

EdCLAN

A NEW WAVE IN EDUCATION

Empowering Educators, Nurturing Young Minds

www.ecdforum.org



Approaches to
Early Childhood
and Preschool
Education:
Global Trends

ECDF WEBINARS & ONLINE WORKSHOPS

WEBINAR
ONLINE POWERPACKED DISCUSSION ON
HOW TO STIMULATE CHILD DEVELOPMENT THROUGH CREATIVE LEARNING AT HOME?

MODERATOR

Sonia Kollar
"Worked in Loreto Day School, Sealdah (Kolkata).
"Founder Head of a nursery teacher training program of ECDF Foundation.
"Ex-Head of Curriculum Pre Primary at Loreto Day Schools, Kolkata, Delhi NCR.
"Education Consultant and author with Marshall Cavendish Education, India."

Dr. Vasavvi Acharya
"Early Childhood Education Expert
"Ex-Trainer, Tata Institute of Social Sciences, Gauhati Assam
"Founder, CEO and Editor of the education journal, Ed Can-Empowering Educators, Nurturing Young Minds.

Magdalena Matulewicz & Witold Matulewicz
"Early Childhood Education Trainers
"Curriculum Developers and Course Designers
"UK-based Home Educating and Virtual Schooling Parents for over 13 year.

REGISTRATION OPEN
PARENTS & EDUCATORS

ECDF
THE CHILD DEVELOPMENT FOUNDATION

Date: 22.04.2020(Wed)
Time: 4:00-4:45 pm
Live on zoom

WEBINAR
ONLINE POWERPACKED DISCUSSION ON
"FUTURE PROOFING YOUR CHILD"

MODERATOR

Anubha Goyal
"Founding Principal of Selta Bita Gyan Jyoti, Gauhati 2013 to 2014
"Principal of Royal Global School, Gauhati 2014 till date

Dr. Vasavvi Acharya
"Founder & Chairperson (ECDF & DNA Foundation)
"Founder & MD, Inner Foundation Pvt Ltd

Nellie Ahmed Tanweer
"Founder, Managing Trustee of Maria's Peasant School, Gauhati.
"Foundress of Maria Montessori House of Children in 1988.

REGISTRATION OPEN
PARENTS & EDUCATORS

Magdalena Matulewicz & Witold Matulewicz
"Founders of Natural Born Leaders

ECDF
THE CHILD DEVELOPMENT FOUNDATION

4.00 pm - 5 pm
Thursday
16th APRIL 2020

WEBINAR
A power packed discussion on
"DELIVER NEXT GENERATION FITNESS EXPERIENCES AT HOME FOR KIDS."

MODERATOR

Sukalpa Das & Franco Parakka
"Founders of Online Offsite
"Fitness experts & trainers
"Models
"Stylists and Concept Directors

Magdalena Matulewicz & Witold Matulewicz
"Founders of Natural Born Leaders
"Experienced Teacher Trainers
"UK-certified NVQ Assessors
"Home Based Fitness & Training Programmers for over 13 years

Support Partner

Tenderpetals
www.tenderpetals.com

ECDF
THE CHILD DEVELOPMENT FOUNDATION

Date: 29th April 2020
Wednesday
Live on zoom & FB Live
www.facebook.com/ecdforum

Time: 4:00-4:45 pm

ECDF
is organising the first of its kind online **zoom**

Pre Primary Teacher Training Workshop on the topic
STORY TELLING
AN EFFECTIVE TOOL TO TEACH CHILDREN IN THEIR EARLY YEARS

To be conducted by
Usha Venkataraman
"Award-winning International performance storyteller
"Author and Storyteller
"Founder and Creative Director, Mumbai Storytellers Society (MSS).
"Creative Director, SCRAP!, exploring science through storytelling

In association with
Dr. Vasavvi Acharya
"Founder Chairperson ECDP & DNA Foundation
"MD Inner I Foundation Pvt Ltd & Tender Petals Preschool Chain
"Ex-Trainer, Tata Institute of Social Sciences, Gauhati Assam
"CEO and Editor of the education journal, Ed Can

Date: 5th May 2020 (Wednesday)
TIME: 4:00 pm- 9:30 pm
(Participants will be given a certificate from ECDF and IPPL)
"LIMITED SEATS": REGISTRATION GOING ON

For details contact:
7638810527/ 7996687051
Or visit ecdforum.org

Support partner: **tenderpetals** **zoom**

WEBINAR
HELPING YOUR CHILD DEVELOP A LIFE-LONG LOVE OF READING

MODERATOR

Rashmi Narzary
"Early Childhood Education Expert
"Ex-Trainer, Tata Institute of Social Sciences, Gauhati Assam
"Founder, CEO and Editor of the education journal, Ed Can-Empowering Educators, Nurturing Young Minds.

Usha Venkataraman
A Battersea Award for English Children's Literature 2018 for her book "We Share a Sky" (Whirls Site). Narzary is an experienced children's writer, screenwriter, creative writing teacher, columnist & freelance editor.

Bedabrat Kalita
Head Manager and Sales Booklet

Abhijit Goswami
Registration Open
PARENTS & EDUCATORS

BOOKBELL
PRINT AND PUBLISH

ECDF
THE CHILD DEVELOPMENT FOUNDATION

Date: 25th April
Time: 4:00-4:30 pm
Live on zoom

Support partner:
tenderpetals
Preschool chain

zoom **fb LIVE**

CHAT SHOW
Benefits of Music and Movement for Holistic Development of Children in their Early Years.

FACE TO FACE with Helen Battelley

Dr. Vasavvi Acharya
"Founder Chairperson ECDP & DNA Foundation
"MD Inner I Foundation Pvt Ltd & Tender Petals Preschool Chain
"Ex-Trainer, Tata Institute of Social Sciences, Gauhati Assam
"Founder, CEO and Editor of the education journal, Ed Can
"Author

Helen Battelley
"Internationally renowned consultant, trainer and speaker in Physical Development/Improvement in Early Education.
"Working as a dance and movement specialist for over 19 years and continues to work directly with children.
"She was fundamental in the creation and release of Chappell's 'Dance to Make us Smile'.
"Author

Registration Open for Educators & Parents **Live Demo**

ECDF
THE CHILD DEVELOPMENT FOUNDATION

Date: 10.05.2020 (Sunday)
TIME: 4: 00 p.m.- 4:30 p.m.
[www.ecdforum.org](http://ecdforum.org) ZOOM & FB LIVE
[fb/ecdforum](https://www.facebook.com/ecdforum)

Support Partner:
tenderpetals
Preschool Chain

ECDF
THE CHILD DEVELOPMENT FOUNDATION

WEBINAR
BRAVE PARENTING IN A CULTURE RIDDLED WITH WORRY

SPEAKERS

Dr. Vasavvi Acharya
"Founder Chairperson ECDP & DNA Foundation
"MD Inner I Foundation Pvt Ltd & Tender Petals Preschool Chain
"Ex-Trainer, Tata Institute of Social Sciences, Gauhati Assam
"CEO and Editor of the education journal, Ed Can

LL. Col. A. Sekhar
"Speaker, moderator and presenter in conference/study groups
"Advisory Board Member
"Director & Head of Schools Alpha Group of Institutions.

Shrishti Mehta
"Executive Director of Paradise School Gauhati, forging new educational paths in Assam.
"Former travel journalist for the BBC, Discovery and Channel 4.

MODERATOR YATEE PARMAR
Zone Head, Gravity Hubber, Brand Evangelist & Strategist

REGISTRATION OPEN

[www.ecdforum.org](http://ecdforum.org) Zoom & FB Live

Date: 5.05.2020
Time: 4:00-4:45 pm

Support partner:
tenderpetals
Preschool chain

ECDF
THE CHILD DEVELOPMENT FOUNDATION

WEBINAR
Socio Emotional Learning: Strategies for Parents & Educators

Dr. Vasavvi Acharya
"Founder Chairperson ECDP & DNA Foundation
"MD Inner I Foundation Pvt Ltd & Tender Petals Preschool Chain
"Ex-Trainer, Tata Institute of Social Sciences, Gauhati Assam
"Founder, CEO and Editor of the education journal, Ed Can

Nathan Fry
"A 3x Pre K Grade Lead Teacher
"International Early Years Curriculum specialist
"Ex-Trainer, Tata Institute of Social Sciences, Gauhati Assam
"Education Consultant

Koshali Mehta
"Emphasizes Positive Teacher Practices, communication and collaboration with parents, families and students with over 20+ years of experience.

MODERATOR YATEE PARMAR
Zone Head, Gravity Hubber, Brand Evangelist & Strategist

Registration Open for Educators & Parents

[www.ecdforum.org](http://ecdforum.org) ZOOM & FB LIVE
[fb/ecdforum](https://www.facebook.com/ecdforum)

Date: 9.05.2020(Saturday)
TIME: 4:00 p.m.-4:45 pm.

Online Teacher Training WORKSHOP
MUSIC & MOVEMENT FOR HOLISTIC DEVELOPMENT OF CHILDREN IN THEIR EARLY YEARS

To be conducted by Helen Battelley
"Internationally renowned consultant, trainer and speaker in Physical Development/Improvement in Early Education.
"Working as a dance and movement specialist for over 19 years and continues to work directly with children.
"She was fundamental in the creation and release of Chappell's 'Dance to Make us Smile'.
"Author

In association with Dr. Vasavvi Acharya
"Founder Chairperson ECDP & DNA Foundation
"MD Inner I Foundation Pvt Ltd & Tender Petals Preschool Chain
"Ex-Trainer, Tata Institute of Social Sciences, Gauhati Assam
"Founder, CEO and Editor of the education journal, Ed Can
"Author

LIMITED SEAT, REGISTRATION OPEN.
PARTICIPANTS WILL GET A CERTIFICATE FROM ECDF & IPPL

DATE: 14.05.2020 (Thursday) **TIME:** 4:00 p.m.-5:30 p.m.

For details contact:
7638810527/ 7996687051
Or visit ecdforum.org

Support partner: **tenderpetals** **zoom**

Thank you for your overwhelming response & request to REPEAT the WORKSHOP REGISTRATIONS OPEN.

Pre Primary Teacher Training Workshop on the topic
STORY TELLING
AN EFFECTIVE TOOL TO TEACH CHILDREN IN THEIR EARLY YEARS

To be conducted by Usha Venkataraman
"Award-winning International performance storyteller
"Author and Storyteller
"Founder and Creative Director, Mumbai Storytellers Society (MSS).
"Creative Director, SCRAP!, exploring science through storytelling

In association with Dr. Vasavvi Acharya
"Founder Chairperson ECDP & DNA Foundation
"MD Inner I Foundation Pvt Ltd & Tender Petals Preschool Chain
"Ex-Trainer, Tata Institute of Social Sciences, Gauhati Assam
"CEO and Editor of the education journal, Ed Can

DATE: 11th May 2020 (Monday) **TIME:** 4: 00 p.m.- 5:30 p.m.
LIMITED SEATS: REGISTRATION GOING ON.
(Participants will be given a certificate from ECDF and IPPL)

For details contact:
7638810527/ 7996687051
Or visit ecdforum.org

Support partner: **tenderpetals** **zoom**

Ed CLAN

A NEW WAVE IN EDUCATION

Empowering Educators, Nurturing Young Minds

EdCLANNING

A PUBLICATION OF:



FOUNDER & CEO: Dr. Vasavvi Acharjya Bora

EDITOR: Dr. Vasavvi Acharjya Bora

ASSOCIATE EDITOR: Indrani Choudhury Deka

EDITORIAL TEAM: Smruti Sweta Samantray

DESIGNING TEAM

Graphic Designer: Jyotirmoy Chakravarty

Layout Design: Dev & Joe Inc

MARKETING TEAM

Himangshu Sharma

Sunny Choudhury

PRINTED AND PUBLISHED:

**Bhabani Offset Private Limited
Lachit Nagar, Guwahati, Assam**

Early Child Development Forum (ECDF) AND D N Acharya Foundation for Children and Women Welfare (DNAF)

**Address: Krishna Magnum Opera Tower 1, Zoo Tiniali,
R.G. Baruah Road, Guwahati-21**

We are happy to come up with the 2nd Issue of Ed Clan ~Empowering Educators, Nurturing Young Minds. Ed Clan, as the name suggests, is for the clan of people from whom education is a passion and a way of life. We have in our warm folds a gamut of education experts, educators and other stakeholders, who have shown to the world in their own special ways that 'learning is a lifelong process that has no end point.'

With the growth of awareness about the importance of early childhood education, it is seen that a lot of focus has been given to quality education and care during the early childhood years. Quite evidently there is a lot happening in terms of innovation and growth, as an increasing number of philanthropist and investors have come into the sector. Parental engagement, physical fitness, health care, socio-emotional learning and a multidisciplinary approach are the core pillars that need to be integrated for an outcome driven innovation. The emerging global trend is towards a more holistic approach that encompasses the child, family and the overall ecosystem that supports the child's development.

This issue of Ed Clan features article of experts from all over the world that focuses primarily on socio-emotional skill development from the early years, health of children, the importance of emotional intelligence, what children need in their early years, developing different skills set and so on and so forth.

From this issue we shall be starting two new columns, Ed Communiqué - which is about the latest that is happening in the Education World and the other is a book review column where we would review a few books on Early Years Education and Care.

Signing off

Vasavvi Acharjya

Dr. Vasavvi Acharjya Bora



6

EdCommuniqué

10

Multi-Sensory Environments Impact Brain Development

13

Emotional Intelligence

An Essential Component of Education

16

Creating the opportunity for individual growth

18

Let's get physical!

22

The Importance of Observation as Research: Encounters with Competency in Early Childhood

26

Feature -ECDF Early Childhood Education National Conference

An Early Years perspective

32

An Early Years perspective : How often and when is translation needed for bilingual learners?

34

Giving Children the Attention They Want and Need

36

Developing social and emotional skills with right opportunities

38

How parents can help their young children develop healthy social skills ?

41

ECDF Events 2019 October to March 2020/ ECDF Pinnacle Awards- Photo Section

52

BOOK REVIEW

54

TOY REVIEW

EdCommuniqué

New Zealand Schools to Include Climate Crisis, Activism and Global Warming in Curriculum

The New Zealand government has decided to introduce study material about the climate crisis in schools. In an attempt to sensitise students, the New Zealand government has decided to introduce study material about the climate crisis in schools. The material, which will be offered to all schools teaching 11 to 15 year-old students, has been prepared by New Zealand's leading science agencies. The new curriculum will provide students with tools to plan their "own activism", the Guardian reported. At a time when the governments in the United Kingdom and Australia are facing flak for not introducing course on climate crisis, New Zealand's move has put it at the forefront of climate change education across the world. However, the New Zealand government has said that the new scheme will not be compulsory.

