



Blue Butterfly

PRESCCHOOL

A Unit of Brain Gateway

BLUE BUTTERFLY PRESCCHOOL



**“Every Child Is Unique &
Every Child Needs to be Loved”**

PROSPECTUS

www.bluebutterflypreschool.com

India's 1st Scientifically Designed Structured Preschool with High Technology

THE CHILD

THE CURRICULUM THE WHAT AND HOW

THE PHILOSOPHY THE WHY

TEACHER THE FACILITATORS

ENVIRONMENT THE MATERIALS

PRESCHOOL EDUCATION IS NOT JUST ABOUT ART, MUSIC DANCE, FUN AND FANTASY. A GOOD PRESCHOOL ENSURES SETTING COMPREHENSIVE LEARNING OBJECTIVE AND HAVING A STRUCTURED WAY TO ACHIEVE THESE GOALS IN THE CHILD CONSIDERING THAT EVERY CHILD IS SPECIAL, DIFFERENT AND AN INDIVIDUAL IN HIS/HER OWN RIGHT. A QUALITY PRESCHOOL PROGRAM REVOLVES AROUND THE CHILD. THE 4 MAJOR COMPONENTS THAT ARE INSTRUMENTAL IN SHAPING THE LEARNING OF THE CHILD IN SCHOOL ARE

- *THE PHILOSOPHY
- *THE CURRICULUM AND METHODOLOGY
- *THE LEARNING TOOLS OFFERED TO THE CHILD
- *THE TEACHER WHO FACILITATE LEARNING

WE ARE TIGHTLY INTEGRATING THESE 4 COMPONENTS IN A WAY THAT WILL HAVE THE MOST BENEFICIAL IMPACT ON THE DEVELOPMENT OF THE CHILD. THE CORE PHILOSOPHY INSPIRED BY THE MONTESSORI METHOD DRIVES THE CURRICULUM, THE CURRICULUM IS THE FOUNDATION FOR THE TOOLS/MATERIALS USED IN THE PRESCHOOL EACH MATERIAL HAS BEEN DESIGNED AND MANUFACTURED KEEPING IN MIND THE CURRICULUM OBJECTIVES AND THE PHILOSOPHY. THE TEACHERS HAVE BEEN TRAINED INTENSIVELY ON THE PHILOSOPHY, CURRICULUM AND THE MATERIAL. SO ALL THE 4 COMPONENTS ARE INTERWOVEN AND THE RESULT IN AN EARLY LEARNING PROGRAM THAT WILL AID IN BUILDING ADULTS WHO ARE NOT ONLY ACADEMICALLY EQUIPPED, BUT ALSO SOCIALLY ADOPT & CLEAR THINKING INDIVIDUALS.

The Philosophy:

A child with a purpose knowledge what he want to do next and is able to do it is the happiest out of this joy comes self-confidence & willingness to work. if such a child is equipped with the right tools, there is no stopping his way to excellence.

RESEARCH PROVES THAT EARLY EDUCATION IS CRITICAL BECAUSE:

- + Brain Development is most rapid in the early years
- + 75% of neural connectivity is complete by the age of 7
- + When the quality of stimulation is deficient, child development is seriously effected.

Early year (2 to 6) is unique stage of phenomenal brain development and learning in a child. The capacity to absorb concepts and learn is highest during this phase. Hence it is important to expose the child to a structured environment which will provide adequate and appropriate stimulus for learning.

Every child has an inherent nature and intelligence that is peculiar to him. This varies from child to child and is the most important factor to consider when the child comes to school.

Our staff is trained to ensure that the curriculum objectives for each are met consistently without creating any disturbance in the child's work or thought process. They are trained to facilitate Learning, Observe, Record and Assess on a daily basis. We have an appropriate student teacher ratio to ensure that every child's needs are met without making him excessively dependent on an adult for learning.

INTELLIGENCE

Inherent

Acquired

Need Based

Interest Based



The Curriculum:

Is focused on the following areas of development:

Physical

Intellectual

Language

Creative

Socio-Emotional

Grossmotor Skill

Finemotor Skill

Cognitive

Our curriculum is a comprehensive child-centric curriculum that comes with set objectives in all major areas of development. It is related to the child's development Readiness, Interests, Questions, Style of learning and the cultural context in which the child finds himself.

