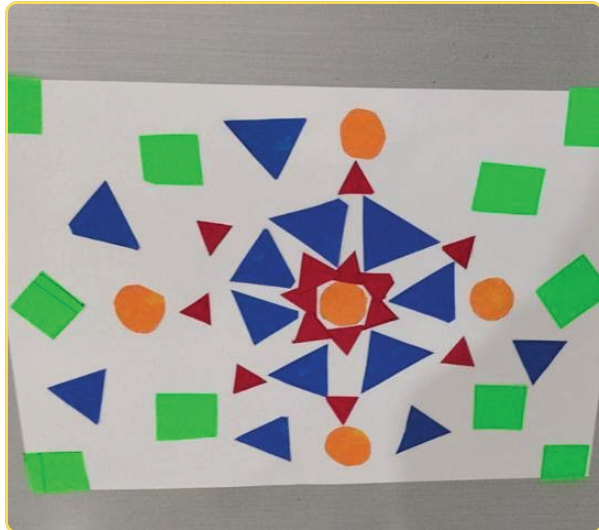
GLIMPSES OF LEARNERS' CREATIONS

Wall Hanging and Bookmark





Rangoli using different shapes



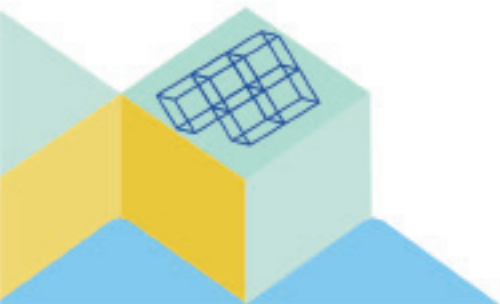
Lantern



Garland from paper leaves and flowers



Greeting card and Diya making from dough



Greeting card for Diwali



Bookmark



Ravana stick puppet



Paper pasting and colouring



Bookmark






COMMUNITY VOICES


Learners' Voices

On asking “How do you feel coming to school?”,
we got the following responses from our young learners:




“I like going to school. I have got my friends and I am not getting bored. I love playing there and I like Pratiti And Anjali Ma’am a lot.”

- **Abisha, Nursery**



“I feel good. I love the activities at school. My friends are Anisha and Prisha with whom I love spending time.”



- **Anahita, Nursery**



“I like to go to school. It is so yummy to go.”


- **Yuvraj, Nursery**






“I feel good as I meet all of my friends at school. We connect to teachers faster than online. I play with my friends and I feel happy learning too.”

- Lubhani, Grade 2



“I feel excited going to school. I meet my friend Kiaan and do lots of activities together. I love going to the playground in the school.”

- Tarun, Kindergarten



“I don't like online classes. I feel excited to go every day as the school has a toys room, Montessori lab and I can play in the Park. I like to do crafts and draw. Chitra Ma'am helps me to read new words, she never scolds me. Chitra Ma'am taught me so many new things, she sits patiently and listens to me.”

- Kiaan, Kindergarten



PERSPECTIVE FROM PARENTS

Question: According to you how the shift from online to offline learning has brought a change?



“Daily routine of these young students has gone for a toss for last 2 years. Thanks to Learners International School for allowing kids for offline classes with proper security measures in place. A dazed and confused look staring at the screen is now replaced with a happy child who is excited to meet his facilitator. I am happy to see Kiaan’s bond with his facilitator and his friends in school. Though online education is here to stay the school’s efforts to juggle both ways online and offline are seamless. I acknowledge how beautifully the school has managed to help these students and parents in this arduous time.”

- Ms. Vandya Singh, Kiaan Singh’s Parent





“In my opinion, offline classes are the best mode of education. My daughter interacts with other students and teachers and she can understand the concepts easily and clear her doubts too. Concentration level and competition level also increase and are helpful to build up physical strength as well.”

- Ms. Anjali Goyal, Lubhani's Parent



“Yuvraj feels good when he goes to school daily, my son also feels special...and one thing is important that I saw change in my kid is his developed vocabulary and ability to create sentences himself.”

- Ms Sudha, Yuvraj's Parent





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