



CONGLOM

KINDITY SCHOOL 2019-2020

ABOUT THE ORGANISATION

- Name of the school: **Kindity**
- Location[Country]: **Malaysia**
- When was the school established: **September 2019**
- Teacher strength: **4**
- Student strength: **10**
- Existing grades: **Pre-Nursery, Nursery, Kindergarten**
- Approach [Montessori/Play Way/Combination of both/Others (specify which)]: **Montessori**
- Board Affiliation to: **Cambridge Assessment International Examinations (CAIE) for Year 1 - Year 6**
- Training with RLC from: **2019**
- Number of team members trained with RLC: **7 (Karen, Janice, Mary, Vivian, Marge, Sheila, Juin)**

FEEL

Current scenario in Malaysia -

Conglom is often known as Circle Time in international schools. It is most commonly practised in private/international schools only.

The gap and the opportunity -

- Timetable too noisy and packed - they have considerations for their own internal activities such as prayer times, “spiritual programs”, disciplining, daily announcements. The start of school is focused on getting students in one place before dispersing them to the classes.
- Lack of the homeroom system. Normally subject teachers enter and if class teacher enters it is merely for admin/record keeping thing.
- Every kindergarten does conduct circle time but it is not with the focus towards investments

We experienced -

- That teachers are doing circle time without a purpose or any investment being targeted. The expectations for the children was given by the teacher without first agreeing upon.

IMAGINE

WHAT IF

We **timetabled for relationships** so that children are socially and emotionally ready for learning?

DO

- ▶ **Pre Work**
 - Training with RLC
 - Revisiting through Platform
 - Time tabling
- ▶ **Implementation of the Process**
- ▶ **Post Implementation**
 - Data Management
 - Reflection
- ▶ **Action Plan for the way forward**

PRE-WORK

Process Training with RLC



Workshops



Classroom Observation



Planning



Dry Run

PROCESS TRAINING : WORKSHOPS



Workshops

Mary : The workshop helped to understand the processes and why it was created.

Vivian : I like that the origin of the processes were explained so we know why we do what we do. It would be better if we could also see more samples of these processes that we have learned being implemented in the Pre-K group (2.5 to 4 years old)

Janice: The understanding the origin of the processes were well explained.

PROCESS TRAINING : CLASSROOM OBSERVATION



Classroom Observation

Mary: The classroom observations were interesting. However, at that moment in time it was not easy to imagine to implement in class.

Vivian: I like that RLC are transparent with this and we get to see the actual implementation rather than what we learnt in theory. I was personally very inspired with what the kids at RLC can do, but my hope is still to be able to see also how it is being implemented among the Pre-K students.

Janice: I have been loving the idea on timetabling for relationship-building, the classroom observation was important to understand the importance and the implications. Somehow it was difficult to conduct it for Pre-K students, I would love to be able to have a nature walk with them soon!

PROCESS TRAINING : PLANNING



Planning

Mary: The feeling that I felt at that moment in time was overwhelmed. It was difficult to foresee what will happen in the coming months. What I envisioned was nervousness to bring it to fruition.

Vivian: To be honest, it felt a little stressful at that moment to plan what we need to do for the upcoming few months right there and then, but it does help me with the big picture, and let me know what to expect for the coming few months.

Janice: Understood that conglom is based on development milestones and understanding the needs of the students at the point of time is important, long-term planning isn't possible. It would be helpful if some examples on the goal set for KS1 are given such as regulations of emotions.

