

# EdCLAN

A NEW WAVE IN EDUCATION

Empowering Educators, Nurturing Young Minds

[www.ecdforum.org](http://www.ecdforum.org)



## EARLY CHILDHOOD AND GADGETS

Adapting to change:  
The classroom post Covid-19



Build a Successful Education Brand  
**Vitamin G**  
at the heart of ECCE

**Creativity, Thinking and  
Mind Development  
in Young Children**



## **An Initiative of DN Acharya Foundation for Children and Women Welfare**

The Early Child Development Forum (ECDF) launched in 2019, is an initiative of the DN Acharya **FOUNDATION FOR CHILDREN AND WOMEN WELFARE (DNAF)-2014**. 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**

To bring all Preschools, NGO's, Children Activity Centres, Parents, Educators, Balwadi's, Anganwadi's, Corporate entities, 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 Care and Education. It is a platform where we ideate, initiate, innovate and implement the best practices in ECCE. The Forum essentially endeavours to assist children from the economically challenging sections of the society, both from the urban and rural areas, in attaining quality early childhood education and care.

### **MISSION**

To empower **EDUCATORS, PARENTS, CHILDREN AND OTHER STAKE HOLDERS** by sensitising them and then facilitating them with training programs, awareness campaigns, leadership programs, Workshops, seminars and webinars and community activities that would enable them to become positive contributors in the domain of Early Childhood Care and Education. We work 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."

Early Childhood Development interventions include sensitising, educating and supporting parents, delivering services to children, developing capacities of caregivers, teachers and children, using mass communications to enhance parents and caregivers knowledge, practices and by counselling the stakeholders. Our programs for children are center or home-based, formal or non-formal, and also include parents' education.

### **MEMBERSHIP**

Any Preschool, NGO working in the domain of early years, Children Activity Centres, Parents, Educators, Corporate entities, Media Houses, Companies dealing in Children Products and anyone related to children in their early years of growing can be a member of the forum. For further details contact us at [ecdinfo2019@gmail.com](mailto:ecdinfo2019@gmail.com) or visit [www.ecdforum.org](http://www.ecdforum.org)



**DN ACHARYA FOUNDATION**  
FOR CHILDREN AND WOMEN WELFARE



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Empowering Educators, Nurturing Young Minds

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## ED CLANNING



We are so happy that Ed Clan e-magazine has reached 15,000+ readership from all over the globe and we are getting absolutely mind-boggling feedback. Thank you, dear readers, for your love and support. The Volume 2 Issue 2 of Ed Clan is featuring articles of a diverse range for the readers to have an interesting read. The ED Clan journey has been amazing so far and we are looking forward to publishing more insightful articles from all across the world.

ECDF has launched its Research Wing -Child Development and Education Research Centre (CDERC) in May 2021. Ed Clan would also be featuring research findings in the domain of ECCE for the readers to have a more scientific approach and to stay updated about the latest trends and innovations.

Ed Clan aspires to touch the lives of each one of its readers in a special and unique way. And that is why so much effort is being made by the team that works on it. Commitment to the cause of providing quality ECCE barring all divides be it socio-economic, language, topographical et. al., is the core strength of ECDF and all its verticals.

With that note, I wind up  
Signing off

Dr. Vasavvi Acharjya

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## EXPERTS SPEAK



**STEPHANY  
PASCOAL**

Stephany Pascoal is a registered Early Childhood Educator in the Province of Ontario, Canada. She has been working in the field for five years and has experience working with children 18 months to 12 years of age.

She transitioned into early childhood education simply because children make her happy and she feels that they truly are precious. She wanted to learn more about them, how they develop and how to best help them reach their goals and lifelong success.

She took the ECE program at Seneca College, graduated with honors and became addicted to learning more about children. Then she enrolled in the Honors Bachelor Degree program with the University of Guelph Humber and graduated last June, with distinction. She plans to pursue further studies in the discipline.

She is currently the lead RECE in a preschool room in a new daycare, which is fraught with its own challenges, but adoring the children and seeing them progress developmentally is, entirely, rewarding and worth everything. She hopes to be in this field for many more years to come and to grow alongside it and all its changes.

