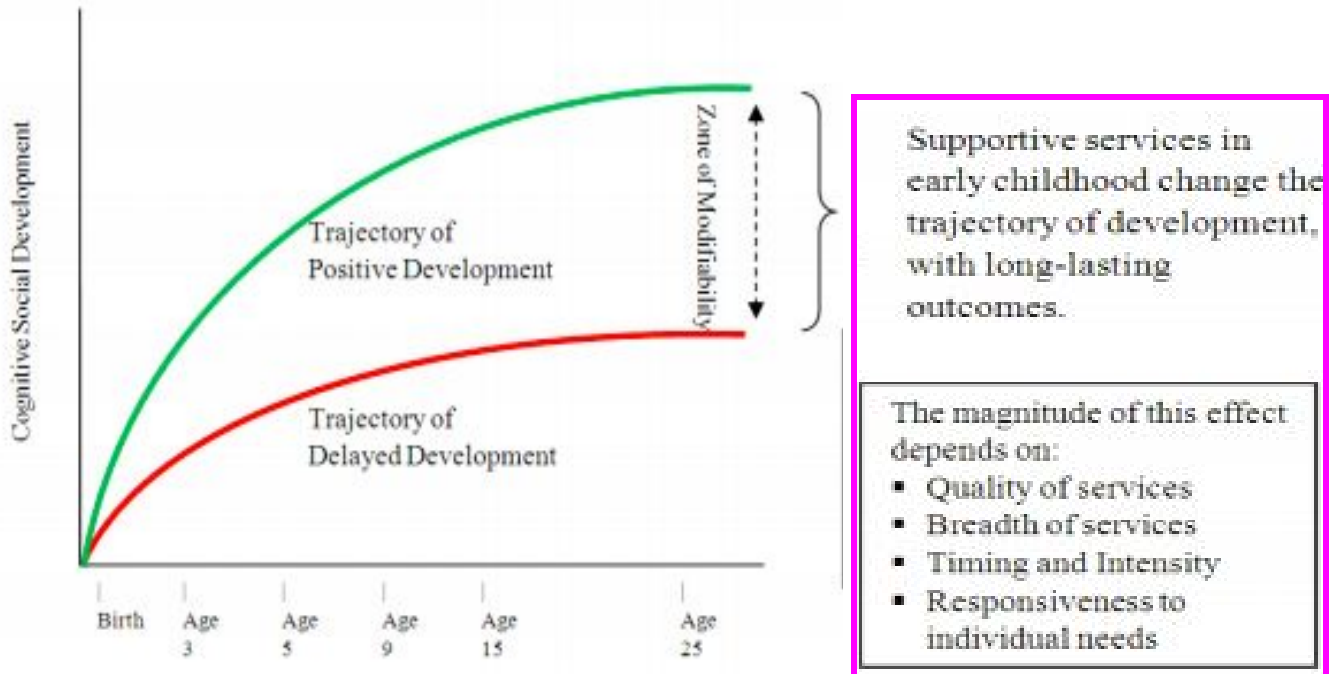# AKSHAR ARBOL
INTERNATIONAL SCHOOL

THE AAIS LEARNING FRAMEWORK
EARLY LEARNING CENTRE

"Anything that is worth teaching can be presented in many different ways. These multiple ways can make use of our multiple intelligences".
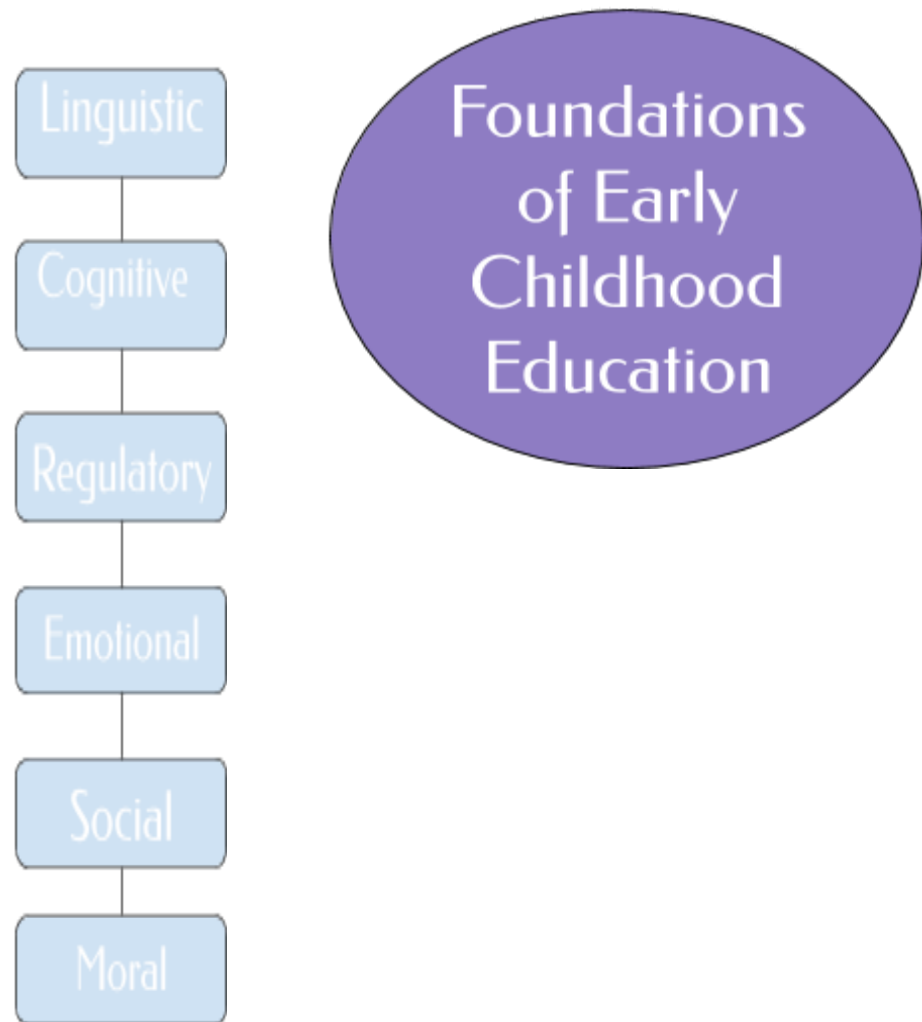
- Howard Gardner

