



Learning@ TWS The Early Years

A journey of discovery and
amazement!





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A community-driven learning journey

EMPOWERED STUDENTS

A safe, holistic environment empowers children by developing the whole child through fun, hands-on, academic, socio-emotional, cognitive, adaptive, cultural, and physical activities

GLOBAL CURRICULUM WITH LOCAL ROOTS

Based on the renowned Finnish educational system, integrated with global best pedagogical practices, and aligned with local values and requirements

PERSONALISED LEARNING

Guiding students by enhancing strengths and supporting challenges

LEARNING THROUGH PLAY

Play allows children's creativity to flourish and for them to develop social skills through collaborating

TEACHERS AS MENTORS

Encouraging them to think freely and empowering them to develop professionally

MINDFULNESS

A mindful school culture teaches children to direct their attention to the present moment and focus on emotional balance

READINESS FOR THE FUTURE

Competency-based approach to curriculum and learning develops 21st century skills for life

ENCOURAGING CURIOSITY AND INQUIRY

Move away from rote learning and encourage children's deep sense of curiosity and inquiry to drive a love for learning and exploration



A Love for Learning

Through their journey, children are prepared for future education by developing in them a confidence and a love for learning.

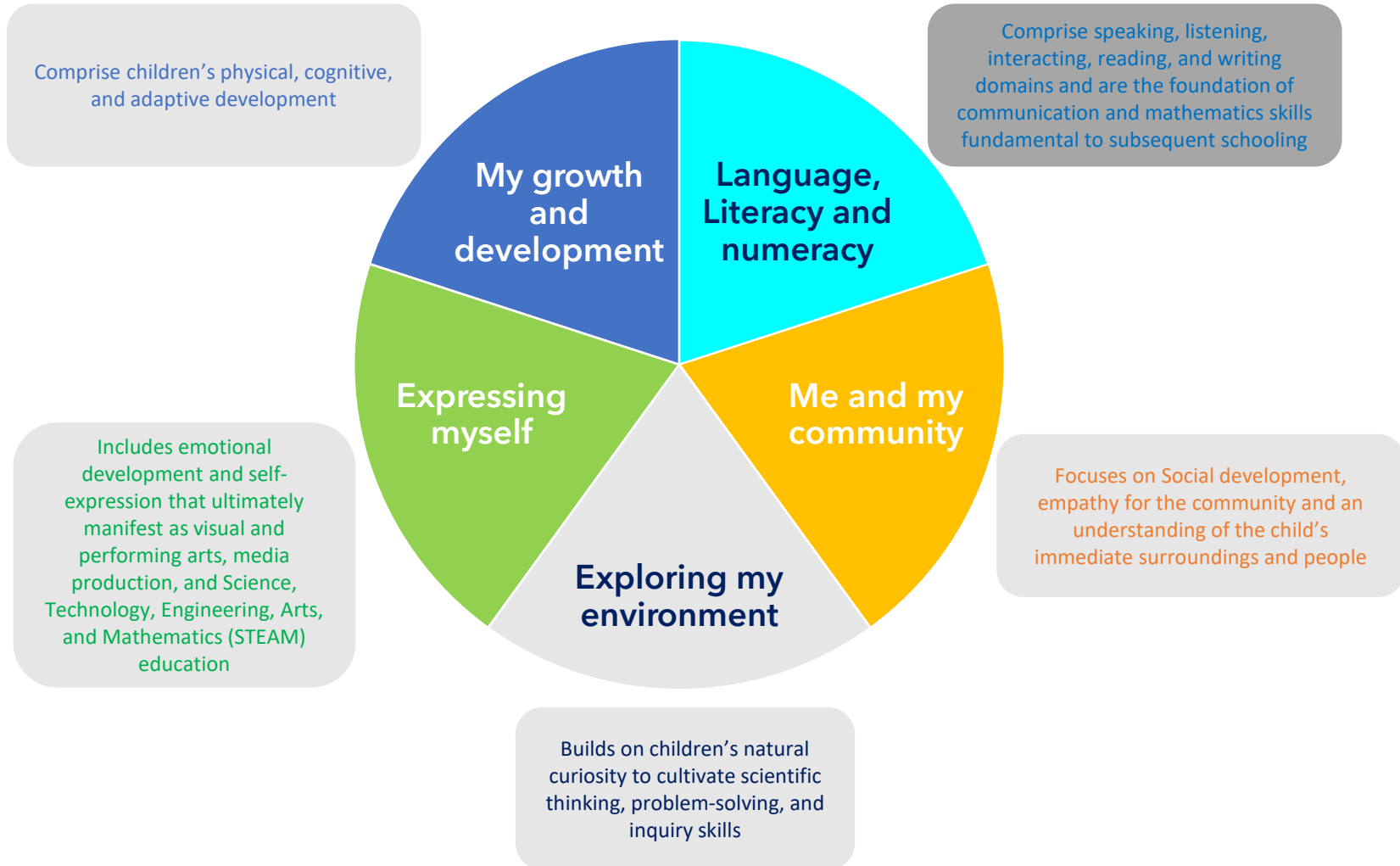
This is achieved through the implementation of Areas of Learning and competencies highlighted in the IB curriculum and implemented through the Happiness Methodology.

