



A SYSTEMS APPROACH TO ENHANCING FOUNDATIONAL READING SKILLS AT A PRESCHOOL IN INDIA

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ABSTRACT

This study examines the implementation of a systems approach to improve foundational reading skills at a preschool in India. The intervention involved a multifaceted approach that included teacher training, parental involvement, and the use of technology-based learning tools. Results indicated significant improvements in students' reading skills, as well as increased teacher confidence and parental engagement in their children's learning. This study suggests that a systems approach can be an effective means of addressing literacy challenges in early childhood education settings in developing countries.

KEYWORDS: Systems approach, foundational reading skills, preschool, India, teacher training, parental involvement, technology-based learning tools, early childhood education.

INTRODUCTION

Early childhood education (ECE) has a significant impact on children's cognitive, social, and emotional development. One critical aspect of ECE is developing foundational reading skills, which are essential for future academic success. However, many children in developing countries lack access to quality ECE programs, leading to significant literacy challenges. In India, for example, the majority of preschool-aged children do not have access to quality ECE programs, resulting in poor literacy outcomes. This study aims to explore the effectiveness of a systems approach to improving foundational reading skills at a preschool in India. The ability to read is a critical skill that forms the foundation of a child's education and future success. However, in many parts of the world, including India, there is a significant gap in reading skills among young children, particularly those from disadvantaged backgrounds.

In response to this challenge, a systems approach to enhancing foundational reading skills has been developed for a preschool in India. This approach recognizes that improving reading skills requires a multi-faceted approach that engages all stakeholders in the education system, including parents, teachers, administrators, and policymakers.

The system's approach incorporates evidence-based practices, such as phonics-based instruction, explicit instruction in comprehension strategies, and regular assessments to monitor progress. The program also includes targeted interventions for struggling readers and professional development opportunities for teachers to enhance their instructional practices.



The ultimate goal of this systems approach is to ensure that all children, regardless of their socioeconomic status, have access to high-quality early literacy instruction that prepares them for success in school and beyond. By strengthening the foundational reading skills of young children, this approach aims to break the cycle of poverty and provide opportunities for a brighter future.

METHOD

The study employed a quasi-experimental design, with pre- and post-intervention assessments of students' foundational reading skills. The intervention involved a systems approach, which included three main components: teacher training, parental involvement, and technology-based learning tools. Teacher training focused on best practices for teaching foundational reading skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Parental involvement included workshops on how to support their children's reading development at home and regular communication with teachers. Technology-based learning tools included interactive software and tablet-based games designed to reinforce foundational reading skills.

The systems approach for enhancing foundational reading skills at a preschool in India is a comprehensive and multi-faceted approach that involves several key methods.

Evidence-based practices: The approach is grounded in evidence-based practices that have been shown to be effective in improving early literacy skills. This includes phonics-based instruction, explicit instruction in comprehension strategies, and regular assessments to monitor progress.

Targeted interventions: The program includes targeted interventions for struggling readers. This may include small group instruction, one-on-one tutoring, or additional support from a reading specialist.

Professional development: The systems approach includes ongoing professional development opportunities for teachers to enhance their instructional practices. This may involve training on evidence-based practices, coaching and feedback, and opportunities for collaboration and peer learning.

Family engagement: The approach recognizes the important role that families play in supporting their children's literacy development. The program includes strategies to engage families in their child's learning, such as regular communication about their child's progress, workshops on supporting early literacy at home, and opportunities for families to volunteer and participate in school activities.

Systematic implementation: The approach is implemented in a systematic and coordinated way, with clear roles and responsibilities for all stakeholders. This may involve establishing a leadership team to oversee implementation, developing a detailed implementation plan, and providing ongoing support to ensure fidelity of implementation.

By utilizing these methods, the systems approach for enhancing foundational reading skills at a preschool in India aims to create a comprehensive and sustainable approach to improving early literacy outcomes for all children.



RESULTS

Results indicated significant improvements in students' foundational reading skills from pre- to post-intervention assessments. Specifically, there were significant improvements in phonemic awareness, phonics, fluency, and comprehension. Additionally, teachers reported increased confidence in their ability to teach foundational reading skills, and parents reported increased engagement in their children's learning.

DISCUSSION

The findings of this study suggest that a systems approach can be an effective means of addressing literacy challenges in ECE settings in developing countries. The multifaceted approach, which included teacher training, parental involvement, and technology-based learning tools, had a significant impact on students' foundational reading skills. Furthermore, the systems approach had the added benefit of increasing teacher confidence and parental engagement in their children's learning. This study highlights the importance of adopting a comprehensive approach to improving ECE programs in developing countries, with a focus on enhancing foundational reading skills.

CONCLUSION

In conclusion, the implementation of a systems approach to enhancing foundational reading skills at a preschool in India has shown promising results. The intervention led to improvements in phonemic awareness, letter-sound recognition, and word decoding skills among the preschoolers. Additionally, the engagement of parents and community members in the intervention was critical to its success. The study highlights the importance of a comprehensive and collaborative approach to early childhood education that involves not only teachers but also families and community members. The findings of this study have important implications for policy and practice in early childhood education, particularly in low-resource settings. Further research is needed to explore the sustainability and scalability of this approach in different contexts.

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