# ADAPTING TO CHANGE: The Classroom *POST COVID-19*

Undeniably, we are traversing unprecedented times for most of the population, and many people are struggling to keep afloat. New policies and restrictions have been implemented and enforced. Essentially, the world shut down for months, and things have not yet gone back to normal. Early Childhood Educators have always advocated and protected children's interests; now, we are faced with many more challenges and seek creative ways

to ensure the early learning environments continue to provide stability and security for the children in our care. Early Childhood Education is ever changing and fraught with many challenges, yet as professionals, the responsibility is on the Early Childhood Educator to strive for more and better environments. This pandemic has only brought forth the acute awareness of this feat and has intensified our perception of these changes and

challenges further.

Young children are incredibly resilient, and when provided with normalcy and consistency, children thrive. Early Childhood Educators continuously rise to the occasion and maintain positive engagement, strong curriculum and programs that cater to a new normal, establish intensified hygienic and sanitization routines, and provide a semblance of normalcy to the children's days.

### **Implementing Best Practices to Support Children and the Learning Environment**

As Early Childhood Professionals, we recognize children as adaptable and able to assimilate to new situations with positive encouragement and reinforcement. Ensuring the learning environment continues to be consistent. Early care and education programs were initially established to offer a supportive learning environment for healthy child development and a foundation of early care services and support for families in need. With Covid-19 rampant across the world, this service is now more vital. There have been several new restrictions and guidelines set forth by the Ontario government, and as Early Childhood Educators, the onus is on us to ensure these are followed and implemented appropriately. The pandemic has highlighted areas benefiting from improvement, and the new restrictions help guide them. As such, licensees are to openly share approaches that they will take with students, families, school employees and local stakeholders to carry out new enhanced policies to ensure safety for all. Similarly, licensees cultivate a sense of belonging as every child deserves to feel welcomed and wanted. It is imperative to establish positive, caring, and respectful relationships with children is during their transition back into licensed childcare.

The Early Childhood Educators' role has always been that of a facilitator to stay attuned with children's physical and emotional states and respond warmly and sensitively. To form meaningful connections with each child and observe what brings them joy

and relate with others in their environment (How Does Learning Happen, 2014). Now, we need to continue our previous role and enhance the experience bearing in mind that there is a need for heightened security. There are many ways to care for children's physical health and mental well-being while applying the new regulations to stop the spread of COVID-19 in childcare. Recognizing the vital work Early Childhood Educators do every day is essential to maintaining positive morale, which allows for better outcomes and healthier mindsets. Early Childhood Educators strive to foster children's autonomy. For instance, we work with children and show them how to wash their hands correctly, provide them with regular daily opportunities to be physically active outdoors, encouraging physical distancing while doing so. Also, we are responsive to children's efforts to self-regulate to stressors they encounter throughout the day by helping children learn strategies for becoming calm and focused. It is also essential to explain why the materials they used are being washed and sanitized so often; explaining the process fosters the children's learning and understanding of the virus's seriousness. It demonstrates the need to maintain a clean and healthy environment.

Moreover, to further promote a healthy learning environment, Early Childhood Educators are encouraged to provide single-child learning stations or pods, including individual open-ended materials, which inspire investigation, problem-solving, and communication. When selecting toys to include in programming, consider those that can be easily sanitized and promote exploration. Foster communication and expression in all forms because every child is a capable communicator who expresses themselves in many ways (How Does Learning Happen, 2014). During this particular time, it is of utmost importance that educators give children a voice to hear their thoughts, feelings, concerns, and moments of joy. We consider the various forms of children's expressions in daily programs, practice active listening, and engage in authentic conversations with children as initiators



and equal partners. While these suggestions are valuable, it is essential to recognize that children are incredibly social beings and thrive on social interactions. Therefore, promoting inclusive and welcoming environments that foster the children's well-being and sense of belonging is vital to incorporate and implement the new restrictions, such as social distancing requirements, and continue to promote children's learning, seeing them as co-investigators and co-planners, drawing in their interests to help shape their education.

The most influential role of Early Childhood Educators is to model positive behaviour. When we do our part to uphold the new policies and practices and are implementing these daily, the children are learning due to our actions. We are teaching hygiene, personal space, and how to protect each other collectively. Living with the pandemic does

not need to be a confusing time; children are capable of adapting to their environments and are so observant that the better we handle ourselves, the better the children will model and manage themselves. With all of these factors in mind, with heightened sanitizing and new enhanced policies, requirements and restrictions that are in place to guide daily interactions throughout this pandemic, in a post Covid world it will behoove the early childhood and care sector to maintain these sanitary enhancements. As a result of these restrictions, early childhood educators reinforce children's resiliency in surviving and thriving in difficult and trying situations.