Our teachers provide a safe environment conducive to learning, encouraging inquiry and storytelling, the use of creative toys, and the explicit teaching of literacy and numeracy skills with a fun, play-based approach.

Our educational mission is to support each child's learning, social and emotional development, and wellbeing in cooperation with his or her family.



Early Years Areas of Learning



Understanding the child's development

There is clear scientific evidence that children develop the most rapidly in the early years of their life. The importance of a positive emotional, social and physical learning environment must be given utmost attention. Early childhood (2 - 5 years) is when children establish basic habits and routines. They practice increasing independence and begin to establish themselves as learners and future citizens. Embedding the right values and mindset at this young age is imperative to future learning.





A child who grows up without fearing mistakes reduces their stress and opens the gates to creativity and bold education where children can question and innovate safely.

Our children know that it's okay to make mistakes and that learning from mistakes is key to development. The science of neuroplasticity - the idea that brain architecture changes in response to repeated stimuli - shows that making mistakes is actually an essential part of learning. A child who never takes risks rarely makes mistakes, reinforcing behaviours and neural pathways.



Children at the centre of everything we do

Our approach is inspired by the Montessori, Reggio Emilia, and Finnish Early Years philosophies and blended with global best practices. We believe that a child's mind has a huge capacity to learn by taking in information from interactions with others, to understand their place in the world. We bring all of this together with conscious mindfulness. Rather than fighting for children's attention, mindfulness gives teachers the means to guide children.

Children begin to establish their identity and place in the world through a perspective consisting primarily of 'me and my immediate surroundings'

Children develop into confident, independent learners who learn by exploring the relevance of the world around them. The questions below are central to learning in our Early Years and are the fundamental 'know thyself' grounding which equips each child for his or her own unique educational journey

Who am I?
What are my passions?
How do I fit in?
Where am I going?
When am I happiest?