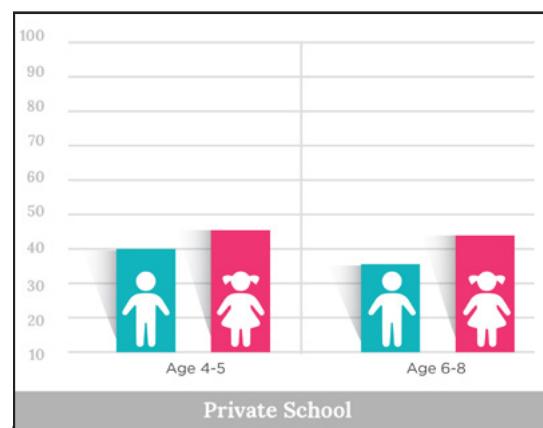
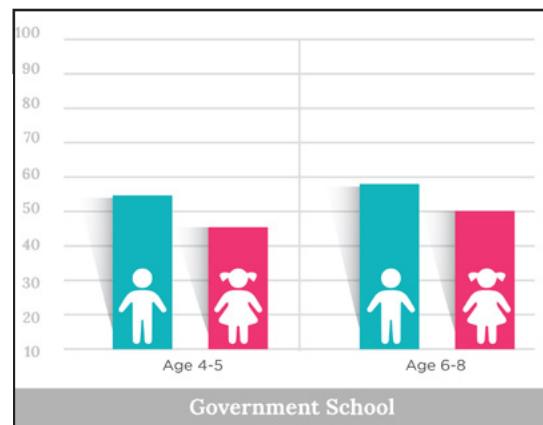
ASER Findings: In Early Years, Parents Prefer Govt Schools for Girls and Private Ones for Boys

Many Indian parents choose government schools for girls in the age group of 4 to 8 years while they favour private schools for boys,

according to the latest edition of the Annual Status of Education Report (ASER), indicating that gender gaps are apparent even among young children.

ASER 2019, released on Tuesday, focuses on the 'early years'. It throws light on the patterns of pre-school and school enrolment of children in the 4-8 age bracket. ASER is India's largest NGO-run annual survey, conducted by the non-profit Pratham since 2005 to evaluate the relevance and impact of its programmes. A higher proportion of girls were enrolled in govt institutions whereas more boys were enrolled in private institutions compared to girls. The data shows that performance on cognitive, early language, early numeracy, and social and emotional development tasks is closely related to children's age, with older children doing better than younger ones. "Permitting underage children into primary grades puts them at a learning disadvantage which is difficult to overcome," says the report.

In Early Years, Parents Prefer Govt Schools for Girls and Private Ones for Boys



The key findings show “more than 90% of children in the 4-8 age group are enrolled in some type of educational institution. This proportion increases with age, from 91.3% of all 4-year-olds to 99.5% of all 8-year-olds in sampled districts”.

However, the report pointed out that young children of the same age vary enormously in terms of where they are enrolled. For instance, at the age of 5, 70% of the children are in anganwadis or pre-primary classes. On the other hand, 21.6% children are already enrolled in class I at that age. Further, at the age of 6, 32.8% children are in anganwadis or pre-primary classes, while 46.4% are in class I, and 18.7% class II or higher.

The report reveals that the anganwadis cater to large a section of children well before they enter pre-primary classes. “The already significant scale of this network can be leveraged to reach those children who remain unreach. At the same time, the ability of these centres to implement appropriate school readiness activities for 3 and 4-year-olds needs to be strengthened,” says the report on policy-level implications.

No child in pre-school should be made to take written or oral test: NCERT

No child in pre-school should be made to give any written or an oral exam, the National Council of Educational Research and Training (NCERT) has said, terming it as a harmful and undesirable practice resulting from misguided parental aspiration. According to the Council, which is the HRD Ministry's curriculum developing body, the purpose of evaluation at the pre-school stage is not to label a child as “pass” or “fail”. “On no account, should children be made to take any form of test or examination, either oral or written. The purpose of evaluation at the pre-school stage is not to label a child as ‘pass’ or ‘fail’,” a senior NCERT official said. “Currently we have in the country, pre-school programmes ranging from those that put children to a dull and monotonous routine to those where children are exposed

to structured formal learning, often in English, made to do tests and homework and denied their right to play. These are undesirable further and harmful practice that results from misguided parental aspiration,” the official added

Maharashtra govt to set up think-tank to improve quality of education.

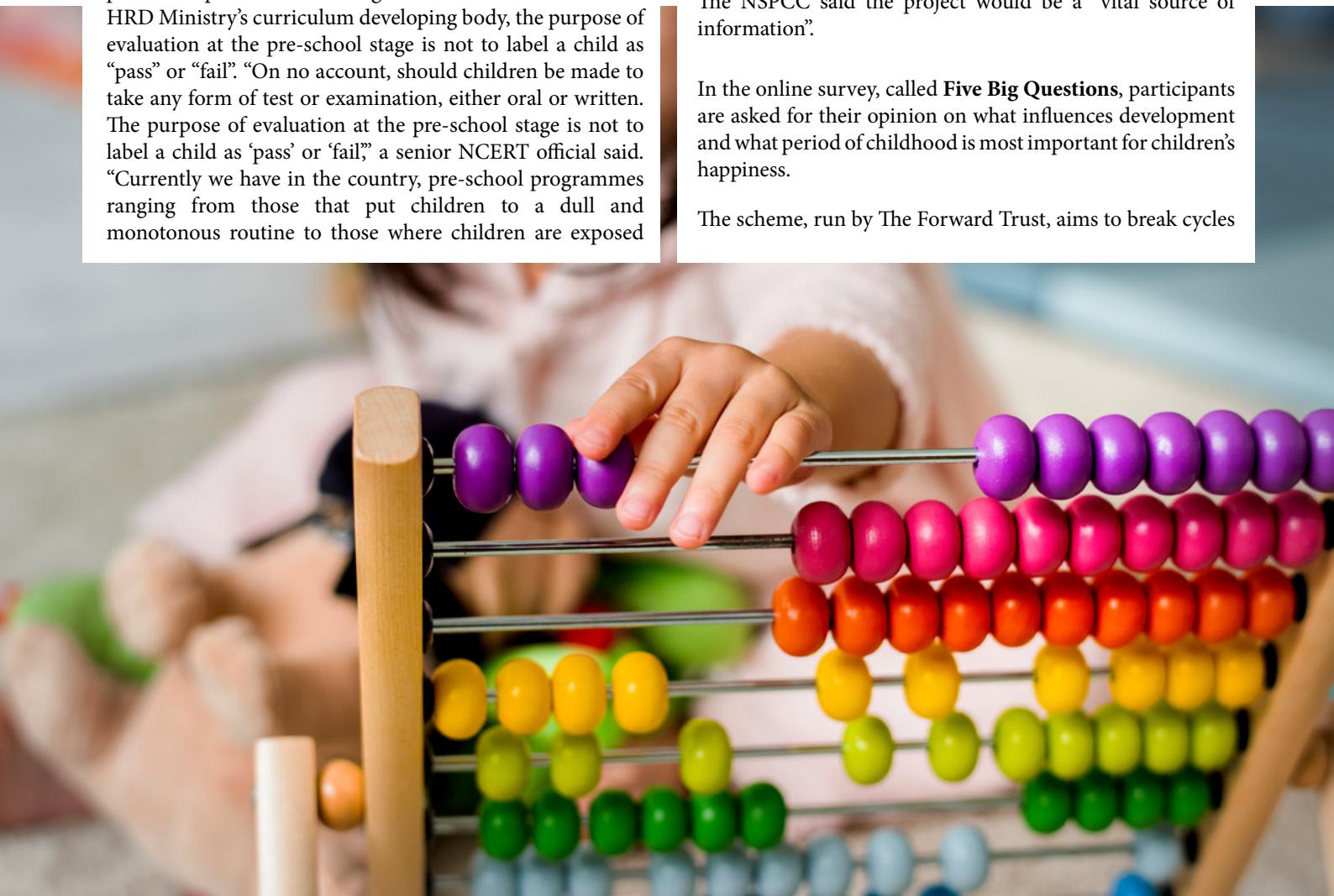
The Maharashtra government will set up a “think-tank” to discuss strategies for improving quality of education in the state, School Education Minister Varsha Gaikwad said on Sunday. The think-tank will include professionals from various sectors, elected representatives, education experts, teachers, parents, retired bureaucrats who have been involved in formulating education policies, NGOs and media covering the education beat, Gaikwad told PTI. “Through personal interaction, I will get to know their experiences. This will help us in coming out with something constructive to upgrade the quality of education in schools across the state,” she said.

Kate launches childhood survey to help under-fives

The Duchess of Cambridge has launched a UK-wide survey to help improve early childhood. The five-question online survey aims to “spark a national conversation” to help create “lasting change for generations to come”, Kensington Palace said. Catherine is marking its launch with a 24-hour UK tour, visiting Birmingham, London, Cardiff and Surrey. The NSPCC said the project would be a “vital source of information”.

In the online survey, called **Five Big Questions**, participants are asked for their opinion on what influences development and what period of childhood is most important for children’s happiness.

The scheme, run by The Forward Trust, aims to break cycles





of addiction and crime and is the only 12-step prison-based drug and alcohol programme for women in the UK. The duchess also visited the prison in 2015. The survey's launch comes after the Duke and Duchess of Sussex announced they wanted to step back from being senior royals.

CBSE to allow use of calculators in exam for children with special needs

Children with special needs appearing for the Central Board of Secondary Examination (CBSE) in class 10 or 12 will be able to use basic calculators from this year, officials said. "The board has decided to facilitate students under Children with Special Needs category by permitting use of simple basic calculator during Class X and Class XII board examination," CBSE Controller for Examination Sanyam Bhardwaj said in a letter sent to schools. "Calculator will only be allowed to those students who have already been registered under CWSN category for the 2020 examination," he added. To avail the facility, the students have to give request to the schools by January 28 and principal have to forward it to concerned regional office of CBSE. "Candidates who will request without appropriate certificate will not be allowed to use calculator during examinations," Bharadwaj said.

5 Great Books for Early Childhood Education Professionals

In the field of early childhood education, it is of vital importance for professionals to strive to continually learn about the latest studies and information available to benefit their students. The National Association for the Education of Young Children (NAEYC) has recommended top 5 books for early childhood education professionals to help look for new and innovative ways to build upon their teaching methods:

- 1. Developmentally Appropriate Practice: Focus on Kindergartners, by: Carol Copple, Sue Bredekamp, Derry Koralek, and Kathy Charner, eds.**

This first book is written specifically for Kindergarten teachers and focuses on understanding the development students experience during Kindergarten. By understanding this, educators can incorporate developmentally appropriate practices (DAP) in their classroom. This bestseller gives examples of key DAP practices to assist you in creating activities and lesson plans that appeal to the individual needs of students at their current stage of development. In contrast,

examples of common practices that are not effective are explored to gain and understanding of where these methods fall short. Eight articles are included from *Young Children* that provide real world examples of applying developmentally appropriate practice in the kindergarten classroom.

2. What You Need to Lead an Early Childhood Program: Emotional Intelligence in Practice, by: Holly Elissa Bruno

This book is written for the program directors to help foster excellent relationships with students, families, and staff. By creating welcoming relationships with staff, you can work in tandem to provide the best educational experience possible for your students, and by building a trust with the families of students, you can be sure you are working with them to address any individual needs of their child. Traditional administration topics such as financial management and marketing are covered, as well as exploring the critical role that emotional intelligence plays in effective leadership.

3. Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8 (3rd ed.), by: Carol Copple and Sue Bredekamp, eds.

This is the 3rd edition of this resource that has been a best seller among early childhood professionals since the first edition released in 1987. Copple and Bredekamp provide updated methods and techniques for developmentally appropriate practices designed for children from birth through age 8. Highly effective practices have been compiled from the latest research and experiences among early childhood professionals into this essential resource for early childhood educators. This edition focuses on the yearly development of children from birth to age eight and provides a detailed description of the changes that take place with examples of appropriate practices for each level. Key topics and video examples are provided on the included supplementary CD.

4. Powerful Interactions: How to Connect With Children to Extend Their Learning, by: Amy Laura Dombro, Judy Jablon, and Charlotte Stetson

This book acts as a reflective guide to help you create more intentional and purposeful interactions with your students. As educators, you spend an abundance of time with your students each day. This guide provides a step by step guide

to connecting with your students with each interaction and using that connection to extend learning. By becoming consciously aware of how you are feeling and purposefully letting the child know that you see him and are interesting in their thoughts and feelings, you create a connection that will lead to a more meaningful learning experience. When a child feels confident and safe, they become more open to learning; learn how to foster this relationship within your early childhood setting with this best seller.

5. Ethics and the Early Childhood Educator: Using the NAEYC Code (2nd ed.), by: Stephanie Feeney and Nancy K. Freeman, With Peter J. Pizzolongo

When working in the field of early childhood education, there are often tough decisions that must be confronted that impact the children and families you serve. It is important to realize the complex dynamic involved, as the feelings and values of each family are different. This book is based on the NAEYC Code of Ethical Conduct and acts as a guide in navigating difficult decisions. Well-chosen examples and questions are used to offer key points regarding the ethical conduct and decision-making involved in various common issues that arise. With this guide, you will be encouraged to reflect on critical issues you may be facing or may have in the past and learn healthy and ethical ways to work through them.



COURTESY:

www.topeducationdegrees.org
www.financialexpress.com
www.news18.com
www.thehindubusinessline.com
www.bbc.com
m.timesofindia.com



Wanda Wyont

Wanda is presently a part time instructor of college skills studies and EDU classes at Gaston College, Dallas, NC. She retired as the Director, Persistence and Retention for Gaston in 2012. She Implemented an early alert initiative like Learn 4 Life, Early Alert, Academic Assistance Fund And Community Resources. She developed partnerships with agencies within Gaston/Lincoln counties, supervised twelve full-time and ten part-time staff/faculty, developed new programs, managed and taught Academic Related courses, directed the Title III Grant (Federal Grant 1.5 million), oversaw the TRIO Grant (Federal Grant nearly 1 million) and wrote grant proposals. She was the Department Chair, Early Childhood, Gaston College for a period of 9 years. She is the winner of many coveted awards like Teaching Excellence Recipients , Early Childhood Educator of the Year (2004), Family Advocate of the Year – Alliance for Children and Youth (1993), Instructor of the Year – Gaston College (2005), NC Instructor of the Year – Semifinalist – North Carolina (2005), Early Childhood Pioneer Award (2006), Sue Wither's Award for Community Service (2008), Student Empowerment Excellence Award (2012).