### References

Ontario Ministry of Education. (2014). *How Does Learning Happen? Ontario's Pedagogy for the Early Years*



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FOUNDER WHITE PETALS

# How to Build a Successful Education Franchise?

### **WHAT IS SUCCESS?**

Earl Nightingale quotes, “Success is a Progressive Realisation of a worthy goal or ideal.”

Today, I will share my learnings from starting a pre-school which failed in 2014 to running a successful pre-school chain.

And currently, I’m helping over 400+ business owners across different industries to build their franchise brand.

Let’s get started,

It was the year 2014. I was sitting in my car thinking should I go to my pre-school or go back home; the reason was it was the 10th of

the month which is the date to pay my rent and salaries to the staff. I had Rs 26,000/- in my hand and was falling short of Rs 12,000/-.

### **What next?**

That day, I made a decision that I would never let myself be in the same situation ever again; 3 years later, I built my own brand of School, in North Bangalore.

In the next three years, I took it from 3 classrooms to a four-floor own campus.

### **How?**

I mean, Karthik, you just said you were falling short of 12,000/- and now you are speaking about taking your institution from scratch to

worth crores!

Let me share it with you,

I dedicate this success to one book, RICH DAD POOR DAD, authored by Robert Kiyosaki.

If you haven't read it, grab a copy now, and I promise it will change your perspective on money.

I used a method from the author called OPM (Other People's Money). It is a method of how you can leverage other people's money to build your dream.

Let me break it down for you,

#### **Scenario 1:**

Saving's Method (10 Lakhs)

20,000/month X 50 months = 10 Lakhs

It will take you 4.2 Years to possess 10 Lakhs.

#### **Scenario 2:**

OPM Formula (10 Lakhs) Borrow the money from a bank, family, friend or others.

10 Lakh on Day 1

It took you just a few hours/days to possess 10 Lakh.

Using the OPM formula, now you have saved 50 months of your time. Invest that time in your business and start repaying the borrowed money.

You could do it maybe in 15 to 20 months on a generous payback period, plus you have an institution that will start repaying you in a big way.

Now, you must decide whether you want to play a safe bet by saving money or step up by leveraging the OPM formula and making it happen.

Many millionaires, successful entrepreneurs know to leverage the power of other people's money.

After you have a successful venture, it's time to take it to every corner of the country/global.

Two ways:

1. You invest in all the branches and start expanding
2. You franchise your brand where like-minded people invest in the branches, and you guide them on how to set up and build a successful brand in that location.

If the 2nd one sounds good, then franchising is for you!

Now, let's get into how can you franchise your pre-school/institution using a franchise system.

#### **What is Franchising?**

Franchising is a business model. You grant a license of your successful business model and secrets to an entrepreneur who is willing to use your brand name by paying you a franchise fee and royalty.

I will share five steps you need to follow to build your franchise system for your institution,

Step 1 - BRAND BUILDING

Step 2 - SYSTEMS SETUP

Step 3 - MARKETING & SALES

Step 4 - SUCCESS OF THE FRANCHISEE

Step 5 - NURTURING

#### **STEP 1 - BRAND BUILDING**

People will choose your brand based on three pillars,

##### **Pillar 1: You - The Founder**

My Mentor says people buy you first before buying your product/service; in an institutional context, you must have a personal brand.



Let's have a test now; type your name on google and check if you show up on the first page of google?  
I mean, type it right now.

If you showed up, your prospect franchisee knows you are a well-known personality, which will help them make a decision.

## **Pillar 2: Your Brand**

Do the same test, but now instead of your name, type in your brand name.

Suppose you see articles, images, videos and a good amount of content on the first page. Then this will break resistance no 2 for your prospect franchisee.

## **Pillar 3: Your Service**

Now do a quick check your google rating/reviews,

What do parents have to say about your institution?

Categorise it into three parts (4.8+ is excellent, 4+ is good, under four is average).

This will make them believe whether the parent community loves your institution.

## **STEP 2 – SYSTEMS SETUP**

**Website:** Do you have a website? How long has it been you have updated anything on it?

If you are regular, then congrats, you're on the right track.

