Sutradhar: Welcome school leaders and teachers. This demonstration is a simulation of how school leaders at block level are discussing the implementation of Foundational Literacy and Numeracy. The school heads belong to elementary and composite schools. They are brainstorming and collaborating on the requirements and implementation strategies for FLN. This discussion also involves the Block Education Officers and the Child Development Project Officer. In this demonstration Jyoti, Anuradha and Nidhi are playing the role of a school leader, Dr. Puja Singhal is playing the role of Child Development Project Officer and Dr. Charu Malik is playing the role of Block Education Officer.

School leader (Jyoti): Namaskar! Welcome to the block level meeting of our school leaders. Today we have school leaders of primary, elementary and composite schools with us. We also welcome our BEO madam and CDPO madam in our meeting. Friends, as we all know, the National Mission on Foundational Literacy and Numeracy has been recently launched in 2021, we have already discussed and read about it in our cluster meetings. So what are your initial thoughts on FLN?

School leader (Nidhi): I think it is a great initiative. For many years, we have seen a deficit in the foundational learning among children of primary schools. So I think, I used to wonder if there can be ways through which we can strengthen foundational learning among the children. Foundational literacy and numeracy is a great initiative in strengthening the learning trajectory of children in their later classes.

School leader (Nidhi): True, and now with the age group of 3-9 years coming in the purview of FLN, children will be equipped with foundational literacy and numeracy from an early age, strengthening their skills, engaging them and making them involved learners through various methods such
as play-way, activity-based and toy-based pedagogies.

**School leader (Jyoti)** – BEO madam, how do you see this convergence between the pre-school units and primary schools?

**BEO:** Yes, See, the developmental goals of foundational literacy and numeracy are known to everybody and these are primarily three in number. One ensuring health and wellbeing of children helping them become effective communicators and facilitating the children to become involved learners and it is believed that foundational literacy and numeracy will greatly help them to do well academically in later grades of primary schooling. In fact the concept of “learn to read, read to learn” is important to understand here, which means that in the early years children will be facilitated and their skills will be strengthen so that they can carry on with their journey of self-directed learning in later grades and I think FLN is a very good mission which is seen as continuum between preschool units and primary schools. So, What do you think CDPO madam?

**CDPO:** Yes madam, FLN is so important that I request to school leaders to communicate and supervise with the school teachers of our area. I also have some self-instructional modules of ICDS that I will share with you and that will improve the understanding of the developmental needs of young children.

**BEO:** Thankyou CDPO madam, we will continue to learn and discuss with you from time to time. Now I would like to ask the school leaders, what challenges are you facing in the implementation of FLN.

**School leader (Jyoti):** Madam, the problem that i am facing is that our teachers are not oriented towards this mission. I have been working with my teachers in enabling them to become the facilitators and not just the teachers. Over the past years, I have mentored my teachers and now they employ child-centred pedagogies and make their classrooms processes interactive and joyful. But we are not aware, how to facilitate children of young age specially 3-6 years. Can we arrange some capacity building programme for the teachers?
**BEO:** Yes, Most definitely.

**School leader (Nidhi):** Yes, I have observed the pre primary classes of my school campus have low enrolment. Parents are aware of sending their children to class 1 directly. They do not understand the important of pre primary education. I think we must hold parent sammelan (conference) in our school campus. We have a big playground in our school there we can accommodate a large number of important village representatives, Panchayati Raj Institutions and parents. We can orient the parents and community regarding the importance of FLN and can encourage them in enrolling the children of age group 3-9 years in pre primary and primary grades.

**School leader (Anuradha):** This is a very good idea. Orienting parents, community, capacity building of teachers of primary and pre-school levels. These are appropriate strategies for achieving the goal of FLN. Since I have been a resource person in my block, I can chalk out an orientation programme whereby teachers of schools in our block can become aware of the pedagogies for children of 3-9 years of age group. We also need to plan resources to make the primary schools become print-rich and toy-rich.

**BEO:** Yes these are very good strategies for achieving the goals of FLN. In fact, not just teachers, I was thinking that we can also have a capacity building programme for school leaders. And under the mission of FLN, we have visualised school leaders as pedagogical leaders. Who mentor and push their teachers on different pedagogies that are employed for building foundational literacy and numeracy skills among the children of 3 to 9 years of age. This can also act up as a followed NISHTHA-FLN mission. Where school leaders collaboratively design and create vision on how to implement FLN in their Schools? how to collaborate with parents, network with system level functionaries and ensure that FLN skills are strengthened among children of 3 to 9 years of age.

**CDPO:** Yes that would be good and I can also come for these workshops.
All: yes

BEO to All: Very well then. Let us collaborate and commit ourselves to achieve the goals of FLN. We must ensure that each child of the age group of 3 to 9 years of age acquire competencies on foundational literacy and numeracy and become prepared to do well academic later grades of primary schools.