



## **REPORT: TEACHER TRAINING**

<b>Subject</b>	Teacher Training for the initiative " Arts in Education"
<b>Training Date</b>	4 <sup>th</sup> August, 2018
<b>Location</b>	Gandhi Niketan Ashram
<b>Duration</b>	10.00 am – 3.00 pm
<b>Participant Details</b>	19 Teachers from Standard 1-5, 3 – Nalandaway Trainers
<b>Authors</b>	Vidhya T, Uma Viswanathan,

### **Aim of the Workshop**

The training aims to develop artistic and creative skills of the teachers and provide them with the competency to improve their lateral thinking and scope for those who find Art as a challenge. The workshop caters to all aptitude levels and facilitates shared learning among participants.

### **Training Objectives**

- To assist the teachers in understanding the Arts in Education syllabus.
- To assist them in understanding the "Child-Centric Approach" of the syllabus.
- The curriculum enables students to do the activity on their own with minimal guidance
- Assists teachers to transition from the role of a teacher to that of a facilitator.
- Allows more space for them to observe and facilitate as the program is student led and based on group learning.
- Encourages every student to participate
- Links arts and academics

### **Training Model**

A 1-day training program was conducted for teachers to help them become better facilitators at Arts in Education. The training has four components –

- hands-on experience of the Arts in Education curriculum activity,
- basic art session learning how to draw simple stick figures
- understand the technique of using arts materials like paint etc.
- a role play to unravel the different problems in the class rooms and solutions to address them

There was enthusiastic participation by teachers. A baseline survey was also administered to teachers. 19 teachers were part of the training program.

### Activities

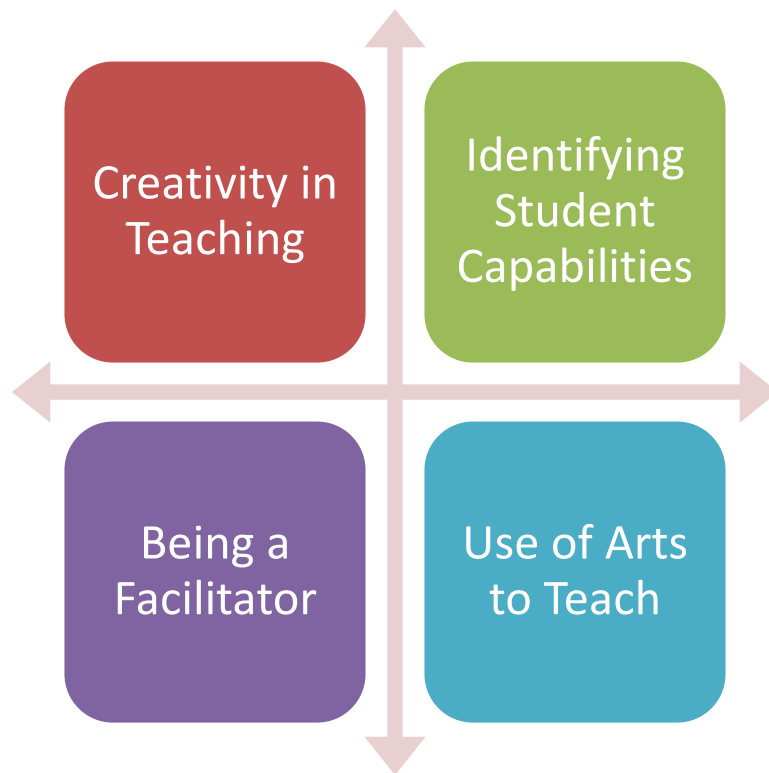
An introduction ice breaker, where the teachers were required to introduce themselves and share 3 qualities about themselves which had two truths and a lie, the other teachers have to identify the lie which they mentioned, this was done to help the teachers listen and know their peer teachers better also feel comfortable and interactive with the trainers.



*Introduction by Nalandaway trainer*

### Baseline survey

A baseline survey was conducted for the teachers. The survey results will help us develop customized mentoring plan. This survey assesses the teachers in the following competencies:



### NLP Activity

Neuro-linguistic programming (NLP) is an approach to communication, personal development, and psychotherapy. This was one of the activities done for the teachers to use it in their classrooms for the children. Doing these activities will help them improve what they already do now. It is like a brain gym that uses simple movements to stimulate brain function. Teachers were taken outside the training hall and were taught few exercises.