Figure 1: Trajectory of Development

Source: *No Wolves Along the Way: towards a national ECD model in Kyrgyzstan, Hugh McLean & Rakhat Orozova, UNICEF, 2009)*

At AAIS, the Early Learning Centre is a group that has been top-most in our minds. For this section of the School, given the age-group and the nature of learning, we had continued to keep in focus, our long-term, medium-term and the short term response to what the COVID crisis would mean. Our approach has not been a short-term response, rather, it has been a long-term and systematic approach, considering the long-lasting outcomes.

Linguistic

Cognitive

Regulatory

Emotional

Social

Moral

Foundations of Early Childhood Education

We revisited our Early Learning Programme, in order to examine it in the context of the scenario that the pandemic has presented, and asked ourselves several questions: *What does our learning look like? How do we as educators, reimagine this, when virtualized? What is it that students in Early Learning must learn, with the core areas of **Social & Emotional Learning; Speech & Language Development; Cognitive Development; and Motor Development**? How can learning continue **"within"** and **"outside"** of classrooms? How can **routine & repetition,** which are key for this age be , begins with knowing where they must place their belongings, when they could eat, begins with the Circle Time...and moves into the various activities set out for the day.*

Core Areas of the AAIS ELC Virtual Learning Programme

Each pillar in the Framework of the AAIS Early Learning Programme was revisited and reimagined for the Virtual world.

The cornerstones of the ELC Programme continues to be :

Teaching & Learning

- ❖ Social & Emotional Development
- ❖ Speech & Language Development
- ❖ Cognitive Development
- ❖ Motor Development

Space

- ● Active Learning within and outside of virtual classes.
- ● Social Interactions with peers & teachers

Time

- ● Routine
- ● Stability
- ● Reinforcement

Assets

- Range of resources & manipulatives
- Ease-of-access
- Safe
- Device Equity

ENSURING CONTINUITY IN LEARNING

THE AAIS VIRTUAL LEARNING PLATFORM

SYNCHRONOUS   **ASYNCHRONOUS**

VIRTUAL CLASSES FOR EARLY LEARNING CENTRE

Time per Week for Synchronous Classes	Approx. 3 - 5 hours
Time per Week for Asynchronous Work	Approx. 5 - 8 hours
Office Hours of Teachers	Approx. 5 hrs/ week
Weekly Meetings with the Homeroom Teacher in Small Groups. *Work & Learning is uploaded & documented on Google Classroom*	

THE AAIS READINESS PROCESS

Email No	Subject	From School	Action from Parent on or before
1	● Creation of Gmail for Google Classroom sign up ● Calendar for June & July	Immediate	Monday, Jun 8
2	● Google Classroom sign up	Wednesday, Jun 10	Friday, June 12
3	● Details on Supplies	Thursday, Jun 11	-
4	● Timetable & Class Schedule	Friday, June 12	On Google Classroom.

5	● Contact details for communication	Monday, June 15	-

THE ROLE OF THE PARENT

As Parents, please

- ❖ Co-create a designated "workspace"
- ❖ Go over plans & schedule, each week
- ❖ Facilitate attention during Synchronous sessions
- ❖ Assist in gathering resources.
- ❖ Set routine for
  - ➢ Sleep
  - ➢ Meal times
  - ➢ Play time and other activities
  - ➢ Family time

- ❖ Be
  - ➢ Supportive
  - ➢ Understanding
  - ➢ Patient
  - ➢ Encouraging