If not, start it now!

**Landing Page:** How do you collect leads? Facebook lead form!

Then it's very basic! The quality of leads is extremely

low.

You must have a Landing Page to collect leads of your prospect franchisee.

**Pixel:** Have you installed the tracking pixel?  
What is a Pixel?

It is a piece of code installed on your landing web page to track and re-target people who visited your site.

After you have searched something on the web, you see the same brand Ads everywhere!

How is that? It's the Pixel that tracks your visitors on your landing page.

**Automation:** Do you have enough automation to automate your leads right from clicking your ad up to signing up a franchisee?

If not, it's time to build one to make your process faster and precise.

## **STEP 3 – MARKETING & SALES**

What is your ROI (Return on your investment)?

There is a beautiful quote, "If you stop advertising to save money, it is like stopping the clock to save time.

I have never stopped my Ads for a single day; it's an engine and must keep running.

Doing the right way is the key; Facebook or Google Ads is like an ocean, and you will drown if you do not learn to float.

Your Marketing & Sales process determines your

brand's overall success. Do you have good software to track your leads and filter them?

#### **STEP 4 – SUCCESS OF THE FRANCHISEE**

Why do you want to franchise your brand?

If you're thinking of making money from franchising, then I'm sorry this might not be the right vehicle for you.

The top quality of a franchisor is to make sure his/her franchisees are profitable,

If your franchisees are making a profit, you can be called a successful franchise brand.

The only rule of franchising is to make sure your franchisees are making a profit, because they have believed you on this journey by investing their little savings.

It is an ethical duty of any entrepreneur to make sure people do not lose money by investing in your brand.

#### **STEP 5 – NURTURING**

What do you do as a franchisor once the franchise fee hits your bank account?

Let's say you sign up five franchisees in a month from different parts of the country, so my question is, **what next?**

Are you going to visit and speak on the phone to all the new franchisees?

What would you say?

Your franchise system must have an SOP that has a

clear roadmap to what happens from the time your franchisee signs up until they open the branch and make their first admission.

My Mentor says, "Your Relationship with your customer must start at the point of the sale; unfortunately, many ends at the point of sale."

How you nurture your new franchisees differentiates you from other brands; bringing in a team feeling is the No1 quality a brand must possess.

Final words before I sum up,

If your someone who dreams of creating a bigger impact through your teachings, ideologies then franchising is for you.

Few entrepreneurs say, Karthik, if I scale up/expand, I will lose the quality!

Has Amazon lost its quality of service? Absolutely No!

There are companies in one location providing pathetic service. There are companies with thousands of employees who are providing world-class service.

Your size of the organisation has nothing to do with the quality of service; in fact, the bigger the institution better the service.

So, now, if you find the need to build a team of franchisees to take your ideologies, teachings and vision to the broader student community

**Then, it is time to step into the world of franchising.**



**Julie  
Kurtz**



**Dr. LaWanda  
Wesley**

**Julie Kurtz** is an author, national speaker and expert consulting and training internationally on trauma-responsive and resilience building strategies. She has over 30 years of experience working with youth, adults and families who have experienced trauma and toxic stress.

She is a co-author of:

1. Trauma-Informed Practices for Early Childhood Educators: Relationship-Based Approaches that Support Healing and Build Resilience in Young Children
2. Culturally Responsive Self-Care for Early Childhood Educators
3. Trauma-Responsive Practices for Early Childhood Leaders: Creating and Sustaining Healing Engaged Organizations (July 2021)
4. Trauma-Responsive Family Engagement in Early Childhood: Practices for Equity and Resilience (Winter 2021)

Julie Kurtz is the creator of the phone/tablet Application (APP) Trigger Stop: Sensory and Emotional Check-In designed specifically

## EXPERTS SPEAK

for children ages 3-8 years to promote sensory and emotional literacy and to support self-regulation.

**Dr. LaWanda Wesley** currently serves as Oakland Unified School District's Director of Quality Enhancement and Professional Development of Early Education. Dr. Wesley is the Co-Founder and Co-Director for the Center for Equity in Early Childhood Education in service of disrupting race inequities at its root cause. Wesley is the co-author of the second and third book in the trauma series titled Culturally Responsive Self-Care for Early Childhood Educators and Trauma-Responsive Practices for Early Childhood Leaders: Creating and Sustaining Engaged Organizations. Additionally, she is the contributor to the recently published California Department of Education document, Responsive Early Education for Young Children and Families Experiencing Homelessness. She is audaciously dedicated to changing the lives of all children, especially those from communities of color, poverty, and furthest reach from opportunity.

