

One Step Learning (OSL) Curriculum Philosophy

Educators (All Staff): Required to know and memorize OSL Curriculum elements for competency.

OSL believes that every object and/or activity the educator and children undertake, likely, has two or more of the curriculum elements that can be learned. Repetition, recognition, claps, smiles, commendation for trying, and good job is paramount for our children's progression.

Visualize Curriculum elements, and creatively learn them and teach them in Activity choices.

Teaching and knowledge must be impacted at the time of the activity and/or object is in use. Hands-on curiosity learning approach. Young children are motivated to learn in integrated ways.

Educator must do his/her homework (i.e., creatively figure out through his/her competencies) what elements of the curriculum could be learned from the object and/or activities involved.

For example: our food and hygiene, a ball, coconut, books, toys, things in the garden, birthdays, sleeping/naps, the Events in our Handbooks, festivals, people around us, animals, pets etc.

Curriculum goal elements:

Language, numbers, colours, shapes, hygiene, alphabets, arithmetic, mathematics, science, integration, music, nutrition, health, people, nature, drawings, imagination, manners, life skills, the world around us, community values, education, culture, sharing, roles, & creativity.

Language is critical. At their ages emphasize two to five or seven words that make an English sentence in shapes, alphabets, colours, numbers, science, arithmetic, mathematics, (Example: xxx is yyy; we play/zzz with our feet, hands, parts of the body – their colours, shapes, uses; show me ..., what is that? etc.)

OSL philosophy is that the world around us (objects and activities) can generate 2 to 7 phrases or sentences of learning, when we tap our creativity. Impact knowledge of elements with sentence.

OSL let them repeat the sentences. First as a group, then let them practise individually. We remember everybody should get an opportunity to learn and improve, especially our girls. Seek and motivate the shy boys and girls, and value effort. We allow errors and encourage questions.

The next times around, we repeat that activity or object we learned about. Ask them about the sentences we learned the last times around. We let the children ask questions at every stage.

OSL adores stakeholders: parents, community, donors, partners, volunteers, governments, kids, staff.