Multi-Sensory Environments Impact Brain Development

Brain Development

Parents, teachers, and caregivers can impact brain development among typical and atypical children by providing rich sensory experiences. Research tells us that multi-sensory environment impact brain development. The study of the brain and how it works is amazing. At birth, the brain is still a work in progress. Sensory experiences help develop the brain, which processes different kinds of information. A decade ago, researchers thought that much of the brain was genetically programmed. But more recently, data shows that there are trillions of un-programmed connections just waiting to be connected. Through sensory experiences, these connections are fired-up! Cells known as sensory neurons carry information from the sensory organs to the brain. Learning occurs as the brain sorts out this information and builds new connections, somewhat like a tree adding more branches. In other words, rich sensory experiences produce rich brains!

Windows of Opportunity for Learning

Individuals who care for young children need to be aware of the window of opportunity for learning. During the first three years of life, children experience the world in a more complete way than children of any other age. The brain connects to the world through its system of sight, hearing, smell, touch and taste. This means that young children develop their social, emotional, cognitive, physical, language, and cultural skills through their sensory experiences. As a sponge soaks up a liquid, young children soak up knowledge using their senses.

Examples of Sensory Experiences in a Natural Environment

No one has to force young children to participate in **sensory** experiences because this type of play is innately important to children. The senses are highly developed from birth. Newborns can identify their own mothers simply by smell. The survival instinct helps them obtain food, make attachments to caregivers, and develop the sense of security they need to further explore their world.

Scenario:

1. Ahmad is celebrating his second birthday. After his parents have sung happy birthday, the cake is within easy reach. While the adults look chagrined, he eagerly sinks his hands into his birthday cake. He brings a fistful of frosting to his mouth, tastes it, and smears it on the tabletop. Then he offers everyone a sample. In this natural setting, he is exploring most of his senses.
2. Four-year-old Madhav walks up to a brick wall, smells it, and brushes the tip of his nose against the surface. Then he runs his hand across it. These actions are firing up the braincells.
3. Five-year-old Ruth plants herself in the sandbox and spends the next hour happily dumping, scooping, sifting, piling, and smoothing the cold, soft sand. Through this sensory experience, Ruth has completed her own science experiment.

Space Speaks to Children

With little effort, positive experiences can be created. Children learn about their world through their senses and movement. What we often notice are the elements that a child will zoom in on: the right place with the right shape like the corner between the wall and the couch; the right sight or sound, like a vantage point to watch or hear the rain pouring out of a gutter.

Those of us, who don't inhabit the floor, undervalue the sunny spot on the floor. We are not drawn to the pile of dirt or the puddle or the torn wallpaper that beckons a small finger. As adults, we see things from utilitarian eyes. But children are free to simply absorb experiences.

Space speaks to them! A long hallway whispers the message "run" to a child. The smell of cookies baking makes them hungry. Bright colors like reds and oranges encourage excitement. Children build images of places, meaningful spaces, out of fragments of experiences.

To this day when I smell a pie baking in the oven, I think of my grandmother Beam. I am transformed to my childhood again. "Come and get some hot cherry pie," she would say. Sensory learning experiences add a lasting memory for the children.

Create a Sensory Environment

When you awaken the children's senses, opportunities will abound. Provide environments that are sensory-centered by adding soft pillows for snuggling, displaying art and fragrant flowers, gathering items from nature, and playing music. Young children are wired to investigate by smelling, rubbing, listening, touching, tasting, and looking. This is their scientific process for acquiring information. As parents, teachers, and caregivers, we need to enhance spaces for learning by making sure that we have a rich sensory space. The list below are some practical suggestions.

Some Practical Suggestions

1. Sounds

a. Caregiver's voice

- i. Use a happy voice to talk directly to the baby, toddler, and preschooler
- ii. Sing songs
- iii. Praise often.

b. Play music, especially classical.

- i. Comment on the different instruments. Do you hear the piano, flute, drums?

c. Provide musical instruments for children to use.

d. Point out the sound of the rain on the roof.

e. Listen to the birds chirping, dogs barking, horn blowing, etc.

2. Sights

a. Model positive expressions.

b. Display beautiful art clipped from a travel magazine and change often.

- i. Discuss the scene or picture.

c. Bring in nature and change it often to represent the season or a theme.

- i. Collect pine cones, sea shells, leaves, rocks,

d. Add an aquarium, terrarium, etc.

e. Ample supply of picture books in good repair and change often.

f. Paint and blank paper for creating.

- i. Comment on the colors: "I like the way you made green by putting yellow and blue together."

3. Smells

a. All kitchens smells such as pastries baking, soup cooking in a crock pot, spices simmering on the stove, etc.

- i. You might say, "We are having cinnamon rolls for snack, do you smell them?"

b. Outdoor smells

- i. Discuss the smells. "Does the wet dog smell good?"

c. Fragrant flowers

d.Scents such as cinnamon, peppermint, clove, etc.

4.Touch

a.Add textures to be examined such as swatches of cloth like velvet, corduroy, cotton and other fabrics.

i.You might keep the fabric samples in a box for a child's easy access.

b.Play dough or clay for forming shapes.

c.Finger paint for the feel.

d.Soft pillows and rugs for cuddling.

e.Plain wood blocks for the hardness.

5.Taste

a.Variety of foods to eat

i.Comment about the food. "Is the ice cream cold?"

ii.Soft, sanitized toys.

1.Infants and toddlers will put all toys in their mouth. The environment must be free of all small objects. At the same time, it is important to sanitize toys daily.

Children learn best when they engage their senses. Many of our favorite memories are associated with one or more of our senses. As stated earlier, the smell of pie baking transforms me to another place. In my case, it was a combination of smell, taste, and sight. The brain triggers a flashback memory. Imagine trying to explain how it feels to finger paint, splash in the water, or pet a dog without letting a child experience it. Children need to be doers in their world using their senses in order to comprehend the information.

IIFPL proudly introduces the first ever globally certified (U.K) pre school teacher training program in NE India.

2 months, 4 months & 6 months courses aligned with **EYFS (EARLY YEARS OF FOUNDATION STAGE)** and **NVQ(NATIONAL VOCATIONAL QUALIFICATION)** framework in **CCLD(CHILDCARE LEARNING DEVELOPMENT)**

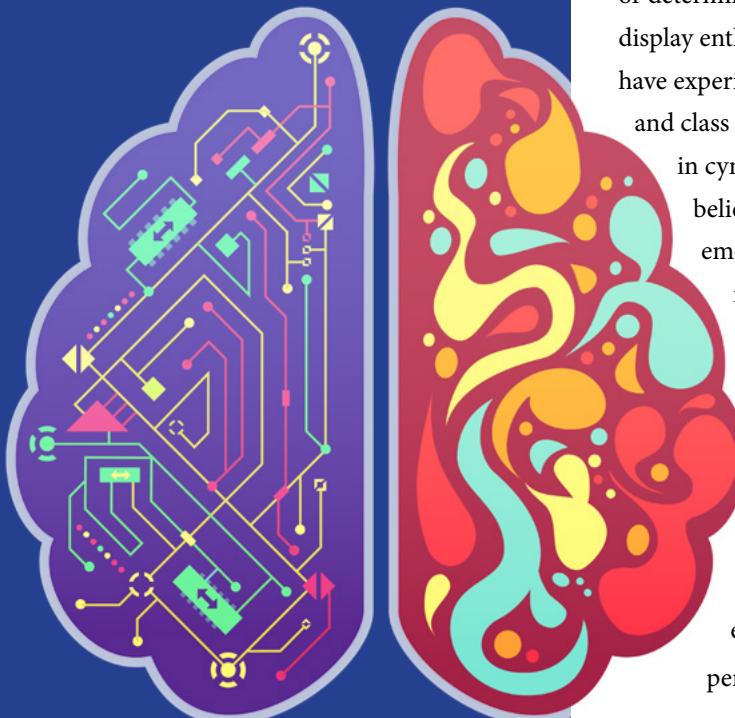
Level 3 from **UNITED KINGDOM(U.K.)**
HURRY! LIMITED SEATS ONLY

Call: +91 98642 33332

www.innerifoundation.com



Leah Davies, M.Ed., is an author and counselor for parents, teachers, and others who have concerns about children. She received her Master's Degree from the Department of Counseling and Counseling Psychology, Auburn University, United States. Her professional experience includes teaching, counseling, consulting, instructing at Auburn University, and directing educational and prevention services at a mental health agency. Besides the Kelly Bear resources, she has written articles that have appeared in five national journals and she has presented workshops at six national conferences.



EMOTIONAL INTELLIGENCE

An Essential Component of Education

Leah Davies, M.Ed.

Why do people with high Intelligence Quotients (IQs) sometimes fail and those of modest IQs often do surprisingly well? In his book Emotional Intelligence, Daniel Goleman concludes that our view of human intelligence is far too narrow. He stresses that a high score on an IQ test does not guarantee future success or determine a child's ability to be self-disciplined, motivated, or display enthusiasm for life. He postulated that in recent years we have experienced a degeneration of "emotional literacy" across racial and class boundaries, and that the results have been an increase in cynicism, social pathology, violence, and suicide. Goleman believes that society has overemphasized IQ to the neglect of emotional skills such as empathy, responsibility, persistence, impulse control, and caring. However, he stated these attributes can be taught.

According to Goleman, childhood is "a special window of opportunity for shaping children's emotional habits." We must help children recognize and understand their emotions and the emotions of others. If children learn to persevere and accept mistakes as a natural part of learning,

they will be better able to control themselves and handle their frustrations in positive ways. Since children need emotional training to grow into productive, satisfied adults, he urges educators and parents to integrate their emotional and rational minds which are two basically different ways of knowing. Goleman states that promoting EQ (emotional intelligence) in children is vital to the safety and civility in our society.

How can we fulfill our responsibility to assist children in becoming emotionally literate?

1. Increase **SELF-AWARENESS** by using materials that help children identify their feelings, build a feeling vocabulary, and recognize links between feelings, thoughts, and actions. Help them assess their strengths and weaknesses and thus develop a realistic view of themselves.
2. Teach students to **MANAGE THEIR EMOTIONS**. It is normal to have mood swings, but children need to know that they have the power to cope with negative feelings in constructive ways. They can respond to put-downs and adverse situations by using “self-talk.” For example, “Something bad must have happened to Tommy today because he doesn’t usually say mean things,” instead of thinking, “I hate Tommy and I’m never going to play with him again.” Other methods of dealing with negative emotions are to write down your feelings, count slowly, breathe deeply, love a pet, tell someone what happened, sing, read, or draw.
3. Call attention to **NORMS FOR ACCEPTABLE BEHAVIOUR** in our society and help children see themselves as contributing members. Increase their social interaction skills by stressing the importance of empathy. Teach them to acknowledge and appreciate differences in others’ feelings and perspectives.
4. Teach them to **CONTROL THEIR NEGATIVE IMPULSES** through self-regulation. Help students think about their feelings and behaviour and evaluate their choices before acting. Provide opportunities for them to delay gratification and to practice using refusal skills when appropriate. Emphasize that the choices they make today will determine the kind of future they will have.
5. Help children **DEVELOP LISTENING AND COMMUNICATION SKILLS**. Increase children’s awareness of nonverbal communication including tone of voice, gestures, facial expressions, and eye contact. Train them to be good listeners and to express their ideas and emotions clearly and effectively. Teach problem solving, stress management, and negotiation skills. Help children learn to be assertive rather than aggressive or passive.
6. Challenge children to **MOTIVATE THEMSELVES**, set clear goals, and develop a hopeful, optimistic attitude. Encourage self-confidence, zeal, patience, and require students to take responsibility for their actions.
7. **INVOLVE PARENTS** as much as possible, so that they will be encouraged to model emotionally healthy behaviour in the home.
8. Since the children are looking to you for guidance on how people in our society live, **NURTURE YOUR OWN EQ**. Strive to be empathic, self-disciplined, enthusiastic, tolerant, and compassionate.



'Nurturing the unique journey...'

A Venture of
INNER
FOUNDATION PVT. LTD.



**Your best opportunity to
become a leading edupreneur !!!**

INVITING PARTNERS: BE A PART OF TENDER PETALS FAMILY

Creating Partnership that
Drives Strong Business Growth

- Academic and Curriculum Support, Planned Learning Experiences
- Upgradation of Lesson Plans
- Innovative Teaching Methodology
- Curriculum Implementation
- Annual Carnivals, Awareness Campaigns, Mega Events, Parent Workshops and Seminar Modules
- Guidance on Conceptualization and Ideation of various co curricular activities

- Market Survey
- Location Evaluation
- Recruitment
- Centre Set Up Support
- Training
- Enrolment Support
- Operational Support 24X7
- Marketing Support
- Quality Maintenance Support

- Loan Support
- Business Growth Support
- Upgradation Support
- Business Expansion Support

Our Franchisee is the best pick for the following reasons :

- *We give the best learning opportunities to children in their early childhood years. And there is no compromise to this end.
- *We are into serious business that yields good returns.
- *We believe in imparting quality education and our franchisees are our partners with whom we work together towards this goal.
- *We understand that our partners look for quality service and therefore we provide a 24x7 support system.



If you believe in this Vision and Mission, do not hesitate to visit

🌐 www.tenderpetals.com 🌐 www.facebook.com/innerifoundation
📞 +91 88768 92812 / +91 98642 33332.



Sonal Ahuja, a self confessed “Educational Alchemist” is a lifelong learner who passionately believes in the power of learning and bringing change. Supporting effective learning has been her life’s aim. Apart from being an early childhood education expert, she also has diplomas in child and educational psychology from an academy founded in Galway, Ireland. She is also certified on GCC (Global Career Counseling) by UCLA’s extension program. She is an active member of the American Psychology Association and NAEYC. Her work on language acquisition has been acknowledged by NCERT. She has worked in close proximity with Delhi Legal Services Authority for spreading awareness against child abuse. She has been invited as the guest speaker in many seminars on topics issues

revolving around, the schools of tomorrow & innovative practices in the education system. She headed the Early Childhood Association for four years from 2015-2019 as a territory head in Delhi. She was also a speaker at the World Forum Foundation, 2019 in Macau. Sonal is also the founder of House of Learning, Director of Shri Ram Foundation preschools, Advisor to the formal school Shri Ram Bal Bharti, and regularly conducts training for teachers, parents & children. She has conducted many workshops in Delhi’s major schools.

Creating the opportunity for individual growth

While raising children, it is imperative to consider and pre-empt what we are preparing them for.

We ourselves have been raised to follow a system that society has deemed valuable, but have we given enough thought into what is actually valuable to us?

As individuals, we’ve grown up without a lot of exposure to creativity and innovation. We have been educated by systems that believe in the need to follow a fixed curriculum and achieve specific goals. But the rigidness of our upbringing and the following of convention throughout our lives has cost us the ability to think about what we want to do and find our own purpose.

We have been pushed into an archaic system and have become the cogs that propel its convention, creating a culture that discourages us from embracing our individuality. But it’s time we break free

out of this vicious cycle by experimenting and taking risks to learn about ourselves and find new skills.