A supportive, mindful culture

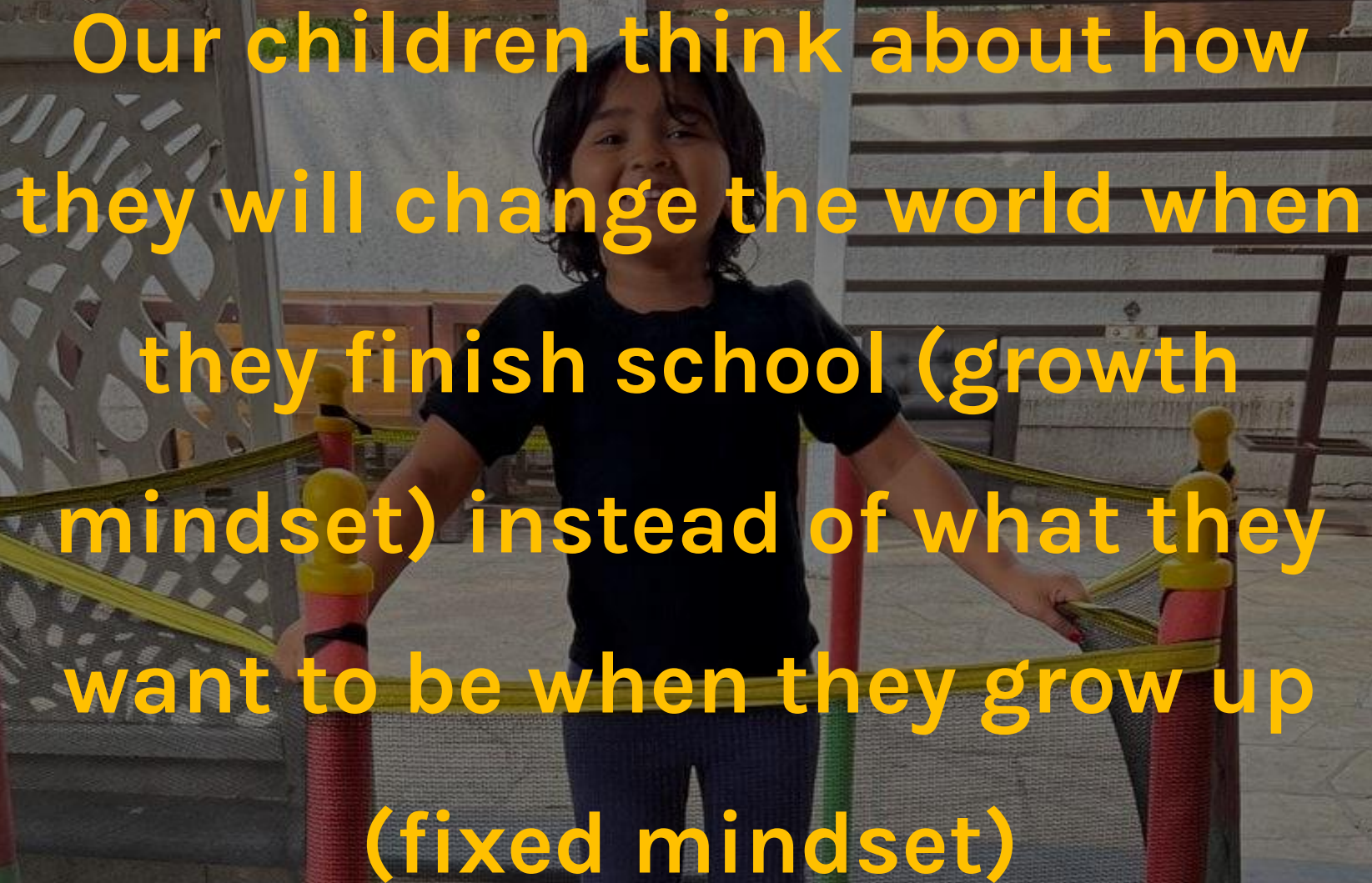
TWS promotes a culture based on the ideals of respect, open-mindedness, and sustainability. Respect for oneself, respect for other peoples and cultures, and respect for one's surrounding environments guide interactions among all members of the school community: staff, students, and families.

When children feel supported, they will be bolder. They will share their strengths, struggles, ideas and feelings as part of a collaborative team when they feel supported by a community of people mindful of each person's individual contributions to the community.



Innovating requires the security of a supportive and collaborative community to try new ideas and step out of one's comfort zone.

Ultimately, each student is empowered only when they have developed the confidence to their own future. The confidence is built on experiences of boldly taking calculated risks and working collaboratively to create innovative solutions to complex problems.

A young child with dark hair, wearing a black t-shirt and blue pants, stands on a trampoline. The trampoline has a red safety mat and yellow safety straps. The child is looking towards the camera. The background shows a play area with a wooden lattice fence and a building with horizontal wooden slats. The text is overlaid in a bold, yellow font.

Our children think about how they will change the world when they finish school (growth mindset) instead of what they want to be when they grow up (fixed mindset)

Multi-Age peer learning

Our curriculum is designed as a continuum of learning, which describes the Areas of Learning and core competencies students will encounter during a particular range of ages or grades.



Multi-age student groupings empower students to learn at their own pace, instead of being restricted solely according to their age.

Children in a multi-age class will not progress at the same rate through all parts of the continuum of learning at the same time.

Younger students learn by observing, mimicking, and collaborating with older peers. Older children develop leadership skills and personal responsibility habits. This approach to student grouping fosters development of the values of empowerment and collaboration in all children, and it is fundamental to our philosophy of growing independent and interdependent children.



A typical day at TWS

ARRIVAL



"I look forward to being in school"

CIRCLE TIME



"I feel safe to share my feelings here"

TEACHER-LED ACTIVITY



"I feel free to express myself"

HANDS-ON ACTIVITY



"I enjoy working independently"

FREE PLAY



"I learn while I play, I play while I learn"

EATING TOGETHER



"Eating with my friends is an enjoyable experience and an experience to learn something new"

DISPERSAL



"I feel seen and valued"

Other Early Years Activities



DISPLAYS OF CHILDREN'S WORK

"I feel proud of the work I do and can't wait to show my parents"

READING CORNER

"Our reading corner has interesting books for me to read and a cosy little tepee to curl up in"

FIELD TRIPS

"Field trips are fun and exciting. I always look forward to them"

READING AT HOME

"I read the books my teacher told me about and share it with my parents and friends."