# CULTURALLY RESPONSIVE SELF-CARE FOR EARLY CHILDHOOD EDUCATORS

## Why self-care is important?

Early childhood educators have every complex jobs and roles. They work long days on their feet with constant demands on their energy and patience whether they are holding and rocking infants, reading storybooks to toddlers, engaging in imaginary play with preschoolers, building problem-solving and self-regulation skills with kindergarteners or leading



programs that serve young children and families. Adding to their cumulative stress, early childhood educators are working with an increasing number of young children and families who are impacted by toxic stress and trauma (Nicholson, Perez, & Kurtz, 2019; Sorrels, 2015). Decades of research demonstrates that consistent, attuned and responsive relationships with children is an essential factor in high quality early learning programs. Remaining responsive and self-regulated with young children, especially those who are impacted by trauma and with complex and challenging behaviors, is a critical responsibility of early childhood educators. Yet, even the most committed and skilled professionals may struggle to provide caring and responsive care if their own stress response systems are continually triggered. Persistent stressors such as worrying to pay bills, supporting children and families with care, and managing all of the additional pressures currently being placed on the early childhood workforce can impact their overall health and well-being.

The co-authors acknowledge that self-care is a culturally informed concept and that authentic self-care practices are different for each individual dynamic in nature and may change over time. Moreover, self-care differs as a function of an educator's interests, family and cultural background, geography, income/class, religious or spiritual beliefs, age, sexuality, gender, community participation, personal experiences and other factors. There is individual variation and personal choice when engaging in the new and/or emerging practices related to self-care. Simply stated there is more than one way to engage in self-care or to learn strategies that will be effective in caring for and healing of one's self. We emphasize that the way individuals experience the world is always through a cultural lens consistent with but not limited to family values, core

beliefs, worldviews, rituals, customs, religion, and intersections of one's identity and lived experiences. With these understandings in mind, the co-authors offer different ideas and strategies throughout our book, understanding that they may be more or less useful from one individual to the next and depending on each group. We encourage and invite you to explore different techniques and reflect on how they may or may not resonate with your cultural framework(s) and belief systems. We spotlight one tool from our book *Culturally Responsive Self-Care for Early Childhood Educators* titled the Health and Wellness Toolkit.

### EXAMPLES OF EACH CATEGORY IN THE HEALTH AND WELLNESS TOOLKIT

**Play and Fun** - Activities that are enjoyable and done for fun rather than as a task to be completed or for practical purposes. Examples: dancing, listening to music, going out with friends, arts and crafts, creative cooking, going on adventures, travel, exploring something new, taking a class. Think of a child who is caught up in the moment with an activity where they are playing and having fun. It can be learning, an activity, eating but it makes your heart leap with joy and it sends the happy hormone serotonin through you buffering all the stressors.

**Self-Reflection Time** - This refers to time we tune inward and reflect on our self and our life. So much time is casting the spotlight of our attention outward that focusing inward can keep us in tune with our emotional state and well-being. Examples: counseling, therapy, talking with a friend, journal writing, praying, meditation, yoga, mindful walks. Most of us orient our attention throughout the day outward on things that engage our senses (tv, work, a conversation, the children, making dinner). When we tell children, "pay attention" it usually means to focus outward. With time,

our inner world is ignored and then creeps up and can hijack us like when our anger rises and then unconsciously comes out unexpectedly. Well-being and health can be achieved if we balance the practice of our focus inward on our sensations, emotions, thoughts and behaviors.

**Daydreaming, Mind-wandering (Down Time)** - The opposite of paying attention is daydreaming. Letting your mind wander while exploring ideas or creative thoughts. This activity allows the brain to live in a creative mode that often allows for new ideas and insights. Examples: lying on a blanket while looking at the stars or clouds, lying in bed and letting your mind wander, walking and thinking of ideas, writing and thinking of ideas, talking out loud with someone who allows you to explore creative ideas. Srini Pillay, MD says in a blog for Harvard Health Publishing/Harvard Medical School that in your brain, there are circuits that promote mind-wandering and they are not all bad. In fact, these very circuits help you maintain a sense of self, understand what others are thinking more accurately, become more creative, and even predict the future. Without your mind-wandering circuits, your brain's ability to focus would become depleted, and you would be disconnected from yourself and others too.