We must begin to find our identity and listen to the feelings that teach us how to be happy. It's about diagnosing our individuality; realizing who we are and what we want to do. It is only after we know ourselves; our likes, dislikes, capabilities and interests that we can live life well and then teach children how to grow up to be happy and successful in ways that will be meaningful to them.

In schools, children need to be able to explore what they are good at, but classrooms are still restricted by convention. Children are not offered the opportunity to experience more when they are forced to learn inside the boxes that we call classrooms. A classroom, however you arrange it, whether in rows or in circles, is still restricted by four walls. Children have unlimited potential and capabilities, so why are we restricting them?

Education should not revolve solely around building careers, but it should also account for interests and experiences. When children know what they want, they can search for it and identify what matters to them, this, in turn, will help them understand what academics they would like to pursue. It enables them to automatically be themselves, feel confident about their dreams and nurture their aspirations. It helps them become the designer of their own lives.

However, this belief should not just be restricted to a child's education, it should be the core of their upbringing. Children should innately desire to find their own identity and express their feelings without having to worry about conforming and being rejected. It can help them to grow as creative individuals.

Additionally, children should also be taught how to regulate the feedback they receive. People offer perceptions and opinions, but if this feedback is not managed well, it often clouds thoughts and interferes with the decisions. Children should learn how to think for themselves and form a mindset that understands their own aspirations. They need to seek out experiences that are complementary

to their identity.

After all, every experience has an impact on our growth; what we do helps nurture our development. Even if the brain's development takes place majorly until a child is 8 years old, as stated by many early childhood educators, it is still possible for the brain to continue to learn and develop new skills even at 60 or 70 years of age. According to a theory called neuroplasticity, the brain keeps changing and forming new connections, despite a person's age.

The focus needs to be put on what stimulus is being offered, irrespective of the age. That is why people who explore, travel and keep changing their ways and environment, grow and learn better. Even in the case of jobs, those who are exposed to more, learn more. They have the opportunity to leverage the novelty of a new experience.

Every person is born with amazing capabilities, but it is how we nurture their individuality that truly matters. We need to adopt a growth-positive mindset to break away from the conventions that try to take hold of our lives. There needs to be an emphasis on exploring our individuality and finding our identity if we want to live our lives purposefully and bring meaning to the lives of the children we raise.

Be an EDUPRENEUR ! Open Your Own PRESCHOOL

PARTNER WITH A PRESCHOOL BRAND THAT CARES

www.tenderpetals.com
www.facebook.com/innerifoundation

FORBES MARQUEE GREAT INDIAN PRE SCHOOL 2019
INDIA LEADERSHIP AWARDS 2019
BEST PRE SCHOOL CHAIN OF NORTH-EAST INDIA

Helen Battelley is an internationally renowned consultant, trainer and speaker in Physical Development/movement in Early Education. Her training style is energetic, passionate and highly motivational. She has been working as a dance and movement specialist for over 19 years and continues to work directly with children. Helen was fundamental in the creation and release of Change4life's '10 Min Shake up cards'.

Helen Battelley currently works as a consultant for the following schools:

Hartland International, Dubai, Leman International School, Chengdu, PRC, British Embassy School, Ankara, Turkey, British School of Alexandria, Egypt, Jess, Jumeriah, Dubai, Oporto British School, Portugal, Kings College, Madrid, Spain
Acorns, Bucharest, Romania



Let's get PHYSICAL!

“Global Childhood Obesity is at epidemic levels”

“Rising mental health issues in young children”

“Children’s inactivity levels increase”

In light of the World Health Organisations (WHO) report on Children's Physical Activity it is clear we still need to 'do more' to promote physical activity among young children. In the UK, 91% of children under the age of 4 are still not reaching the recommended levels of physical activity (PA), this will impact on all areas of development and increases the risk of mental and physical health concerns in later life. The WHO recommended amount of daily physical activity for a child aged under 5 is 180 minutes (3 hours) incorporating 60 minutes for MVPA (moderate to vigorous physical activity).

What is attributing to this decline in PA in today's society?

Digital technology is a daily experience for many young children and is often used as a 'babysitter' by parents, which impacts on relationships and time spent being physically active. As adults, we can reflect on our childhoods, many of us will recall an abundance of outdoor physical play opportunities. Yet now, our busy, stressful lives and environmental changes are impacting on children's physical play and as a result, all their developmental areas. Many

young children are spending prolonged periods of time being restrained and sedentary in strollers, car seats, buggies, bouncers, reclining chairs, etc., even within the education sector we see extended times in sedentary learning.

Childhood obesity is considered to be at epidemic levels and its rise is expected to continue. In the next 5 years the number of obese children worldwide is predicted to reach a staggering 75 million. Obese children are significantly more at risk of becoming obese adults.

How can we best support our children to become physically active for life?

Studies suggest many factors may influence the delivery and promotion of Physical Activity within settings;

- Staff place more 'value' on the 'academic' areas, maths and literacy skills, and feel pressurised by management to demonstrate this in their practice
- Numerous studies found levels of physically active play decline in early years settings when more staff were present in the room (1) this tally with the feeling of pressure and increased inhibitions in early years staff when peers were present (2).
- Staff assumed 'playtime' offered sufficient provision for PA and the underlying notion that children are inherently active. (3)
- Staff were not confident to support children's PA and were not using the space and equipment provided effectively (4).
- Staff felt less confident in 'how' to promote PA and were fearful of causing 'damage' to the child as a result
- Conflicting guidance from various sources add to confusion over what is and isn't appropriate.
- Staff felt this area should be covered outside of the school learning environment.

I have created this simple to follow guidance for all staff working in early childhood settings to support their Physical Development practice.

Know your children! Copple and Bredekamp (5) adhere developmentally appropriate practice should identify "**what is known about child development and learning; what is known about each child as an individual and what is known about the social and cultural contexts in which children live**".

In order to provide a movement philosophy, embed PA play into your planning, be creative and adaptable.

Assess your environment, check the space is safe. Where possible reconfigure the space to allow for more movement; removing tables and chairs, opening doors, allowing open access to outdoors, include large loose parts, tunnels, large cardboard boxes, bubble wrap etc.

Take a step back – observe, observe, observe. At times we have an urge to step in and assist when it is not in the child's best interests, allow children to ask the question - make their way and find their own solutions.

Introduce a wide variety of fun, inclusive, action songs and rhymes.

Recycle and use materials from the natural world –

Recycle everyday items for play and access supplies from the natural world, they are cost effective, reduce our carbon footprint and the neutral colours will encourage a calming environment.

Keep it simple - we have a tendency to complicate things, simple movements for adults may be complex for young children. Start with isolating movements, i.e. marching without arms, once mastered introduce arms, Jumping forwards, once mastered jump backwards.

Introduce body mapping- identification and knowledge of one's body, it is position and identification of features, and where they are situated in relation to the rest of self. Simon Says is a great way to help children to understand their bodies.

Balls – children love balls, introduce different balls, squidgy, bouncy, spongy, large, small, sensory, light-up, inflatable to promote sensory motor stimulation.

Bubbles – offer a great opportunity to develop hand-eye co-ordination, boost ocular control and stretch the body.

Use music – music is a motivator and our response to music is innate. Vary music genres and allow the children to move freely to the music, music also promotes pro-social behaviour, supporting language and social skills.

Keep parents/carers informed of the current PA guidance and advise on simple family activities to do at home. Stay informed activematters.org.

Animal movers – let children explore their movement ideas by inviting them to move as different animals, i.e. ‘Move/slither like a snake, bounce like a frog.’

Imitation – children are imitators and watch us all the time, reduce YOUR sedentary time and move more!

Introduce movement vocabulary – zig-zag, jump, glide, spin, leap, wriggle, stomp, slide, twirl, fast, slow, up, down, in, out, over, through, behind, on, under, around, astride, gallop, skip, climb, pounce, slither, creep, tip toe etc.

No Chair Day – if developmentally appropriate, remove the chairs from your setting to allow for more movement, any sedentary activities can be completed laying/sitting on the floor or standing up. Use chairs for meal times. Try to avoid passive ‘sitting’ circle times, opt for lying/kneeling/squatting etc.

Bring stories to life by adding movements, gestures or re-enact the story.

Invest in staff CPD to promote PA and staff well being

Provide a canopy movement experience, offer activities and equipment to support; Pushing, pulling, climbing, swinging, hanging, jumping, balancing, crawling, running, catching, rolling, dancing, creeping, hopping, stomping. All of these movements assist with the development of the proprioceptive and vestibular systems essential to future development.

Last term I conducted a research case study with reception children in the UK (4-5 years) for Birmingham City University on ‘Can delivering a movement based intervention positively impact on attainment and well-being?’ After collating the data, results showed a significant increase in developmental maturity, communication skills, physical competency and PSE development, the study also saw increases in all areas of the Early Learning Goals.

Countless studies have identified child-initiated play alone cannot guarantee the recommended levels of PA are being met, of course left to their own directed play some children will exceed those levels, however many will not. A combination of adult initiated and scaffolding can support children to fulfil their PA recommendations.

What does ‘learning’ look like?

Children spend over 12,000 hours in statutory education – how many of these hours are spent sitting? Is this the best teaching method for children to learn?

Many of us connect learning and education with being seated at a desk as most of us will have experienced this style of learning ourselves.

Thankfully, in early years with the introduction of ‘free flow’ provision and ‘child-initiated play’ learning has evolved, yet sadly in many reception and year 1 classes we continue to see rows or clusters of desks and little space for movement play.

Higher levels of PA during early childhood have been associated with improved health outcomes, whereas sedentary behaviour (SB) has been associated with poorer health outcomes. (7) Sedentary time is also associated with an increased risk of depression in children and adolescents.

Physical activity and movement play support all areas of learning and underpin all future childhood development, the best start you can provide for your child (children) is to introduce an ‘active learning’ experience from birth onwards.

Links to useful infographics and blog posts:

<https://apps.who.int/iris/bitstream/handle/10665/311664/9789241550536-eng.pdf?sequence=1&isAllowed=y>
<http://chloe4learning.blogspot.com/2019/03/no-chair-day.html?m=1>
<http://www.playengland.org.uk/media/120426/free-play-in-early-childhood.pdf>
https://www.activematters.org/wpcontent/uploads/2019/09/The_Nursery_with_No_Toys_Evaluation.pdf
<https://www.popshopandrock.com/balance-part-2/>
<https://www.moving-minds.com/cmsstatic/Active-Learning-From-Moving-Minds.pdf>
<http://chloe4learning.blogspot.com/2019/05/>
https://www.ukactive.com/wp-content/uploads/2018/09/Generation_Inactive-2_Nothing_About_Us_Without_Us.pdf
<https://www.sciencedaily.com/releases/2019/01/190115111958.htm>

References

- (1) Gubbels, J.S. et al. (2011) Interaction Between Physical Environment, Social Environment, and Child Characteristics in Determining Physical Activity at Child Care. American Psychological association
(2) Wilke, S. et al. (2013) Factors influencing childcare workers' promotion of physical activity in children aged 0–4 years: a qualitative study
(3) Van der Kolk, I. (2018) Healthy Nutrition and Physical Activity in Childcare: Views from Childcare Managers, Childcare Workers and Parents on Influential Factors
(4) Rea, T. (2008) Alternative visions of learning. Children's

learning experiences in the outdoors. BESA
(5) Copple, C. & Bredekamp, S. (2009) Developmentally appropriate practice in early childhood programs serving children from birth through age 8. NAEYC: Washington DC

(6) Golding, A. (2015) Investigating learning through developmental dance movement as a kinaesthetic tool in the Early Years Foundation Stage. Research in Dance education

(7) Bentley, G.F et al. (2015) Mothers' perceptions of the UK physical activity and sedentary behaviour guidelines for the early years (Start Active, Stay Active): a qualitative study. British Medical Journal.

WHO report- This study is based on data gained from 1.6 million 11 to 17-year-old students

Press release: <https://www.who.int/news-room/detail/22-11-2019-new-who-led-study-says-majority-of-adolescents-worldwide-are-not-sufficiently-physically-active-putting-their-current-and-future-health-at-risk>

Study published in The Lancet: [https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642\(19\)30323-2/fulltext](https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(19)30323-2/fulltext)

BHF report- Monitoring the levels of physical activity of more than 2,000 children from 57 primary schools across South West England. – children are less active at 11 yrs than they were at aged 6.

Press release: <https://www.bhf.org.uk/what-we-do/news-from-the-bhf/newsarchive/2019/november/new-study-finds-children-become-less-active-each-year-of-primary-school>

Study: <https://www.nature.com/articles/s41366-019-0459-0>



The Importance of Observation as Research: Encounters with Competency in Early Childhood

Children's learning has been of interest to me since I was a young woman. Over the years I have learned a great deal from simply watching children, and then more through formal research that supported and added to the ideas I had developed about children.

In this article I present three examples, through narrative, that talk of experiences I have watched children. Following the narratives are meaningful quotes that support my observations. The article closes with a personal reflection and conclusion.

Stories

The Twins

I started spending time with children during my teenage years when I was asked to babysit. During most of these occasions, I generally played alongside the children while caring for them. But during one stretch I had an experience that profoundly changed my understanding.

I was asked to sit for siblings—a pair of twin girls who were toddlers. They were just under two years old. They had developed a spoken language of sorts, but they were not yet using any words that I understood.

Within minutes after my first visit with them, they made it abundantly clear that they did not want to interact with me. They were together and needed only each other. They ran and played and laughed and cried as a unit. They had their own system of communication, which included not



Laura Friedman, M.Ed.

Laura has been learning from children for most of her life. She sees young children as competent, joyful, innately curious, capable of complexity, and indeed remarkable. She believes that children have an inherent drive to understand their world and that in early years children have a keen ability to create meaningful learning experiences through legitimate questioning and research.

Laura has discovered a profound connection with Howard Gardner's Theory of Multiple Intelligences; the ongoing educational experiences in Reggio Emilia and Pistoia, Italy; and the work of David and Frances Hawkins, which involves the contemporary experiences of the Hawkins Centers of Learning. These influences have deeply informed her work with children and with those who work alongside children.

Laura earned her bachelors and masters degrees through independently-designed programs at Lesley University in Cambridge, Massachusetts. She also holds a Montessori credential for children ages two-and-a half through six.

only sounds, but also gestures. They easily understood each other. Grudgingly, they allowed me to feed and change them, but aside from that, I was relegated to the role of observer. I simply sat in a chair and watched them. If I physically moved close to them hoping for interaction, they moved away. They were not distressed, so much as they just did not need me in their space. They had each other, they leaned on each other, and they learned from each other.

And so observe I did, and this is when my understanding of and deep interest in children began to develop. In simply being forced to watch, I began to see their competency.