PROCESS TRAINING : DRY RUN



Dry Run

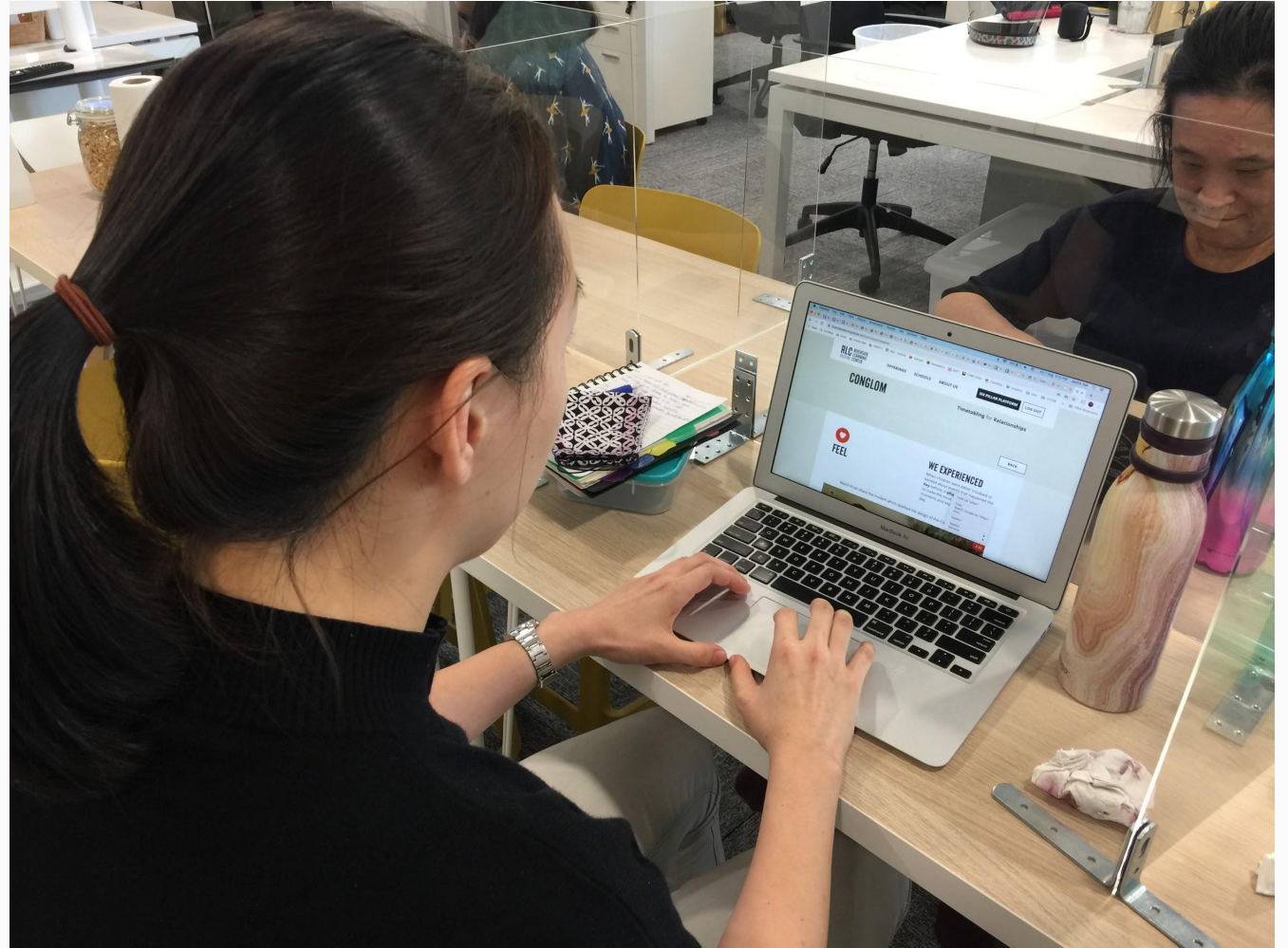
Mary: The dry runs were helpful. It helped to see what changes that were needed. Other than that, it also helped to recall how the lesson would be conducted.

Vivian: Dry run definitely helps as it helps me to move from anxiousness to anticipation. Besides, I always appreciate all the feedbacks given during dry run that helps with my professional development.