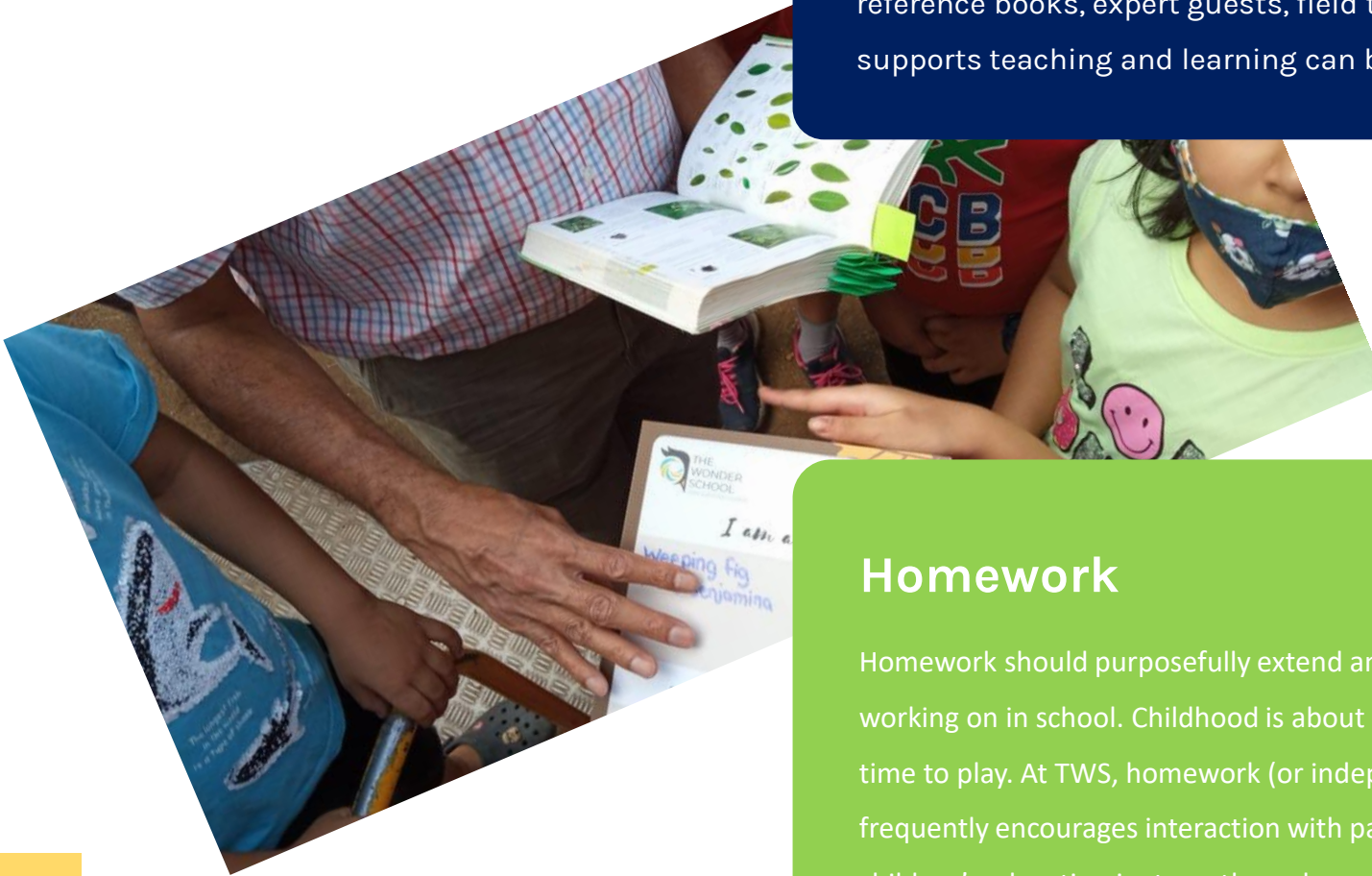
ASSESSMENTS AND FEEDBACK

In the Early Years, most assessment happens via observation. Supported by the IB early years curriculum our Early Years Facilitators can follow the steps of progression in various subject and skill areas. They can identify if they see evidence or lack of related to a certain outcome. These outcomes have an approximate age range and should be used as an informative guide only. They are not intended for assessment or for comparison against other children because each child grows and develops at a unique pace.