**Sleep Time and Sleep Hygiene** - Each person's body needs a different amount of sleep. Only you will know what you need to feel rested and restored. Sleep hygiene tips:

- > Maintain a regular sleep routine
- > Don't watch TV or read in bed
- > Avoid caffeinated drinks or substances that interfere with sleep
- > Exercise regularly
- > Have a quiet, comfortable bedroom
- > Have a comfortable pre-bedtime routine that promotes calm

### **Relationship/Community Time-**

Surrounding yourself with those who restore our energy, provide support and who care about us can help buffer toxic stress. When we choose to be with others who drain us or promote stress then this can add to our already existing stress. Some of these relationships are in our control and out of our control. For this section, think about what you have control over. Examples: being around friends who listen and support you, having relationships that challenge your thinking in a positive way, spending time with those who are fun and restorative, being with people who are healthy or help you grow and become a stronger person.

**Environment** - We can think about the environments that help us feel safe and restored. For some, it is a predictable routine, others it is unpredictable and to go with the flow. Some like physical objects of beauty around them and some need things in order. Others may lean toward an environment where there is space to get away and then on the opposite are those who are restored when surrounded by friends or family. It may be if you are introverted, you prefer quiet and more reflective environments and more time alone. If you are more extroverted, you may get energy from being social. Some work best in environments that are decluttered, and others prefer the opposite.

**Intellectual Time** - Activities that help grow the mind and knowledge are things such as reading, taking classes, going to school, searching the internet, watching a documentary. This can be called pre-frontal cortex activities where you stimulate your thinking mind and gain new knowledge.

**Work Time** - Well who needs to explain this one! How much you work and how stressful and restorative it is sometimes falls in or out

of your control. However, what choices do you have to minimize the work stressors you may face. Examples: taking vacation days, saying no to tasks if you are able, scanning for strengths, perspective taking, reframing situations, prioritizing, not volunteering unless you have the energy.

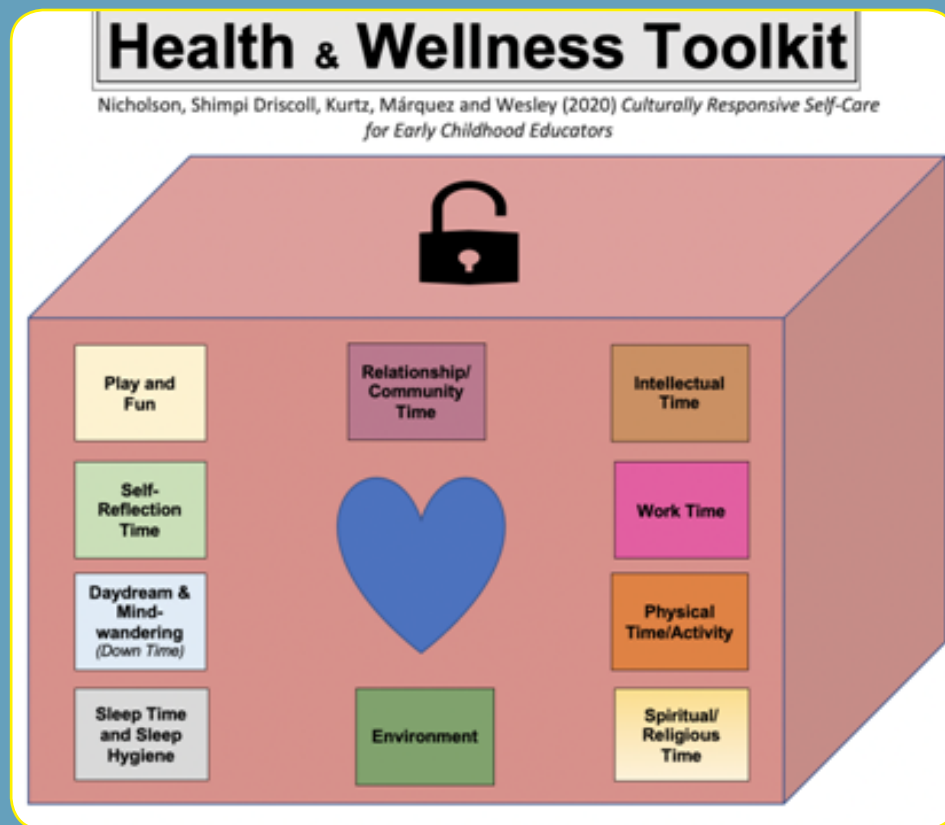
**Physical Time/Activity (Exercise, Nutrition and Physical Health)** - How much physical activity one needs is individual, but it is recommended by the CDC to have an average of 150 minutes of mild to moderate exercise per week. Examples: walking, running, the gym, yoga.