In this new role as a Listener (with eyes, ears, senses), I began to develop questions about children: **What are they curious about? What new information are they seeking? How are they expressing their questions? What are they talking about? What is the meaning behind their actions? How do they know how to do that?**

During my months with these two, my early childhood research began to take shape. I did not realize this at the time, but in retrospect, it is clear to me that my curiosity about these girls helped to form a foundation for a lifelong fascination.

“The capacity for reciprocal listening and expectation, which enables communication and dialogue, is a quality of the human mind and intelligence that is clearly present in young children.” (Edwards, et. al., cited Rinaldi, 2012, p. 234).

First Marks

Before he started drawing by himself, he would demand that his adults draw for him. He wanted buses. We would all sit together at the breakfast table and he would yell “buth!” He would give one of us a marker and demand, again, “buth!” Over just a couple of weeks, we drew more than one hundred buses.

On this particular day it was just the two of us. He had developed to the point of using two and three words to express himself. He was sitting at his little table in his little chair with his blank paper and marker.

I picked up a blue marker and drew a simple squiggle of a line near the bottom of the paper. I had no pre-thoughts about the mark. I just happened to make a wavy line. I like

wavy lines.

He looked at the mark and looked at me and then returned to the paper. He made a small line above the squiggle, straight, almost centered above the squiggle.

“Boat,” he described.

Immediately we were authors. With two simple marks on a white piece of paper, we created an entire story.

[John Matthews] believes the child’s intent is expressed in a variety of ways: the medium for the child’s expression may be graphic, or verbal or manifested in body movements. In short, the expression of the child’s intent is mediated by the medium. For young children the media are diverse. Matthews believes the expressions of infants are no less articulate than the expression of those who have mastered speech. Looked at this way, the marks and other images very young children make are forms of representation that Matthews believes need to be regarded as having content. Put another way, even infants are trying to say something through the actions, marks, and images they create.” (Eisner, cited Matthews, 2002, p. 100).

The Wear

During one particular year I had an extraordinary opportunity to work with two early childhood colleagues in their preschool class. I spent three days a week in the classroom for four hours each day. While I often served as an extra pair of hands, my main task was to help the teachers step away from the children to observe.

My colleagues valued long periods of open-ended time. The environment was set up for children to enter and exit from play at their own choosing. This was challenging at times, because the action was so active, the children were often noisy, and yet they were incredibly engaged both independently and in groups. The children and teachers spent two hours every morning this way.

One of the things I hoped to accomplish was to help the teachers learn to wait a while before engaging in confrontations when they arose. The confrontations were expected—these were preschoolers. Helping the teachers to step back, observe, and wait just a bit was a challenge.

One particular morning I watched as two young boys, perhaps

pushing four years old, played with large red and white cardboard bricks. They were stacking them typically, having great conversations, knocking them down and then starting again. At one point they were distracted by something on the other side of the room, so they left the bricks.

A girl in the class, roughly the same age as the boys, came upon the pile of abandoned bricks and started to collect some for her use. She took eight away from the pile and moved them a few feet away. She began to lay them out on the floor. First she put six in a stack, one on top of the other right in front of her. The pile grew uniformly high, becoming just about as tall as she. She now had two blocks remaining, one in each hand.

About this time I watched the boys return from their distraction to continue their work with the bricks. When they saw that the girl had taken some of their bricks, they moved to reclaim them. The girl began to protest.

"I need to finish my wear!" she shouted at the boys.

"But we were using them first!" they countered.

"No you weren't! I had them!" she yelled back.

As the noise distracted one of the teachers from what she was doing, she quickly moved to intervene. I quietly stopped her. I reminded her that we were trying to wait—to not react immediately--as part of learning to observe. I also reminded her that she had not seen what had transpired with the blocks over the last few minutes like I had.

As we watched a bit more, it was clear that the disagreement wasn't going to evolve to resolution, so we decided, together, to enter into the children's space. I described what I had observed for the three children and for the teacher. I told the boys that I saw that they had left the blocks. I shared that I saw the girl collect blocks only after the boys had abandoned them. They listened.

The girl reiterated, "I just want to finish my wear!"

I looked at the boys. "She just wants to finish her wear."

I chose to support her simply by repeating her words. I had no idea what "a wear" was, only that it was very important to her to finish it.

"Can you wait for her to finish her wear?"

They looked at each other.

I asked the girl, "does this mean that they can have the blocks when you are finished? Is that what you are saying?"

She looked at them. "Yes."

She took the remaining two bricks that she was holding and placed them in front of the pile, both on the floor so now there was a little landing in front of the tall stack. The boys watched. She stepped back to look at her work, and then moved forward. She walked onto the little platform. She stopped, stood very straight, and stated, "one, three, eight, ten, eleven, sixteen."

She stepped off the platform, turned to the teacher, and me and stated, "I weigh eighteen."

The teacher and I looked at each other, grinning. We were stunned.

"I thought she was saying *wear*."

The boys smiled at each other and then immediately took turns weighing themselves. Within minutes, the girl had left her pile of bricks and the boys had gathered them up and returned them to their original pile.

"...when we say that the child learns by doing, we mean that the child learns by transforming states of objects, situations, himself, fantasy, and any other possible knowledge state. Knowledge is constructed by the child in his attempts to understand what is different and what remains the same across changing states. We have the biological competence to actively construct reality, and the natural processes by which we assimilate and construct knowledge should be understood in order to improve early education." (Forman & Kuschner, 1977, p. 6).

"Beyond their learning value, open-ended materials offer children experiences with what is possible, rather than what is "right." When you watch, listen, and support children's inventions with open-ended materials, you see their total focus and intense drive to make their ideas and theories visible. You can watch the flexibility of their thinking as they figure out new ways to solve problems and accomplish their goals." (Curtis & Carter, 2000, p. 49).

“Because play is all about trying on new behaviors and thoughts, it frees us from established patterns. For children, who are always in the process of changing and becoming, transformative play is a constant part of their world, and often goes unnoticed.” (Brown, 2009, p. 92).

Reflection

Today, I can look back on so many stories of children. I continue to be fascinated, continue to watch, and absolutely continue to ask questions about the complexities of early childhood. My lifelong experiences with children, supported by formal education, have left me with some fundamental beliefs. Among these beliefs:

- Children’s interactions with their world are driven by a critical need to know.
- All learners build knowledge and understanding through experiences over time.
- Children grow and learn individually and within community.
- It absolutely does not matter if a young child has a correct fact or answer right away. It is critical, however, for a child to wonder—to have the freedom and support to investigate and research in order to think deeply and create hypotheses.
- The process of inquiry and investigation helps the child to make sense of the world. Children need long periods of time for thinking and playing in order to work toward comprehensive understanding.
- There is most always purpose in a child’s action; there is also purpose in a child’s stillness.
- What the child already thinks about and knows is strongly influenced by his surroundings. The people in any child’s life and the environment and culture within which he exists creates unique learning environments.
- Every question from a child is valid and should be understood and responded to as valuable. Questions relate directly to thoughts and ideas as the learner, of any age, works to build understanding and meaning.
- Teachers have the ability to learn much from children simply by looking and listening. They also have the ability

to learn through their own wondering and questioning.

Children must be supported to think freely, to question and experiment, and to have their ideas and theories listened to and respected. Young children do not need to have “correct” answers at the start, rather they must be allowed time and space to investigate. Children and teachers must learn to embrace a process that involves watching, listening, working together, and making and correcting “mistakes” while questioning--researching. With these supports in place, most children will thrive.

Resources/Books

Brown, S. (2009). *Play: How it shapes the brain, opens the imagination, and invigorates the soul*. New York, NY: Penguin Group.

Curtis, D. & Carter, M. (2000.) *The art of awareness: How observation can transform your teaching*. St. Paul, MN: Redleaf Press.

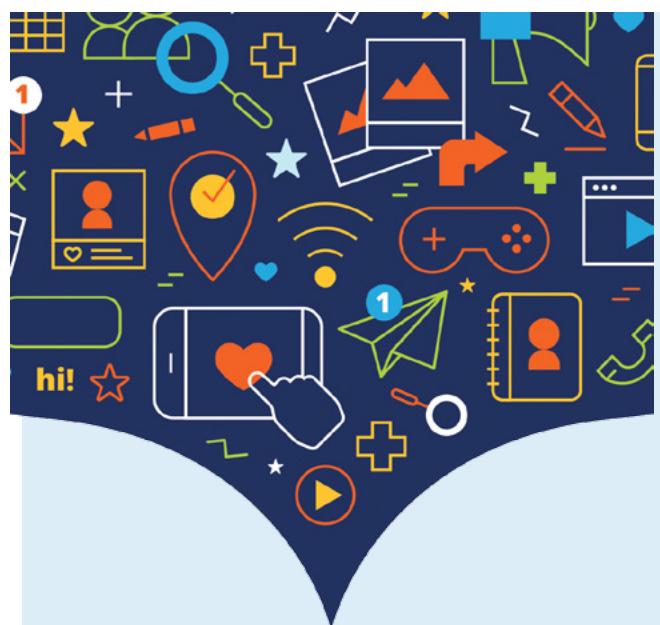
Edwards, C., Gandini, L. & Forman, G. (2012). *The hundred languages of children: The Reggio Emilia experience in transformation*. Santa Barbara, CA: ABC-CLIO.

Eisner, E. W. (2002). *The arts and the creation of mind*. New Haven, CT: Yale University Press.

Forman, G. E. & Kuschner, D.S. (1977). *The child’s construction of knowledge: Piaget for teaching children*. Belmont, CA: Wadsworth Publishing Company.

Resources/Websites

Videatives | videatives.com



www.facebook.com/ecdforum



The Future

is Today

CREATING NEXT GENERATION DOERS

The Early Child Development Forum's (ECDF) First National Early Childhood Education Conference, themed: The Future is Today, Creating Next Generation Doers, was held on 20th October'19, at Guwahati. The Conference was widely attended by delegates from all over India and the speakers consisted of eminent

educationists, education leaders, psychologists, etc. who spoke on various aspects of Early Childhood Care and Education.

The conference was opened by a welcome address by **Dr. Vasavvi Acharjya Bora, Founder Chairperson ECDF, Founder MD Inner I Foundation Pvt. Ltd.** who spoke on the theme: **The Future Is Today: Creating Nect Generation Doers.** She said that change is the most constant factor in life and adaptability to change with a positive attitude should be imbibed in every child since childhood. Every child should be given value education from an early age so that they develop a sense of differentiating between right and wrong, and further to make effective decision and choose the right path. Children should get the opportunity to display their own set of talents, apart from their academic performance and this can only happen, if the facilitators appreciate all the eight intelligence that an individual possesses, at different levels. We are the shapers of the future generations and we need to know what we are doing and whether we are doing it right.

Mr. Atul Kulkarni, Advisory Board Member ECDF, spoke about the vision, mission and goals of ECDF. He said that ECDF aims to bring all Preschools, NGO's, Children Activity Centres, Parents, Educators, Anganwadi's, Corporate



entities, Companies dealing in children products and anyone related to children in their early years of growing, to come together to Brainstorm, Advocate, Interact, Exchange Ideas and to bring about a coherent change in the domain of Early Childhood Education and Care. The Forum essentially endeavours to assist children from the economically challenging sections of the society, both from the urban and rural areas, and in attaining quality early childhood education and care.

The Chief Guest of the event was the then Education Minister of the State of Assam, Shri Siddhartha Bhattacharya. In his inaugural speech the Hon'ble Minister spoke about child rights and protection of vulnerable children.

He spoke at length about children from socially and economically disadvantaged sections of the society and their plights. He cited several examples one of which was of children who would take the pain of travelling long distances to school only with a hope of getting a glass of milk. He spoke about parental pressure in today's society and the expectations of parents from their children causing lots of stress and thus hampering the child's proper growth and development. The Hon'ble Minister of Education mentioned that children need to be given the freedom, they deserve in order to bloom into well-rounded and

positively contributing citizens of the nation.

The keynote speaker of the day **Dr. Dnyaneshwar Manohar Mulay, Member of National Human Rights Commission, who also served as a Diplomat in the Indian Foreign Service**, appreciated the efforts of ECDF, saying that these are the places where people can discuss issues related to Early Childhood Care and Education (ECCE). He spoke about the implementation of child rights



in Early Childhood and elaborated about the work the Human Rights Commission is doing to address this agenda. He further said that the committee has suggested that all the early child care centres should be identified and registered, which will help in promoting the safety of the children in such institutes. Also, he lay stress that there should be provision for prevention, identification, rescue and rehabilitation of child labour, which will lead to successfully implementing the Child Rights. Last but not the least, he said that the commission has recommended that marriage under 18 years should be made null and void in law and compulsory education under the Right to Education Act should be enhanced till the age of 18.

A panel discussion followed on the Topic **Equity in Education: A Step towards Fair and Inclusive Societal Setup**, moderated by **Dr. Vasavvi Acharjya, Founder and Chairperson, ECDF**. Speaking about equity in education, panelist **Mr. Vinayak Sudhakar, IBO New Delhi** said that it can



be achieved only if children are encouraged for independent research which is IBO's motive. He mentioned that nowadays parents focus more on the progress report rather than trying to recognize the skills which their child is good at. The child is enrolled into grilling tutorials in the subjects at which he/she is poor instead of enhancing the skills that the child is interested in. He said that IBO looks into how a child learns, rather than what a child learns. It looks at ATL (Approaches To Learning) and it conducts teacher training workshops to improve ATL skills in the classroom, IBO focuses on the whole rounded development of an individual.

Panelist **Dr. Selva Kumar S, Assistant Professor in Education, International Speaker, IMKTA, Director, Mysore** focused on special children and the care they need. He said that equity in education can be achieved once we as a society stop neglecting pre-school education, especially the education of children with special needs. He said that the sensorial mode of education which was introduced by Maria Montessori was initially used by the children with special needs, the materials were specially designed for such children. Nowadays, these materials are used by children from all sections of the society irrespective of their caste, gender, economic or financial status, which is one way to bring equity in education especially in the early years of education. In cases where a child is not doing well academically, the teacher or caregiver needs to identify the area/the skill in which the child can excel. He mentioned that it is the non-academic part of a child that is actually helping in shaping a child into a responsible individual.

Panelist **Ms. Nellie Ahmed Tanweer, Founder and Managing Trustee, Maria's Public School, Guwahati**, spoke about equity and justice, which are relevant in a classroom, where children are allowed to be free within the parameters of disciplined guidance. Thus, equity is given as justice to children and equality is

the outcome when all the children are given access to all tools and materials. She also mentioned that if an older child takes care of a younger child without being asked to do so, then we achieve justice in education without any conscious effort.