Janice: Planning and executing of the dry run was helpful especially after long hours of observing the conglom conducted by other teachers from Riverside School. I always struggled looking for ideas on Cognitive and Social especially during this pandemic and all the SOP in place.

PRE-WORK : REVISITING

- On returning to Malaysia, the RLC platform helped to revisit the process as a team
- It also helped to plan for Congloms in our classes.



PRE-WORK : PLANNING THE SESSION

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TIMETABLING FOR RELATIONSHIPS

1 Session Details:
Stage 1 (explain the steps in details to share how you will start the session to hook the audience): (mention the time it will take)
Allow the children to know that they are going to play a game using the ball.

Step 2 (explain in detail what the participants will do):(mention the time it will take)
The children will sit in a circle, one person will be holding the ball. The person will roll the ball to say something kind about their friend. Then he/she will roll the ball to that friend. Each person will take turns to give a compliment and roll the ball until everyone had a turn.

2 Closing the Loop (write the prompts to be asked to assess if the objective has been achieved): (mention the time it will take)

3 Reflections (what did you observe about your students/how did this session go/what can you do better – to be filled after the session is conducted):
The session was not conducted as there was only one child. Huddle time was used to remind the child to use gentle words.

 Wishing you all the best and hope the session goes according to your plan. Do take photographs of the session to show how it aligns to your planning!

RIVERSIDE LEARNING CENTER
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TIMETABLING FOR RELATIONSHIPS

1 Session Details:
Stage 1 (explain the steps in details to share how you will start the session to hook the audience): (mention the time it will take)
There are many changes such as staying at home, cannot go to school. How can we change according to our situations? Like now, we are using technology to learn, to meet with our friends.
There must be something good in changes and a flexible people looks for good in changes

Step 2 (explain in detail what the participants will do):(mention the time it will take)
When we don't exercise for long time, we become very rigid/ stiff like a piece of wood. We are gonna be physically active and increase the flexibility of our body, that we are able to move however we want. Let's have some stretching exercises

2 Closing the Loop (write the prompts to be asked to assess if the objective has been achieved): (mention the time it will take)
How can we be flexible in our learning during this time?
How can we look for good in changes?

3 Reflections (what did you observe about your students/how did this session go/what can you do better – to be filled after the session is conducted):
Conducted over Zoom, using a new platform for the students and coaches.

 Wishing you all the best and hope the session goes according to your plan. Do take photographs of the session to show how it aligns to your planning!