The Environment:

For a child below 6, curriculum comprises the environment which in turn means the tools that we offers the child to learn. It is essential that a young child gets daily experience with learning aids which have Specific usage, derived from the curriculum. All areas of work for the child, both internal and external have been planned with extreme care to facilitate self learning, and implement the objectives set in the curriculum. Our staff are also trained to facilitate learning, observe, record and assess on a daily basic. We have an appropriate student teacher ratio to ensure that every child's needs are met without making him excessively dependent an adult for learning.

Methodology:

- Development through work by hands.
- Self learning environment.
- Freedom of choice.
- Daily observation and assessment.
- Encouraging the child's inherent desire to do and learn.



- Teachers are facilitators.
- Each child at his own pace.
- Independence.
- Inner discipline.
- Socially vibrant environment.

Learning Modes:

- ◆ Individual learning with materials.
- ◆ Small group activities in art, language and gross motor skills.
- ◆ Learning through a thematic approach.
- ◆ Occasional support learning through role plays, presentation, story telling, reading.
- ◆ Field trips.
- ◆ Project based learning for older children.
- ◆ Cultural Celebrations.

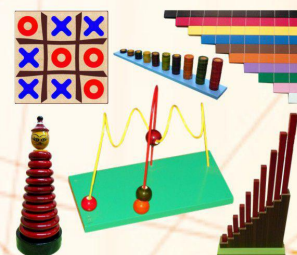
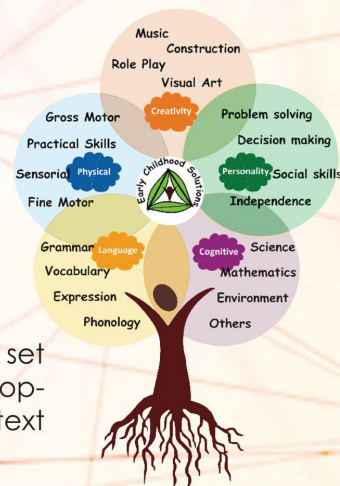


Cognitive/Academic Learning:

In order to meet our curriculum objectives, we take the children through a structured learning program for 4 years, which involves a lot of structured and focused activities. No activity in the school is meaningless or done without a clear cut objective and outcome for the child.

in the 2 to 4 years category, we begin with fine motor and practical life skills. English is introduced with phonetics.

Mathematics is introduced with materials that helps the child comprehend this very abstract area. There are also a variety of activities that aid cognitive development and logical thinking.



In the 4 to 6 age group, children are taken through a program that covers fairly complex areas of Language, Mathematics, Geography, History and Science in a manner that will help them explore, discover and understand the fundamentals.

CRITICAL NON ACADEMIC LEARNING

The Curriculum provides many opportunities for children to make choices and decisions about their work. Children have the choice to work in small group/individually depending on their needs at different times.

During the course of working through the day, We constantly create opportunities for children to develop their language skills as well as focus on their emotional development. We encourage them to receive help from and offer help to other children, Thus inculcating a sense of social awareness.

We also lay emphasis on creating environment awareness and help them develop practical skills like cutting, sieving and gardening. We also offer sample activities for development in this areas of art.

Physical development is not just about running around or cycling, It is taken very seriously and there are a series of activities that are designed keeping in mind the age and growth of the child.

ASSESSMENT

Development in early happens at a phenomenal speed and is constantly varying, hence, assessment in early years has to be a continuous process. we have a system that constantly checks on the child's process and helps us keep updates and records about the child more efficiently. This helps us share information with parent also on a regular basic. Constant assessment keeps the teacher completely keyed in with the progress of the child which enable us to keep challenging the child and hence we can avoid a situation where the child is bored or has lost interest.

What differentiates us?

1. Child centric approach rather than teacher centric.
2. Strong Montessori based philosophy & method also incorporating best practices from other early childhood philosophies.
3. Strong focus on structured curriculum.
4. Comprehensive set of objectives for the overall development of the child.
5. Materials and tools for learning designed for the curriculum.
6. A methodology that instills a sense of purpose & interest to work hard in the child.
7. A structured learning program for the overall development of the child.

**ALL Children can
LEARN**



Purpose of Education

***Aid the children in become independent thinkers and doers,
in other words, enhance skills that will make them excel at whatever they do!!***

***Create a social awareness so the world can be a better place to live in,
in other words, foster social skills & values that will make them good human beings!!***



Where Learning Begins



Blue Butterfly

P R E S C H O O L

A Unit of Brain Gateway



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