Speaking about fair and inclusive education panelist **Ms. Manju Dhoundiyal, Deputy Director, NIPCCD, Guwahati**, said that we have very gender-sensitive and child-friendly constitution and fairness and inclusiveness are provided in the very basic tenets of the constitution. Further, she said that it is the maternal nutrition that helps in the cognitive development of the child and therefore prenatal care is very important. She added that Early Childhood Educators have a very important role to play in how they take care of the children in their early years because they are the future of the society we live in. She also spoke about education policies for early childhood education like National Education Policy, National Health Policy, National Nutrition Policy, to name a few and implementation of these policies cannot be a single handed effort, we need to join hands and we need to be aware of all the policies.

To this **Dr. Vasavvi, moderator of the panel session** added that one needs to be more responsible as parents of the children who are in their early years. This is because most of the parents are seen taking care of the child's education once they are in formal school, whereas the foundation of a child's future is laid during his/her early years, which are the most impressionable years of a child's life, hence this phase of a child's life should no longer be neglected, in fact, it should be taken more seriously.

The panel discussion was followed by a pointer session: **Bullying at School- What Can Be Done About It?** The speaker, **Ms. Anubha Goyal, Principal, Royal Global School, Guwahati**, started by stating that a bully is being made and not born. When a person makes another person

suffer, it is because he/she is suffering within. Such a person doesn't need punishment, he/she needs help. Bullying can affect everyone: one who bullies; one who is bullied and one who witnesses bullying. She pointed out that there is a thin line of difference between confidence and arrogance of children because arrogance is a negative attitude that develops with time, it is when the confidence is not tampered with humility, that pride set in and negates all of the good qualities the child possesses. She mentioned about helicopter parenting where the parents are hovering over their child all the time and do not allow any space that he/she wants. Parents who overindulge their children with too much praise and attention may sometimes create an arrogant child. Aggression or aggressive behavior starts at a very early stage and if it is not tapped at the right time, it will give rise to bullies. Lastly, she said that children should always feel loved and cared for. Educators should start empathizing with both the bullied and the bully. We need to inculcate in our children the value of kindness, empathy and compassion from very early years. Ms. Goyal said kindness is not something that can be taught, it has to be lived, we need to sensitize our children from a very early age. She talked about certain ways to deal with aggressive children, one of which is by taking them in the meditation room, where without talking they can calm off with the help of the soft, soothing music that is being played. She said that this practice has been very effective in her school, even with children in higher classes. At the same, she said that educators should be trained to distinguish between bullying and playful banter. Very often teasing is taken as bullying, whereas teasing is not bullying until it hurts a child's feeling.

A brainstorming session on the topic **Inclusive Education: Issues and Challenges** which started soon after the pointer session was **chaired by Dr. Vasavvi Acharjya, Speaker, Mr. Kauser J Hilaly, Commissioner for Persons with Disability** spoke about the act of 1995 which proposed making the schools disable friendly, but the reiteration came

about in 2016 which clearly says that it is no longer an option but we are now bound to make all schools inclusive. He put forth the present scenario where out of around 66000 government run schools in the state of Assam, about 23000 schools have 1 child or more with special needs, hence it is important to have a special educator who can cater to the needs of these children. But presently the number of special educators in these schools is just a mere 704, hence to meet the requirement it will need time. Changes in the education system are not going to happen overnight, as the act came up in 2016, it is being implemented gradually.

Speaker of the session, Dr. Mythili Hazarika, Associate Professor of Clinical Psychology, Gauhati Medical College and Hospital, Guwahati, shared that inclusive education is all about not leaving anyone behind anyone, including the children with disabilities and the children whom we categorise as being "normal". She said that there is a lot of misconception among people regarding inclusive education, as many parents are not aware if their specially abled children should be sent to normal or special schools. This later on results in lots of difficulties for the children as well as teacher to function because the parents put pressure on both of them for the achievement of their children. It is time to make them realize that the disability is not a barrier for their children to succeed in their lives, they can be cured or treated, in some cases with counselling and in other cases medication might be needed along with proper counselling. Lastly, she said that a child may have some weakness, but we should be always be focusing on their strengths.

New Ed Approach: Combining Sensibility with Sustainability by Ms. Smruti Sweta Samantray, Climate Leader, Freelance Writer and Feature

Editor, Guwahati was a pointer session, which she started with the rhyme “Baa Baa Black Sheep” while the audience present in the auditorium sang along with her. Her objective was to showcase the memory retention value of a person. Rhymes like, “Twinkle Twinkle Little Star” and others are learnt during early childhood stage, yet we remember it for the lifetime. Hence, her idea was to use this concept to make learning more effective for lifelong, such as by inculcating proper wisdom, habits and understanding of our responsibility towards making a sustainable future. Talking about future generations, she said that we need to prepare our children for the future, so that they can work for all the wrongs that we have done to our climate and make it right and Early Childhood Education is one of the most emphasized areas for that. By connecting children to nature, we can make them wiser, more balanced and fit. We need to develop a sense of co-existence and deep love for nature and that is how we can provide sustainable education. Nowadays, climate is totally unpredictable and children get affected even before they are born. It can be through air pollution, water pollution, noise pollution and even just the thought that we are living in an era where there can be no problems, can also hamper the baby who hasn't yet come to the world. The denial has to be annihilated and we need to step together and progress towards sustainable education. Ms. Smruti spoke about a program called **Pamper the Earth**, which includes a lot of things, one of which is preparing activities for preschoolers to make them understand the connection with nature like imbibing the essence of sustainability and getting them close to nature and also how to implement sustainability.

Speaker Mr. Selva Kumar S., Assistant Professor in education, International Speaker, IMKTA Director, Mysore, did a session on Mental Health in Early Years, which is a very pertinent topic in today's life and age when children undergo a lot of mental

stress during their early years either due to parental pressure, lack of play facilities, too much exposure to gadgets or lack of proper nutrition. Mental health plays an equal role in a child's development system. Hence, it is imperative that a high dimension focus is laid upon it.

This was followed by a panel discussion moderated by **Ms. Reshma Shah, Early Childhood Expert, Founder Rivers Education**, on the topic Socio Emotional Learning: From a Nation at Risk to a Nation of Hope. Ms. Reshma opened the session by sharing a few incidents, wherein one of the child commits suicide to avoid sitting for examinations, and in another the child reciprocates his father's unfriendly behaviour towards his grandfather. These are two examples where the child showcases his socio-emotional intelligence.

Panelist **Mr. Krishnanjan Chanda, Principal South Point School, Guwahati** said that disputes at home reflect in the behaviour of the children at school. He shared an incident from his school days, where a child hurt another child (by stabbing his classmate with the compass in the back), because he was unable to copy from him during an exam. This kind of behaviour is mostly a reflection of his environment back home. Nowadays, in the era of social media and many disruptive games like **PUBG**, it is quite common that children tend to harm either others or themselves. But such situations can be handled when teachers are observant and provide the children proper guidance and counselling as and when required. Sharing her views on Socio-Emotional Skills panelist, **Dr. Sangeeta Goswami, Founder Member and President of Mind India, Institute of Positive Mental Health and Research, Guwahati**, said that in the past decade the number of children visiting her Department has increased, not because of the increase in problems with children, but due to the increased awareness among the parents. There have been referrals from the teachers and the principals of the respective schools. She added that there is a lot to be done in the socio-emotional learning perspective and specifically on psycho-social aspects which we generally term as

life skills, which needs to be enhanced in children at a very early age. Hence, as parents the most important things we need to do is spend quality time with our children, being physically as well as emotionally present for them, even if it's for half an hour a day, as this will help them develop an emotional connection with their parents.

Further, Ms. Reshma said that the most common problem that a teacher faces is how to discipline a child, how to draw his/ her attention in the class and sometimes may be due to lack of patience, they end up punishing the child which is not permitted any longer as per law (S. 17-RTE ACT). To this, panelist Dr. Vasavvi Acharjya, said that in such cases teachers or facilitators can interact with the child in a heart-heart mode to which the child will subsequently start responding and negotiating. In her school, if a child is distracted and lacks discipline he/she is sent out for a few minutes and is allowed to play on their own for a while, which is a good way to negotiate instead of punishing the child and we can eventually discipline them.



Ms. Rythm Agarwal, Co Founder and Director The Atelier, Bangalore did an extensive booster session on the topic **Play: A Potent Tool for Learning in a Child's Life**. Her session was based on the videos of children, who play and learn in the process. Play gives a lot of self-learning

opportunities and when children play in groups, they find solutions through discussion and in the process have a lot of learning. Children play to explore their interests, to engage their bodies and minds together. They want to make sense of the world around them and find out their connection to the people and things around them.

The pointer session by **Ms. Praneeta Gogoi, Educator, Don Bosco School, Guwahati**, on the topic **Empowering Young Minds: Leadership Role of an Early Childhood Educator** elaborated on the core qualities of a facilitator which are leadership, that are extremely essential as they touch the lives of young minds who need to made self-reliant, confident, morally conscious and compassionate individuals.

Ms. Nellie Ahmed Tanweer, Founder and Managing Trustee, Maria's Public School, Guwahati conducted a session on the topic **Early Childhood: The Foundation Years of a Child's Life**. She said that the first 5 years of a child's life is most important for the complete development of a child's brain. The requisites for this are a steady source of environmental support, a proper nutritious diet, enhancement of socio-emotional intelligence, stimulation of all the senses, e.g. activities like cutting, peeling, washing help them enhance their senses. She also mentioned cultural events, where children can participate helping them to build self-confidence, develop the skill of public speaking and self-esteem. They should also be exposed to some challenging environment which is yet another way to develop their brain.

As the ECDF (Early Childhood National Conference) came to close, everybody realized that it was an exponential experience for the educators and attendees, who witnessed a plethora of ideas and new learning that they took back with them. The bottom line was underlined through this conference that early childhood care and education is vital for the children's growth.



An Early Years perspective

How often and when is translation needed for bilingual learners?

Nathan Fry

* K1 & Pre-K Grade Level Leader Kindergarten English

* International Baccalaureate Teacher

* Former Multi-Sports Coach

* Education Consultant

In Early Years bilingual education it is common to have two teachers, usually one who speaks the native language and another who speaks the language that their parents desire for them to learn. In the setting where I teach, I am fortunate enough to have a Chinese teacher and a life teacher. Together we teach the children as a team, each with our specialism. We do have one topic of conversation that we regularly repeat which is about what should be translated. Our answers to this discussion force us to analyse what is the best way to teach two languages simultaneously and ensure the children understand what is being asked of them.

The answers to this discussion in our current class can be broken down into different sections that we believe have given the children the maximum level of language development for both languages. These include instructions for everyday tasks, language learning, instructions for

studying and conversation.

Examples of instructions for everyday tasks are - wash your hands, take a book, come and sit down, etc. We believe that this should be said in the non-native language as frequently as possible. This puts the onus on the non-native speaking to lead the children when moving around the school. By making a conscious effort to lead instruction giving it allows the children the opportunity to learn and become familiar with their second language. In instances where children are not understanding or need reassurance, translation can be used, but through modelling or demonstrations most children should begin to understand and follow the instructions.

Our next area is language learning or specific language teaching. This is where one teacher leads and teaches

their specialist language. During this time there should be no translation in our opinion, as the teaching should be designed in a manner where the children can be engaged and at a minimum enjoy being part of the learning. **This is specific to teaching time and it gives the children an opportunity to focus in on a single language for a sustained period. It also provides the teacher with the time to enhance their student's language skills.**

Following on from language learning, teachers will often set tasks or instructions for studying. We believe that these instructions should be translated in the Early Years as it is important that young children understand exactly what they are being asked to do. After a lesson in language learning we often have tasks or questions that we set that can be answered in the provisions, so without a clear understanding of the question it is unfair to expect our students to solve them.

Finally, we have the area of conversation which is most discussed within our setting. The reason for this is within our setting the majority of children arrive, only speaking one language and that is the language of the native language speaker. Even though the children start with a single language they often try to converse with the second language teacher in their native language. In our setting the majority of second language speakers cannot speak the children's native language, therefore they don't understand what the children are asking them. At this time we accept that translation must be used, however, once the children start to speak a limited amount of a second language, we encourage them to use it as often as they can.

As a team we have seen great progress with our students bilingual learning and we will continue to adapt and change our practice to our students needs.

“

**Creativity is as important now
in education as literacy and we
should treat it with the same status .**

”

SIR KENROBINSON





Rae Pica is an education consultant specializing in the development and education of the whole child, with an emphasis on active learning. A former adjunct instructor with the University of New Hampshire, she is the author of 20 books, including the text *Experiences in Movement and Music*, in its 5th edition, *What if Everybody Understood Child Development?: Straight Talk About Bettering Education and Children's Lives*, and *Acting Out! Avoid Behavior Challenges with Active Learning Games & Activities*. Rae is known for her lively and informative presentations and has shared her expertise with such groups as the Sesame Street Research Department, the Head Start Bureau, Centers for Disease Control, Gymboree, and Nike. Rae is an active blogger and YouTube creator.

GIVING CHILDREN the Attention They Want and Need

How many of these scenarios are familiar to you?

- A child creates something, and a teacher or parent rattles off a quick “Good job!” without really acknowledging the child’s work.
- The children in a family have so many activities, many of which are scheduled during the dinner hour, that the family rarely, if ever, sits down to eat with each other.
- Children at home or in an early childhood setting are staring at screens rather than being engaged in active learning.
- Infants, toddlers, and preschoolers are being taught to read instead of being read to.

These situations are the result of false beliefs running rampant throughout our society. The first is the result of the belief that we have to give children “positive reinforcement” to boost their self-esteem. The second comes from the twin beliefs that downtime is wasted time, and that if children don’t participate in as many organized activities as possible, they’ll fall behind and won’t succeed in life. The third stems from the beliefs that technology offers today’s children the best learning opportunities, and that children must become acquainted with technology as early as possible, since it’s going to be a part of

their lives. And the last relates to the ubiquitous idea that the earlier children acquire skills like reading, the smarter and more successful they'll be.

Sadly, these are just a few of the myths impacting the lives of young children these days.

But I contend that, no matter the era we're living in, it doesn't have to be so complicated! If we just held one belief in our hearts – that what children really want is the loving attention of the important adults in their lives – parenting and early childhood education would be a lot simpler, and everybody (especially the children) would be a lot happier.