Books and Homework

Books

Instead of dictating what happens in a classroom, textbooks are used as a resource to facilitate teaching and learning along with multiple other resources in various formats: hands-on activities, audio-visual media, reference books, expert guests, field trips etc. Anything that informs and supports teaching and learning can be thought of as a resource.



Homework

Homework should purposefully extend and reinforce what students are currently working on in school. Childhood is about more than just schoolwork; children need time to play. At TWS, homework (or independent work) is kept to a minimum and frequently encourages interaction with parents so that their engagement in their children's education is strengthened.

Child Wellbeing

Physical Education

Physical education is integral to good overall development of the student. Children learn to follow directions and rules. They learn the art of teamwork and turn-taking. It is important that mentors plan activities throughout the year that focus on different areas of physical development (balance, locomotor and manipulative skills). The goal is that activities provide all students with opportunities to participate and succeed and support children's wellbeing and functional capacity.



Student well-being is always first. Physical, mental, emotional, and social wellbeing are critical to each child's growth and learning potential.

Child Wellbeing

Holistic Meal Program

Our holistic meal program is led by a Harvard-trained Health Coach. Healthy meals are provided thrice a day (breakfast, lunch and snack). Fresh fruits, healthy snacks and hydrating refreshments are available to the students at the school pantry through the day. The school has a large outdoor dining area where children eat together and learn table manners during the dining hours. Each family has a consultative session with our health coach to create a custom meal plan for each child that addresses the nutrition requirement, dietary concerns and preferences of the child.



Child Wellbeing

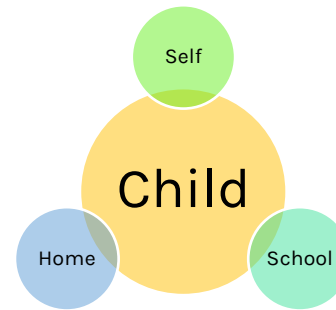
Emotional Wellbeing

Each child works closely with a Learning Coach who enables experiences that inspire Social Development (Community projects, Kitchen gardening, environmental drives, learning about your roots), Emotional Development (Multi-age classes, Buddy Program, Art and Play curriculum) and Personal Development (Mindfulness curriculum, Growth Journal, reflective time)



Parent Partnership

Every child's education is built upon three main pillars of support: the child, the school, and home. To become an independent lifelong learner, a child must understand their individual identity as a learner, and Parent-school partnership puts the child as the centre of the education process.



Our active **Parent-on-Campus Program** enables parents to engage in the learning at school and contribute to their own child's as well as the school's growth and development

Apart from Parent community engagement, parents are invited for **Formal Learning Reviews** of their child at four distinct times through the academic year -

- **'Know-Your-Child' Session** at the beginning of the year with the Learning Coach
- **Three Quarter-end reviews** with the child and Homeroom Teacher
- **A Year-end review** with each child's Learning Coach, to review progress of the past year's learning goals and set new learning goals for the coming year.

Teachers as Mentors

Our facilitators mentor and teach with confidence, enabled through teacher training leading to a change in mindset and greater autonomy in the classroom.

Our teachers engage in deep and continuous professional development to equip them with techniques and tools to focus on a child-centric approach to education, leading to personalized learning paths for each child.





With a teacher-learner ratio of 1:10, teachers are empowered with the autonomy to plan and teach according to a student's personal development and are provided with the necessary tools to ensure this happens.



Collaborations and Affiliations

At TWS we go beyond academics and integrate skill building and mastery in all aspects. We believe that if a student wishes to pursue an art form as a career in future, they should be equipped with all the proficiencies required to progress and achieve in the field. Our Wonder & Play (WAP) Program aims to help students develop proficiency in Dance, Music, Sport, Theatre and Fine Art. Each of these programs is led by experts and professionals from that field who lead the children through a journey from discovery to mastery and pre-professional level certifications.