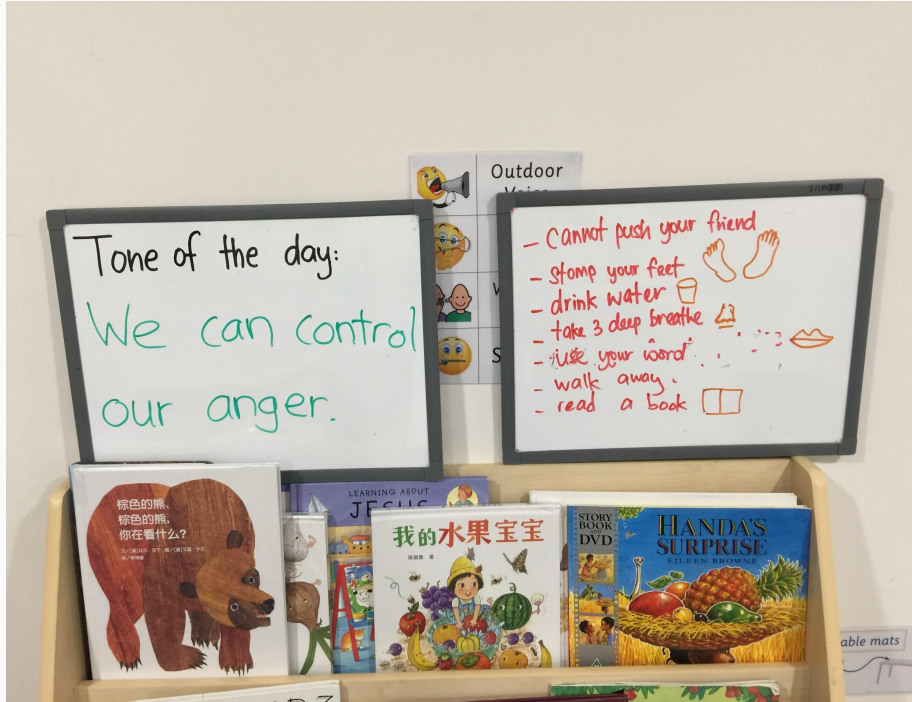
IMPLEMENTATION

Help children with their first day first week of coming back to the physical space after 3 months of MCO (relationship building with their friends while maintaining social distancing)



IMPLEMENTATION

Conglom on Self- Regulation



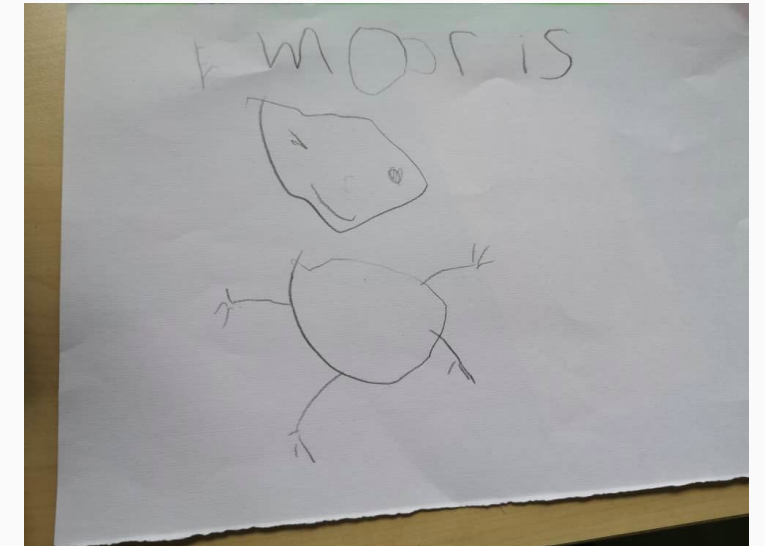
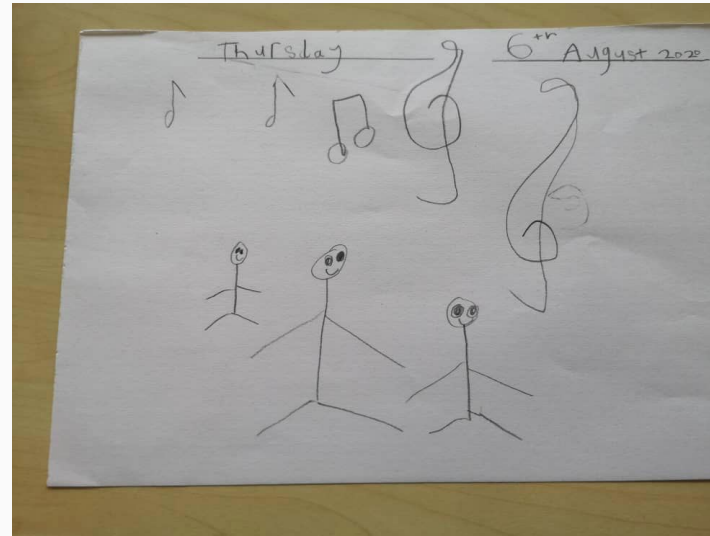
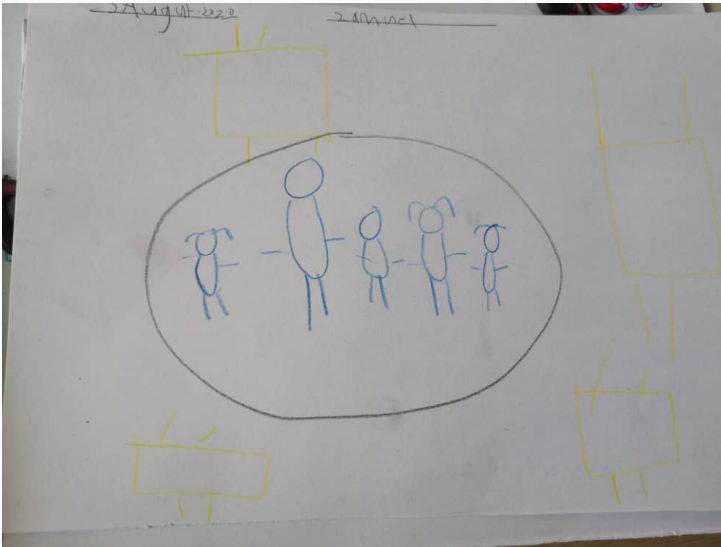
IMPLEMENTATION