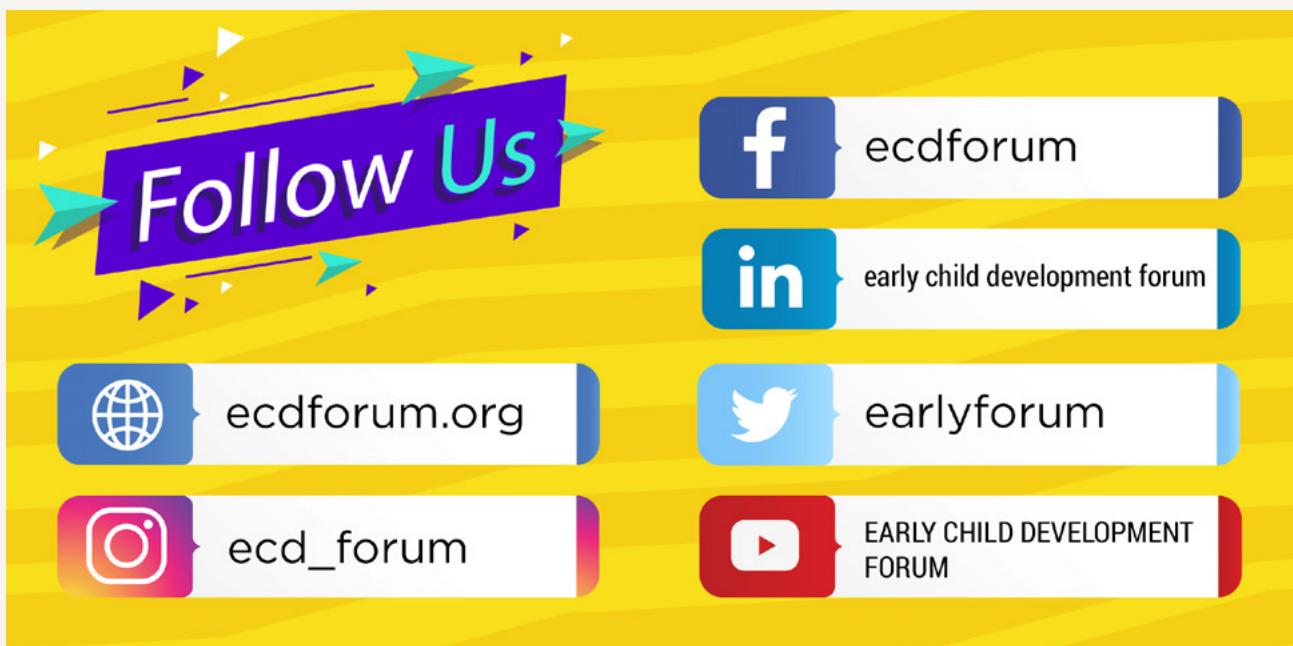
And what constitutes loving attention? Again, it doesn't have to be complicated. It's not a matter of smothering children with praise. Loving attention doesn't involve hovering over children while they do worksheets or sit at computers. It doesn't mean drilling them on letters and words. And it certainly doesn't mean driving them all over creation, rushing to get from one event to another. It simply means *focusing* on them, whether you're talking to them, listening to them, or singing or reading to them. What could make a child feel more loved than getting your undivided attention? What better way to help a child thrive?

When I was growing up, my father was ill, so my mom worked outside of the home, even though it was unusual

in those days, . Honestly, I don't remember a heck of a lot about our time together as a family. Because my father was in and out of hospitals and physically unable to take part in a lot of activities, my family spent less time with all of us together than did my friends' families. But I absolutely remember that we had dinner together most nights – and that I used the occasion to pass on every detail about my day! I felt listened to, and that mattered a lot.

The issue of children being listened to hit home for me when I watched Diane Sawyer's special on screen time last month. One little boy was talking to his mom while she looked at her phone. And when he took her face in his hands and asked her to listen to him with her "whole face," my heart could hardly stand it. All he wanted was her undivided attention. And really, it was simple enough for her to give it to him.

Yes, it may be more challenging to provide undivided attention in an early childhood setting, where there's a room full of children. Still, when a teacher takes a moment to get down at the child's level while talking or listening to him or her, the child feels heard. When a teacher is reading to the children and making eye contact with each and every one of them, the children feel as though they matter. When an adult stops to talk to the children about their work, the children feel significant in a way that false praise could never make them feel.





KOSHA MEHTA

Enthusiastic Preschool teacher's trainer and visiting faculty for ECCEd students, committed to provide strong education base to pre-schoolers teachers, with 20+ years of experience in teaching, training, conducting parental workshops and seminars. Professional, with dedication to continuous professional development. Actively involved in preschool teachers' trainings and counselling with interactive teaching and learning. Created training plans targeting teachers, coordinators and parents to create an engaging educational experience. Delivered effective training modules for teachers and parents. Initiated and managed different training programs, incorporating teaching methodology for greater learning opportunities and received high remarks for instructional techniques from teachers and parents.

Do you think that as educators or as parents, it is important for us to provide right opportunities and experiences to children for healthy social and emotional development or do you think they develop naturally on their own?

DEVELOPING SOCIAL AND EMOTIONAL SKILLS WITH RIGHT OPPORTUNITIES

Personal, Social and Emotional Development

The children will be learning to:



- * become self-confident;
- * have awareness of their own feelings and feelings of others;
- * take an interest in things;
- * become independent;
- * tell the difference between right and wrong.

to form healthy relationships with others as they grow and recognize other people's needs and emotions.

But then every coin has two sides. Research studies show that physical environment like level of noise in the household, overcrowding neighbourhood environments, inappropriate role model, violence in the family, gender discrimination, all these may affect children's social and emotional development, relationships with peers and within their own family. It may lead to low self-esteem or aggressive behaviour. Or a child may become withdrawn and show behavioural problems.

What can be done to make sure the child develops well in her social and emotional skills?

Most importantly, love your child. It is important to everyday hug your child, acknowledge his/her feelings and talk to your child. Provide ample

opportunities to play with other children and communicate with them, encourage eye contact, provide games and activities that can help to recognize facial expressions. You may read a story book for your child and later ask about different emotions that are felt by different characters in the story. Or just substitute different situations, asking how a particular character will feel if certain things happen. It helps children to develop their ability to recognize emotions and how to respond to others.

'Be the change that you want the world to be'.

Be a role model. Avoid arguments, fights or any kind of violence in front of children, boost their self-esteem. Children learn social and emotional skills, based on their experiences with others. It helps them to learn building relationship with others, communicating with others, self-regulate, problem solving, face challenges, empathy, being cooperative, respect others and value their emotions and much more.



The image shows a circular photograph of two young children. One child, on the left, is wearing a camouflage-patterned knit cap and a dark jacket with some text on it. The other child, on the right, is wearing a striped knit cap and a green and brown jacket. They are facing each other, looking intently at one another. The background is blurred greenery, suggesting an outdoor setting.

- 7. **Self-identity:** Children have a positive self-identity.
- 8. **Sense of competence:** Children feel they are competent.
- 9. **Emotions:** Children recognize, label, and regulate their feelings.
- 10. **Empathy:** Children demonstrate empathy toward others.
- 11. **Community:** Children participate in the community of the classroom.
- 12. **Building relationships:** Children build relationships with other children and adults.
- 13. **Cooperative play:** Children engage in cooperative play.
- 14. **Moral development:** Children develop an internal sense of right and wrong.
- 15. **Conflict resolution:** Children resolve social conflicts.

How parents can help their young children develop healthy social skills ?



Laurien Beane

Lecturer and Course Coordinator of Early Childhood, Faculty of Education and Arts, Australian Catholic University.

As the new year dawns, parents likely turn their thoughts to their child and new beginnings they may experience as they enter an early childhood education and care centre or preschool. Naturally, it's a time of reflection on the previous year, and excitement about the possibilities for the new year to come.

Parents might reflect on friendships, their child make in the coming year. Making friends is not always instinctive for a young child. Learning to make friends is part of the social development curriculum in early childhood.

Social development skills are just as important as cognitive skills when learning. In recent studies, positive social skills are highlighted as key predictors for better outcomes in adulthood. It's important for parents to be aware of ways to ensure positive social development skills in their young child.

Parents can begin by looking for interpersonal people skills, such as empathy, listening and communication skills. This will help your child transition into the next stage of their educational journey.

Is your child's social development on track, at risk or vulnerable?

The Australian Early Development Census (AEDC) researches longitudinal data about the five important learning domains for a young child. The domains are:

- social development
- physical health and well-being
- emotional maturity
- language and cognitive skills
- communication skills and general knowledge.

Each domain is essential for learning how to build friendships, though social development is the central one. The following table outlines what is considered developmentally on track, at risk or vulnerable in the social competence domain.

Table 2 – Social competence domain descriptors.

Icon	Children developmentally on track	Children developmentally at risk	Children developmentally vulnerable
	Almost never have problems getting along, working, or playing with other children; is respectful to adults, is self-confident, and is able to follow class routines; and is capable of helping others.	Experience some challenges in the following areas: getting along with other children and teachers, playing with a variety of children in a cooperative manner, showing respect for others and for property, following instructions and class routines, taking responsibility for their actions, working independently, and exhibiting self-control and self-confidence.	Experience a number of challenges with poor overall social skills. For example children who do not get along with other children on a regular basis, do not accept responsibility for their own actions and have difficulties following rules and class routines. Children may be disrespectful of adults, children, and others' property; have low self-confidence and self-control, do not adjust well to change; and are usually unable to work independently.

Australian Early Development Census

After reading this table, if you feel your child is developmentally at risk or vulnerable, there may be several reasons for this. Be guided by the educator at your preschool or early childhood education and care centre when deciding which service might best support your child to develop healthy social skills.

To help you, there is a broad range of services available. These include art and music therapists, dietitians, occupational therapists, speech therapists, physiotherapists, audiologists, and child counsellors.

Making friends through the stages of play

There is a range of research about stages of play a young child engages in when they're learning to make friends. According to brain development research, a young child begins to develop pathways in their brain for social skills from birth. According to research, there are six stages of play with associated social skills. These are assessed in the early childhood curriculum. The following stages and social skills are approximate and to be used as a guide only:

Progression of play	
Birth to three months	
Unoccupied play	Social skills in this age group include: smiling and laughing, making eye contact within 20 cm, preoccupation with faces, and moving their head to the sound of voices.
Four to eighteen months	
Solitary play	During this period social skills should also include: reacting when approached by another toddler, responding to own name, showing excitement, recognising familiar people, and reaching hands to be picked up.
Eighteen months to two years	
Spectator/onlooker play	During this phase children will begin to notice other children's play. They may begin to cooperate with each other but will look to adults to model social skills and help negotiate play.
Two to three years	
Parallel play	When children parallel play, they will play alongside another child. They may have the same equipment and will be in the same area, but seemingly without interacting with each other.
Three to four years	
Associative play	During associative play, children will begin to develop their social skills by playing in short interactions. This may include simple make-believe play, however adults may be required to assist with sharing props.
Four to five years	
Cooperative play	The cooperative play stage heralds the beginning of long periods of uninterrupted constructive play. Children develop friendships with particular children, and will jointly manipulate objects with a peer or small group of peers.

Understanding some of these key indicators of social skills required to play will help you consider their ability. Take time to observe your young child's social interactions in a range of settings. Watch them at home, with family and friends, as well as in their preschool or early childhood education and care centre. This may help you determine if your child is engaging socially during play to make friends.

What's next?

When a child moves from one educational setting to another, we call this movement a transition. Positive social development skills are an asset for your child during this time. Educators in both educational settings will work in partnership with you, and each other, to make sure the transition is as smooth as possible.

Essentially, there are some key indicators which will help children during transitions: self-care, separating from

parents, growing independence, and readiness to learn.

As parents you can:

- familiarise your child with the new environment
- engage in active listening as your child expresses their thoughts and feelings about starting in a new learning environment
- ensure children start the new year with all required equipment recommended by the centre or school
- arrange to meet other people starting in the new year and practice turn taking, listening, asking questions and asking for help before the new year begins.

This will support development of social skills for your young child and help them make new friends more readily.

The advertisement features a young girl with dark hair, wearing a blue polka-dot top and denim shorts, sitting at a wooden desk and smiling. Behind her is a purple thought bubble containing a colorful illustration of space with planets, stars, and a satellite. To the right of the girl, the Tenderpetals logo is displayed with the tagline "Nurturing the unique journey...". Below the logo, the text reads "Be an EDUPRENEUR! Open Your Own PRESCHOOL". A yellow banner at the bottom right encourages partners with the text "Partner with a Preschool brand that cares...". At the bottom, several awards are mentioned: "TO BE FEATURED IN Forbes MARQUEE GREAT INDIAN PRE SCHOOLS 2019", "GREAT FORK TO FLOURISH", "INDIA LEADERSHIP AWARDS", and "BEST PRE SCHOOL CHAIN OF NORTH-EAST INDIA". The website "www.tenderpetals.com" and Facebook page "www.facebook.com/innerifoundation" are also listed.



EVENTS

EVENTS AND PROGRAMS

October 2019 to April 2020

DN ACHARYA FOUNDATION FOR CHILDREN AND WOMEN WELFARE (DNAF)
AND EARLY CHILD DEVELOPMENT FORUM (ECDF)

MEGA CONFERENCE

20th OCTOBER 2019, Guwahati Assam

ECDF NATIONAL EARLY CHILDHOOD EDUCATORS CONFERENCE 2019

INAUGURATION



LAUNCH OF ED CLAN,
THE EDUCATION JOURNAL



MEGA EDUCATION AWARDS

20th OCTOBER 2019

ECDF PINNACLE EDUCATION AWARDS 2019, GUWAHATI. Acknowledging Trendsetters in Early Childhood Education !!!

The first ever ECDF Pinnacle Awards honoured the innovative and creative minds who are doing their best to bring about a change in the sector of Early Childhood Education.

AWARDS





KIDS CARNIVAL

1st DECEMBER 2019

WEAVER BIRDS CARNIVAL, SHILPAGRAM, GUWAHATI. A carnival for the little ones where they got to explore their interests, make new friends and also perform at the cultural event.





TEACHER TRAINING WORKSHOP
at Guwahati– ED AHEAD 2020
4th JANUARY

ECDF conducted its first Teacher Training Workshop ED Ahead 2020, for educators and professionals working in the field of ECCE.





ECDF POSITIVE PARENTING WORKSHOP, GUWAHATI

22nd FEBRUARY 2020

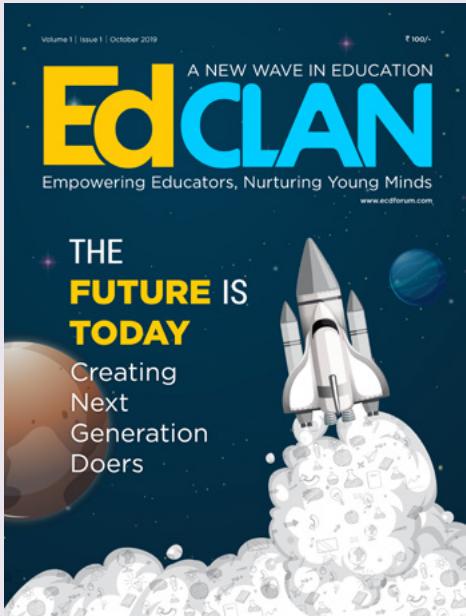
ECDF conducted a workshop on Positive Parenting for parents of children aged 1 year- 6 years at Guwahati, Assam, in association with Tender Petals Preschool Chain



SELF MANAGEMENT WORKSHOPS, IN 4 PHASES, WITH CHILDREN OF CHILD FRIENDLY GUWAHATI, 2019



Subscribe Now!