Hrishikesh Pawar

Artistic Director at Centre of Contemporary Dance, expert in Kathak, Contemporary dance forms, founder of HDC



Harshi Kapadia

Founder of Varso Heritage Design Studio, Painter, Sculptor, Specialist in Indian Heritage Art forms and its impact on society



Ryan Roy Shah

Director at Pune Pioneers Football Club, Director of Sports at The Wonder School and Core Team Member at Association of Indian Football Coaches



Suchita Kudale Motwani

Founder of Entre Nous Events, Theatre Personality and Facilitator for Drama and Language Art forms



Prafull Jadhav

Founder of Swaraas Academy of Performing Art, Receiver of the "Sinhgad Karandak", "Firodiya Karandak" and many more state and national level competitions



Art Studio sponsored by Pidilite

TWS has the first in the country Pidilite-sponsored Art studio



CHANCHALATAI SANDEEP KODRE SPORTS CLUB

Multi-sports Infrastructure

Our Integrated sports curriculum is supported by state-of-the-art infrastructure and coaching talent by CSK Sports Club Mundhwa



Freekick Football Factory, Mundhwa

A professional Football and Cricket pitch for pre-professional level proficiency building



Sports as an integral part of learning

TWS offers the first sports integrated curriculum in the country. We collaborate with **Chanchala Sandeep Kodre Sports Complex Mundhwa** and **Freekick Football Factory Mundhwa** to bring state-of-the-art sports infrastructure for our students. Apart from our Football team that is affiliated to **Pune Pioneers Football Club** and **Association of Indian Football Coaches**, sports at TWS also include cricket, badminton, basketball, tennis, squash, table tennis, volleyball, chess, carrom and martial arts. Additionally, through our Experiential Learning Capsules students are also exposed to specialised sports including everything from rock climbing, ultimate frisbee to horse riding and mountaineering.



Community cooperation

Every child's education is built upon three main pillars of support: the child, the school, and home. To become an independent lifelong learner, a child must understand his or her identity as a learner. Teachers are the primary point of contact at school because they interact with students and observe each child's thinking and learning on a daily basis. This intimate knowledge of a student's learning complements parents' insights into that child's preferences, tendencies, personality, interests, talents, and aspirations; therefore, cooperation between teachers and parents are essential to support a child's progression along his or her educational journey.

We believe that each child has their own unique talents, aptitudes, attitudes, and challenges, all of which shape how they learn



Letting children lead their learning

- A story from our pre-primary classroom

Good Morning kids!! I enter my classroom meeting and see my little ones eagerly ready to start the day. As a teacher, it is a brand new day in my Lower Preparatory class and I have a solid lesson plan in my mind. But are things ever that easy? Suddenly, I see Kabir has a story to tell about his favourite peppa pig toy and wants to talk about his drawings. We listen to his detailed story and all of a sudden, my 3 year old Yuvi wants to see dinosaurs. Before I can fulfil that wish, Veda wants to dance to her favourite song. I wrap up my head about the lesson plan for numbers and we start off with a peppy numbers song with dinosaurs in it!

Ahha! I think I just saved the day, when suddenly the young curious minds want me to tell them a story. Slowly but steadily, I build a story with the community helpers in mind, to educate the kids about them, which is my theme of the week. The day goes on quite successfully, even though I may have not done the pen and paper work like a conventional school, but I have sowed the seeds of the concepts I wanted to teach in the class.

Every day is a new learning, where my kids' choices guide the tone of the day and I take the lead from there as we begin the adventures there on. Sometimes, we reach dinosaur parks and sometimes we visit Old McDonald's farm. Or we sit together and make clay castles and play with our cube robots. Our adventures never end when the class ends - they begin and build every day.

It may seem like an unconventional class, but giving the children the freedom to speak and the power to choose helps me in the long run to make them trust me. It is easy to help them learn if they trust you and connect with you. Now, they wait for the class to begin everyday and my favourite sentence is – “Pree...I want to tell you something” What's more? Even the youngest of the lot are interactive! The conversations and learnings then blend together seamlessly.

Every school teaches, but it is how the children learn that makes the difference in the child's education. At TWS our job as teachers is to empower the children to create their own paths and support them on their journey.



Sustainable Impact

Learning through and with the community is a prevalent practice in many progressive countries like Finland, Sweden, Singapore - and closer home - the Indian gurukuls.

They have a proven track record of creating professionals in areas of science, business, governance, sports, arts, medicine and design who are successful but more importantly are focused on making long lasting impact in their communities.

At TWS, we are pioneering the task of bringing back the concept of community, and its impact on growing happy independent and empathetic changemakers!



To begin your learning journey
with us...

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Visit www.thewonderschool.in



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