*Teachers performing NLP exercise*

### **Curriculum Activity**

The teachers were divided into groups according to the standards they handled, post which they were introduced to an activity from the syllabus. They were first oriented to the genesis of the curriculum cards – how each grade specific state text book from standard 1-5 was studied, analysed and common themes identified for each standard and subsequently learning objectives set accordingly. A Fulbright scholar from the United States specially trained in integrating arts into education developed curriculum for each standard. Each standard gets 20 learning cards per academic year. In every card there is an art activity by doing which students learn a concept in science, develop vocabulary or enhance mathematical skills.

While doing the specific art activity, there was emphasis on the process- pre activity discussion, activity and post activity discussion. The teachers during the post activity discussion offered explanation and the learning outcomes from the activity.





*Nalandaway trainer explaining the process of the AIE sessions*



*Standard 4 teachers working on the given activity card*



***Teacher's art work displayed at the venue***

Post lunch, a small ice breaker activity was done. A movement based group activity which the teachers can use as a class management technique in their class rooms.



***Trainer conducting the Elephant game for teachers***



## Perspective communication

Few famous Tamil proverbs were written in a chit and were given to each group. They were asked to discuss in their groups and come with the meaning. Each group explained the meaning of the given proverb and other groups add their views on it. This activity was done to make the teachers understand different perspectives each of us have and likewise children also have different perspectives and we need to be conscious about it and encourage their difference.



*Nalandaway trainer conducting perspective communication activity*

## Arts and me

The teachers were taught some basic art techniques to help them conduct the Art in Education classes. Techniques on drawing human figures or animals through stick figure concept were taught as it involves only lines, curves and dots. Warli art was also part of this session. Warli painting is a style of tribal art mostly created by the tribal people from the North Sahyadri Range in India. These rudimentary wall paintings use a set of basic geometric shapes: a circle, a triangle, and a square. These shapes are symbolic of different elements of nature. The circle and the triangle come from their observation of nature. There was a session on colour mixing and colour wheel. The teachers were given water colours and were asked to mix primary colours to form secondary colours. This would help them understand colour basics and usage of paint and brush.



*Nalandaway Trainer explaining the Scribble art concept*





*Teachers enthusiastically mixing colours*

**Excerpts from Feedback session:**

- The teachers felt that the training helped them shed their inhibitions and would help them approach the children in a friendly way.
- The teachers felt that the training helped them explore their creativity and revisit their childhood.
- Ice breakers, Role play, curriculum related activities were some of the common activities the teachers enjoyed.



*Happy group picture of the teachers after the training*

**Schedule :**

S.No	Activity	Duration
1	Nalandaway Introduction	10.00 - 10.15 am
2	Baseline Survey	10.15 - 10.40 am
3	NLP Activity	10.40 – 11.00 am
4	Tea Break	11.00 - 11.20 am
5	Curriculum Activity, Discussion & Process	11.20 am- 12.45 pm
6	Lunch Break	12.45 - 1.45 pm
7	Energizer	1.45 - 2.00 pm
8	Perspective communication	2.00 – 2.30 pm
9	Art Session	2.30 - 3.00 pm
10	Closure & Feedback	3.00 - 3.30 pm

**Participants List:**

S.No	Teacher Name	Standard	Section
1	S. Pushpam	1	A
2	R. Sitalakshmi	1	B
3	R. Seethalakshmi	1	c
4	N. Packiyalakshmi		
5	P. Kanagavalli	2	A
6	S. Kowsalya	2	B
7	M. Vijaya	2	C
8	V. Uma Maheshwari	2	D
9	K.R. Revathi	3	A
10	N. Muthumari	3	B
11	P. Sellamurugan	3	C
12	S. Saroja	4	A
13	K.Vanitha	4	C
14	B. Vimala	4	D
15	G. Vijayarani		
16	V. Muthumari	5	A
17	S. Kaveri	5	B
18	R. Uma	5	C
19	K. Jayanthi	5	E