Children are trying to direct their friend with the blindfold. The huddle was to develop their listening ear.



IMPLEMENTATION

Children's picture depicting them playing musical statues.



POST IMPLEMENTATION

Data -

- Since when is this process being implemented?
 - **January 2020 - start of term 1**
- How often is this process implemented – share the time table on how is it planned for each group of students
 - **Initially Jan - March** : Everyday
 - **MCO Period:** At first not planned but towards the 3 week of the lockdown, it was scheduled in (as per the screen shot)
- How many teachers have implemented this process
 - **All teachers**
- If any teacher is observed then how often and what is the feedback
 - No formal observations

1 MCO : Online work flow planning & Timetable

Date	A	B	C	D	E	F	G
Date	Time	Emaris			Daisy	Ethan	Samuel
Monday (27/4)	10.00 - 10.30 am	Science			Science	Science	Science
	10.30 - 11.00 am	Mandarin			Mandarin	English	English
	11.00 - 11.30 am	Brain Break (Movement) - Mary			Brain Break (Movement) - Mary	Brain Break (Movement) - Mary	Brain Break (Movement) - Mary
	11.30 - 12.00 pm	Sensorial			Sensorial	Mandarin	Mandarin
Tuesday (28/4)	10.00 - 10.30 am	English			English	Math	Math
	10.30 - 11.00 am	Malay (Storytelling)			Malay (Storytelling)	Malay (Storytelling)	Malay (Storytelling)
	11.00 - 11.30 am	Sensorial			Sensorial	Sensorial	Sensorial
	11.30 - 12.00 pm	Math			Math	English	English
Wednesday (29/4)	10.00 - 10.30 am	Math			Math	Science	Science
	10.30 - 11.00 am	English (Storytelling)			English (Storytelling)	Mandarin	Mandarin
	11.00 - 11.30 am	Music			Music	Music	Music
	11.30 - 12.00 pm	Mandarin (Storytelling)			Mandarin (Storytelling)	English (Storytelling)	English (Storytelling)
Thursday (30/4)	10.00 - 10.30 am	Huddle - Physical Education			Huddle - Physical Education	Huddle - Physical Education	Huddle - Physical Education
	10.30 - 11.00 am	English			English	Math	Math
	11.00 - 11.30 am	Brain Break (Movement) - Vivian			Brain Break (Movement) - Vivian	Malay	Malay
	11.30 - 12.00 pm	Sensorial			Sensorial	English	English

POST IMPLEMENTATION

Reflection | Anecdotal Moments

Bright Spots

- Helps child remember what they need to work on e.g. behaviour
- Sets the tone for the day
- Enables the child to be ready mentally before the start of class
- Timetabling for relationship building is important for the first thing in a day

Hot Spots

- Students absorb the content of the huddle theoretically but may not know how to translate to actions

Overcoming Hot Spots:

- An overarching of a theme for the whole term
- To target the needs of the whole class instead of just one student
- To internalize what they have learnt throughout the day in school (to put into practice)

POST IMPLEMENTATION

Reflection | Anecdotal Moments

A conglom was conducted on the issue of self-regulation, we came out with strategies on how to control our anger as well as be aware of the different emotions that they are feeling. We saw that the children become more aware of their own emotions after the huddle (not so much for younger kids but it does help the older kids- 4 years and above).

