



SCALING IMPACT OF A PLAY-BASED CHILD-TO-CHILD APPROACH TO MAKE PRE-SCHOOL TO PRIMARY SCHOOL TRANSITION FUN AND INCLUSIVE

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جامعة المالديف الإسلامية
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THE AGA KHAN UNIVERSITY
Institute for Educational Development



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UNIVERSITY OF COLOMBO



CURRICULUM ANALYSIS WORKSHOP REPORT AND FINDINGS

Wednesday, 13 November 2024

Islamic University of Maldives

SIPCA Team, Maldives



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Canada 

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Disclaimer

The views expressed herein do not necessarily represent those of IDRC or its Board of Governors.

INTRODUCTION

The Curriculum Analysis Workshop, held on 13th November 2024, brought together a diverse group of curriculum developers, teachers, lecturers, and education development officers. The primary aim of the workshop was to address the critical transition phase from pre-school to primary school by identifying and bridging curriculum gaps. Through a series of interactive sessions and collaborative activities, participants explored current practices, pinpointed misalignments, and developed strategies to create a more seamless and supportive educational journey for young learners.

OBJECTIVES OF THIS WORKSHOP

By the end of the workshop, teachers will be able to:

- Identify the misalignments in early primary and preschool curriculum
 - Understand how misalignments between pre-school and primary school curriculum can affect students' social, emotional, and academic development
 - Discuss and suggest ways how the gaps identified could be addressed
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PARTICIPANTS

17 participants (Stakeholders and preschool teachers, teacher educators)

AGENDA AND ACTIVITIES

Welcome and Icebreaker (9:00 – 9:15 AM)

Activity: “Through a Child’s Eyes”

Participants imagined themselves as children transitioning from pre-school to primary school and described their feelings and needs. Common themes were identified and discussed to relate to the workshop’s goals.

Needs Identification (9:15 – 9:30 AM)

Activity: “Exploring Current Practices and Expectations”

Groups discussed current practices, expectations, and challenges in the pre-school to primary school transition. Creative displays of these points were shared and common challenges were noted.

Connecting to the Workshop’s Purpose (9:30 – 10:00 AM)

Activity: “Transition Journey Mapping”

Participants created timelines of a child’s journey from pre-school to primary school, identifying key curriculum points and misalignments. Group presentations sparked discussions on common challenges.

Bridging the Gap (10:00 – 11:50 AM)

Activity: “Curriculum Crosswalk”

Groups analyzed pre-school and primary curriculum documents, identifying learning objectives and teaching methods. Misalignments and gaps were marked and discussed.



Lunch and Prayer Break (12:00 – 1:00 PM)

Identification of Misalignments and Gaps (1:00 – 2:00 PM)

Activity: “Gap Wall”

Groups displayed their findings on a gap wall and presented their work. Discussions focused on significant misalignments and potential reasons behind these gaps.

Closure Activity (2:00 – 3:00 PM)

Activity: “Reflection and Sharing”

Participants shared their views on addressing the identified gaps. Key ideas and suggestions were recorded and highlighted.

KEY FINDINGS

Curriculum Misalignment:

Significant differences were noted between the pre-school and primary school curricula, particularly in the areas of literacy and numeracy. Pre-schools often emphasize play-based learning, while primary schools expect foundational literacy and numeracy skills, leading to a gap in readiness.

Varied Skill Levels:

Children enter primary school with varying levels of literacy and numeracy skills, which can create challenges for teachers in addressing diverse learning needs within a single classroom.

Teaching Methods:

The shift from play-based learning in pre-school to more structured lessons in primary school can be abrupt for children, affecting their social, emotional, and academic development.

Resource Availability:

Limited resources and materials to support play-based learning in primary schools were identified as a challenge, hindering the continuity of effective teaching methods.

Teacher Training:

A need for professional development and training for teachers to effectively manage the transition and address the diverse needs of students was highlighted.

OUTCOMES

The results of the aforementioned discussions are as follows:

Successful Identification of Gaps:

Participants effectively identified and discussed significant misalignments between pre-school and primary school curricula.