NEW SUBSCRIBERS DISCOUNT 20%

TERM	SUBSCRIPTION FEE	DISCOUNTED FEE
1 YEAR	800	700
2 YEARS	1600	1500
3 YEARS	2400	2300

Name: Mr/Mrs.....

Address:

..... Pin.....

School/institute Name:.....

Principal Name:.....

Mobile:..... Phone:..... Email:.....

Find enclosed Cheque/DD No:..... Dated..... for Rs..... Drawn on..... (bank) favouring D N Acharya Foundation For Children and Women Welfare. Fill in this order form and mail it with your remittance to DNA Foundation, Krishna Magnum Opera Tower 1, (3rd Floor), Zoo Tiniali, R.G. Baruah Road, Guwahati-21, Assam. Contact no: 9864233332/7638818057

Subscriber can also deposit the fee in our bank account. Bank details are given below:

Account name: D N Acharya Foundation For Children and Women Welfare.

Bank Name

Account Number

IFSC Code

Branch

Terms & Conditions

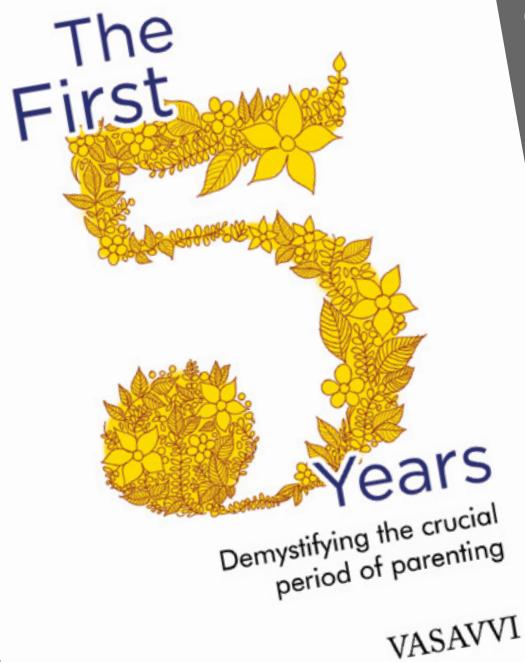
Rates and offer valid in India only. Subscribers are requested to allow us three to five weeks to process the subscription details. Please mention your name and contact details on the reverse of the cheque/DD. DNA Foundation does not take any responsibility for postal or courier delays. For suggestions and complaints, please contact DNA Foundation at ecdfinfo2019@gmail.com.

DNA Foundation reserves the right to change the subscription rates and other terms and conditions without prior notice.

The First Five Years

Author: Dr. Vasavvi Acharya

Pages: 100. Rs. 185/-



How to manage a lying child? Screen addiction and how to reduce it? How to handle disobedience? Are you inundated with these questions and are looking for answers? Are you overwhelmed with the mountain of voluminous books available on this subject, but do not have the time to read them, what with a toddler on hand? Then this is the book for you!

Salient points-

Story-Telling habits should be inculcated from a young age. Since stories interest them, they pay attention for a longer time and attention-span increases.

Little ones are egocentric. Empathy must be taught at a young age by talking about a variety of feelings through drawings, art or actions so that they understand other's perspectives. When ingrained early, they can handle negative emotions and show concern for others.

Emphasizes spending quality time with the little ones. Interactive time leads to a loved, confident and understanding child and is important for their emotional, social and intellectual development.

The preschool choices out there can boggle the mind. This book provides the various factors you should consider while choosing the type of learning approach suitable for your child's personality.

These subjects are just the tip of the iceberg covered in this book. Early motherhood is a trying time, where you doubt each decision you make about your child. I urge every young mother to get your hands on this book, to set guidelines on how best to approach this sensitive period in their child's life.

Vasavvi Acharjya Bora is an early childhood educationist and has been in this field since 2001. She is also the Founder and Director of Debendra Nath Acharya Foundation, for Children and Women Welfare. She has won several awards in the field of Early Childhood Education.

Reviewed by Chaitra Pai

APPROACHES TO EARLY CHILDHOOD EDUCATION

By Jaipaul Roopnarine | James E. Johnson

With the ever changing needs and ideologies, Early Childhood Education (ECE) also should decide to move in the direction of emphasizing on academic learning and achievements, or on developmental care.

Teachers who wish to grow as leaders must be at par with new directions in research and application, so that they can build flexible conceptual frameworks and working models for the children.

This book will definitely enhance the readers ECE knowledge, perspective and broaden the skill set to meet the present scenarios needs and challenges.

This great book has contribution from 32 experts in this field and addresses new developments in curriculum assessment, strategies, teaching methods and the issues in the field of ECE.

It also has chapters on early prevention initiatives, early development and educational programs in public schools and teaches tools of the mind: Vygotskian Approach to Early Childhood Education reflecting on the current trends in ECE and giving examples of how to practice with children.

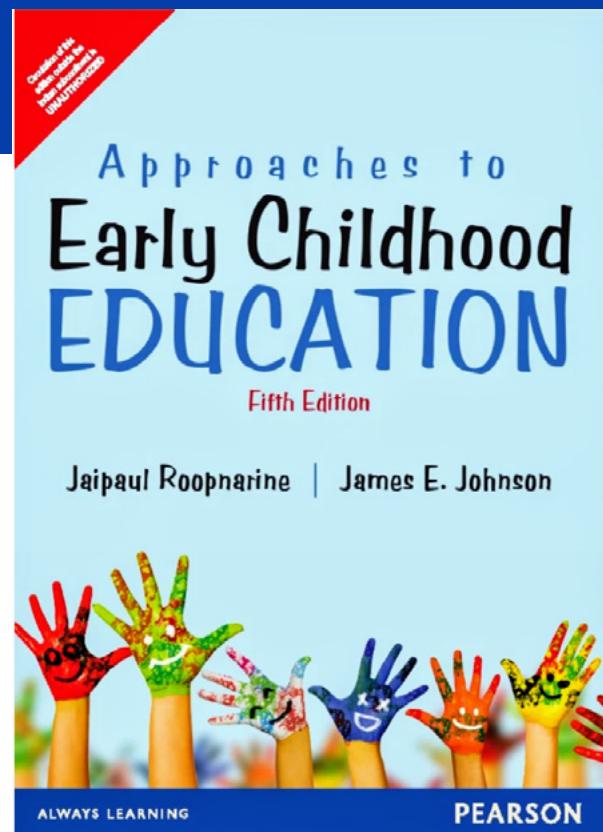
The book has four parts, Part 1 focusing on the general description of ECE and how to approach it's intervention in toddlers and their parents. Part 2 focuses on learning disabilities among children, the present needs of ECE, early preventions and ECE in schools. Part 3, focuses on approaches and methods to provide integrated assessment with curriculum of ECE , especially in US, Bank Street College of Education, the project approach, the tools of the mind scope model. Part 4 focuses on approaches to care in education, the Waldorf Approach, Montessori Education, Pyramid method.

Part 1

Part 1 of the book is so well-described and detailed that it guides the teacher and parent into the deeper understanding of ECE , it's origin, and need based on the diverse sectors of population, culture and history. The proper training and approach needed for infants/toddlers care, how childcare, family, self-sufficiency grows slowly into an international home approach and ECE through early intervention for children and their families.

Part 2

This part is known as the integral dimensions as it focuses on including all children, with or without disabilities. Educational



framework for multicultural and unbiased education system in the current needs. Preventive, initiative in the early days and ECE in public schools. Its design and implementation, transitions and teamwork, proper guide to teachers and parents.

Part 3

This part focuses on specific approaches in the US that deals with the model of ECE, tools of the mind:

Vygotskian Approach to ECE and it's concept and implementing it in schools and higher mental functions of children. From spectrum to bridging approach, to the integration of assessment and curriculum in classrooms. The developmental integration approach at Bank Street College of Education which Focuses on the learner, knowledge, experience, teacher ,learning environment, family and community. Finally, the Project Approach and how it helps in the learning goals, acquisition of knowledge, development of social competence and the holistic growth of children.

Part 4

This deals with specific approaches in Europe. It focuses on Reggio Emilia's Approach to ECE, the Waldorf Approach, Montessori

Education in Today's world, and the Pyramid Method. Each approach is discussed and taught in detail which helps the teacher or parent to understand its pros and cons and how to implement it on children. The principles and practices, curriculum and purpose, the methods and relationship are discussed in detail. Books, school's implementation of these approaches, case studies and multicultural experiences shared. Child's initiative, level of action, intelligence, and details of each approach is shown in an informative and exploring way. After reading this book teachers and parents will gain immense confidence and knowledge, on how to deal with different and difficult situations, while educating

children with/without disabilities and making them capable enough to adapt to emerging needs and changes in this ever evolving world.

I am thankful to Dr. Vasavvi for giving me the opportunity to read such a priceless book. As a former pre-primary HOD in Bangalore's reputed Pre-school and mother of a 4 year old, this book has helped me gain a deeper insight and understanding into the ECE and how important it is to take the right steps at the right age, to give children the best exposure and guidance possible.

Reviewed by Pallavi Banerjee

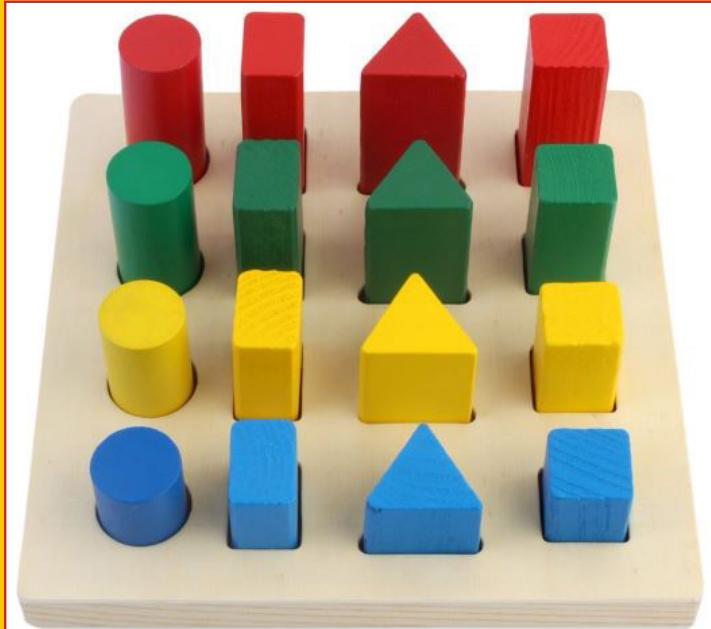
MUST HAVE TOYS

Hi Readers

I am Agniv Prakash Bora, a student of class V, STG, who loves a lot of things and one of them is toys. As I grew up I played with many toys that kept changing with my change of interest. I no longer play with the toys I used to play with when I was a child, but I like to talk about them as they were what I enjoyed when I was a kid. In this issue I would like to review the Grizzly Geometry Shape Sorter Blocks (Wooden Toy).

Special features that make it an instant HIT

- This is an excellent educational toy for children aged 3+ years.
- Colorful and attractive and hence quickly attracts the attention of toddlers.
- This geometrical shape toy is a fantastic way to teach shapes, size, height and colour.
- 16 geometrical pegs can be stacked, sorted, counted, arranged, identified and placed on a wooden base in a numerous ways, thus giving the child a lot of trial and error options.
- Each shape is made of natural solid wood and painted in bright non-toxic colors, thus making them child friendly.
- It encourages visual identification, organisation, classification, fine motor and cognitive skills in children.
- I have enjoyed playing with these wooden pegs when I was a child and I feel every house and play school should have these for their little children as it is helpful and beneficial in a lot of ways.
- Priced at approx. Rs.498/- this toy is highly affordable.



Toy Review



An initiative of DN Acharya Foundation for Children and Women Welfare

The Early Childhood Development Forum (ECDF) launched in 2019, is an initiative of the DN Acharya FOUNDATION FOR CHILDREN AND WOMEN WELFARE (DNAF). ECDF endeavours to work towards empowering children from all cross sections of the society and create a bonhomous environment for children in their early childhood years, so that they grow up to be sensible, happy and confident individuals. Early Child Development Forum family believes that it can be done only, if all the stakeholders work in a synchronised way towards this goal.

Vision

Is to bring all Preschools, NGO's, Children Activity Centers, Parents, Educators, Balwadi's, Anganwadi's, Corporates, Media Houses, Companies dealing in Children Products and anyone related to children in their early years of growing, to come together to Brainstorm, Advocate, Interact, Exchange Ideas and to bring about a coherent change in the domain of Early Childhood Education and Care. It is a platform where we ideate, initiate, innovate and implement the best practices in ECE. The Forum essentially endeavors to assist children from the economically disadvantaged sections of the society, both from the urban and rural areas, in attaining quality early childhood education and care.

Mission

ECDF aims to empower EDUCATORS, PARENTS, CHILDREN and OTHER STAKEHOLDERS by sensitising them and then facilitating them with training programs, awareness campaigns, leadership programs, workshops and seminars, community activities, that would enable them to become positive contributors in the domain of Early Childhood Education and Care. The forum works towards capacity building of individuals, organizations and communities in delivering early childhood development and care programs.

Goal

Early childhood education can be defined as '...warm, nurturing care and enriched learning experiences designed to simulate a child's development in all key developmental areas.'

The Goal is to strive for ensuring stress free early childhood years where children enjoy all the rights they are entitled to and are allowed to grow up to become a well developed individual.

ECDF members want to touch the lives of all those who touch the lives and learning of children.

"Early Childhood Development interventions include sensitising, educating and supporting parents, delivering services to children, building capacities of caregivers, teachers and children through its different workshops and seminars, using mass communications to enhance parents and caregivers knowledge base, bring about innovative and the best practices and by counseling the stakeholders. Our programs for children are center or home-based, formal or non-formal, and also include parents' education. ECDF primarily focuses on children from the economically disadvantaged sections of the society, in enabling them to attain quality early childhood education and care.", says Dr. Vasavvi Acharya Bora, Founder Chairperson, ECDF.

Membership

Any Preschool, NGO working in the domain of early years, Children Activity Centers, Parents, Educators, Corporates, Media Houses, Companies dealing in Children Products and anyone related to children in their early years of growing can become a member of the forum. For further details contact us at ecdfinfo2019@gmail.com



Early Child Development Forum (ECDF)

Krishna Magnum Opera Tower 1
Zoo Tiniali, R.G.Baruah Road,
Guwahati-21