ACTION PLAN

At Kindity -

- Calendaring
- Start observations of the practice

Support Needed -

- The process in planning key stage goal, yearly goal, and how it further breaks down to monthly and then weekly goal
- More examples on how the processes are implemented among the pre-K kids

LEADER'S REFLECTION

Why do you think this process is of value to your organization / Does the process continues to serve the purpose it was originally planned for?

- Yes, it helps in building relationship between the students and teachers and among students.

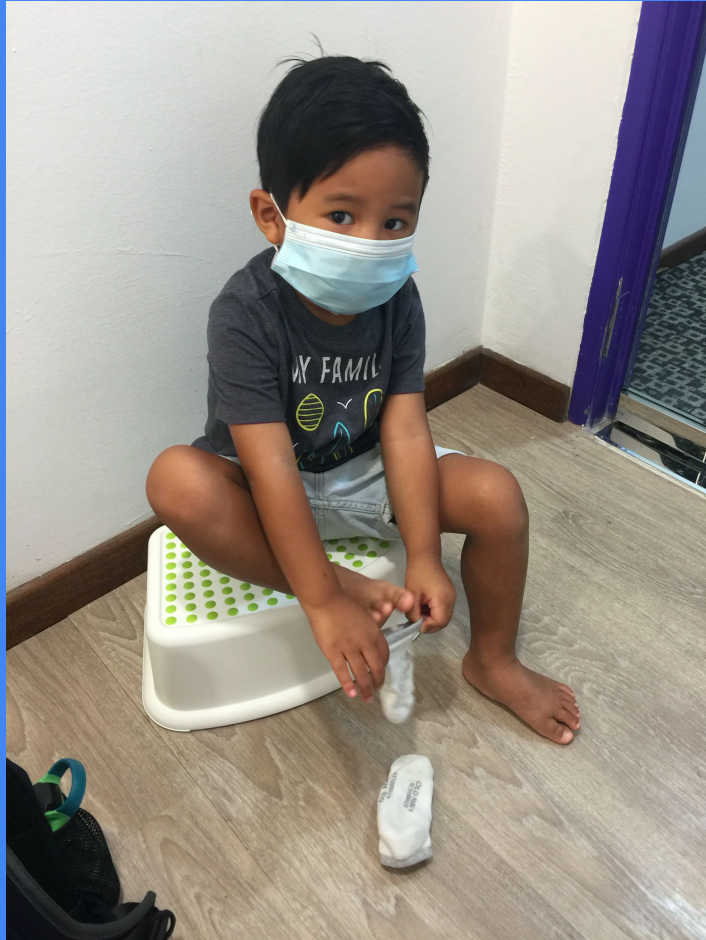
What are the key fallouts of this process that you have observed over a period of time.

- Time-consuming
- Hard to plan a specific time for all the students especially when some are late

What strategies have you provided, if any, to your team members to improve their practice of this process?

- Punctuality
- Incorporate play, investing in all investments

CLOSING THE LOOP



Parents' feedback

- *He's certainly maturing thanks to all of your guidance*
- *He is managing his emotions - we will continue to support the positive approach you have effectively begun with him ie. use language not actions and shoulder taps.*

Teachers' Reflections

- *It helps us to be intentional in balancing between character and content and I really like how it covers different areas of learning- cognitive, social, emotional, physical and spiritual.*
- *He has shown on-going progress in managing his emotions.*

Students Anecdotes/Reflections

- *I want to have huddle every day: Monday, Tuesday, Wednesday, Thursday and Friday because there are lots of fun. I like it when we play games (6 year old child)*