Collaborative Solutions:

The workshop fostered a collaborative environment where participants shared best practices and proposed solutions to bridge the gaps.

Enhanced Understanding:

Participants gained a deeper understanding of the importance of curriculum alignment for a smoother transition from pre-school to primary school.



CONCLUSION

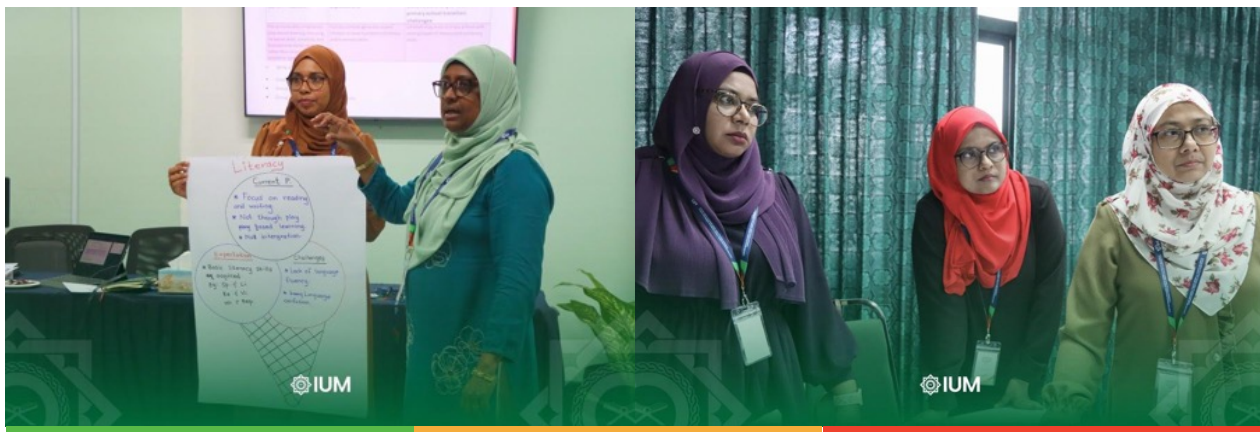
The Curriculum Analysis Workshop was highly successful, achieving its objectives and fostering a collaborative spirit among participants. The insights and solutions generated during the workshop will play a crucial role in making the transition from pre-school to primary school fun and inclusive for young learners. Participants left with a deeper understanding of the importance of curriculum alignment and the impact it has on children's social, emotional, and academic development. The collaborative environment encouraged the sharing of best practices and innovative ideas, which will be instrumental in refining the curriculum materials. The workshop also highlighted the need for ongoing professional development and resource allocation to support teachers in implementing these changes. Overall, the workshop set a strong foundation for future efforts to enhance early education and ensure a smoother transition for all students.





LIST OF PARTICIPANTS

#	Name	Office	Designation
1	Majidha Ibrahim	MoE Policy	Education Development Professional
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3	Shiyama Aboobakuru	NIE	senior curriculum development analyst
4	Nuzuhath Waheed	NIE	curriculum development analyst
5	Aminath Nizna	SA	Education Development Professional
6	Zeena Abdul Gafoor	SA	Education Development Professional
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9	Shimla Ismail	Galolhu School	Leading Teacher
10	Fathimath Ushama	Maafannu Madharusa	Leading Teacher
11	Fathimath Saeed	Falaah	Leading Teacher
12	Fathimath Nabeela	Imaadhuddin School	Grade 1 Teacher2
13	Aminath Meherbaan	Ghazee School	Leading Teacher
14	Aishath Raufiyya	Rehendhi School	Leading Teacher
15	Visama Hassan	IUM Teacher Trainers	Senior Lecturer
16	Khaulath Saeed	IUM Teacher Trainers	Senior Lecturer
17	Hameeza Afeef	FE Teacher Trainers	Senior Lecturer



PROFILE OF WORKSHOP FACILITATOR



Assistant Professor
Dr. Aishath Shina

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