**Spiritual/Religious Time** - Many people find that believing in a higher power or sharing values/beliefs within a religious community or having spiritual beliefs and practices grounds them in something greater than themselves. There are thousands of religions and different practices in the world.

Make a list of all the restorative activities and strategies you use and new strategies you could begin to add in each of the nine categories. If you have at least one strategy listed in each area that you can integrate into your life on a monthly basis, you will increase your likelihood of preventing burnout, compassion fatigue and secondary traumatic stress.

Strengthening self-awareness and self-care can prevent us from burnout but can also help us fill our emotional gas tank to deal and cope with everyday challenges we face in the early childhood profession so that we can be regulated for the children and families we serve. Finally, we do self-care because we deserve it and because “we cannot pour from an empty cup.”

*(Information from this article adapted from our second book Nicholson, Shimpi Driscoll, Kurtz, Márquez and Wesley. Culturally Responsive Self-Care for Early Childhood Educators. Routledge 2020)*





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# Creativity, Thinking and Mind Development in Young Children

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Swarleen is a Youth Personality Development Coach and an Educator who has worked with reputed schools. She is the author of “Good Vibes Make Good Lives” and a Motivational Public Speaker. She has been a National speaker at extempore in Ahmedabad and winner at International Public Speaking Championship 2019. She bagged the Overall Champion Award in the Online International Impromptu Championship 2020. She is the Founder and CEO of the organisation ‘The Talk Room’ she aims at inspiring and encouraging people to learn, grow and never to give up in life. Converse, Communicate and Confer with this tagline ‘The Talk Room’ by Swarleen Kaur is spreading value for Public Speaking and how one can improve and develop their personalities.

## Swarleen Kaur

## “Everything you can imagine is real”

Thinking out of the box, may lead to inventions and innovations. What role does it play in the development of the child? First of all, let us think of a few words that strike us when we talk about creativity, may be uniqueness, individually, freedom, imagination or originality or sometimes may be an effortless thinking. Freedom of thoughts forms the essence or in other words is the soul of creativity. Nothing can be more satisfying and fulfilling for children than to be able to express themselves and without judgement.



Imagination is critical in child development. Sandra a 4-year-old pre-school child excitedly told her mother .....and then the monster came and I fought with it bravely and killed it. According to Webster “the ability to form a picture in your mind of something that you haven’t ever witnessed the ability to think if new things.” Every child is born with imagination. Most of the parents’ nurture and feeds their child’s creativity with positivity and take immense pleasure, while others want their child to behave real. Allowing a child to use his imagination is helpful.

Einstein said, “Imagination is more important than knowledge”. It is just like that main door

which lets in thousands of possibilities. It is the greatest mode of expression. All the emotions of the child at the time of imagination are its best and real, whether they act and react and laugh and cry. Playing with their dolls, vehicles, pets, dough or pretending to be a parent or a teacher fosters cognitive and social development. Self-play with their favourite toys or character helps them go deep into imagination zone which brings forth socio- emotional development, the experiments help develop critical thinking in children and also enables them to problem solving. If at all a child is given freedom to think freely, she/he becomes more confident socially interactive. It not only helps them in their childhood but helps them lead at their workplace too later in their lives.

Encouragement to a dreamer creates a doer. Activities like art, painting develop fine motor skills and hand eye coordination also it inculcates confidence in children. To nurture the child’s imagination, it is vital to keep her/him off screens and Roald Dahl beautifully describes in his poem ‘television’ that asking a child open ended and thought-provoking questions is an effective way to let the child rent out his inner feeling and expressions. Another gateway to create more openings for child’s imagination is to tell and create stories. Let the child cook his own stories his own fairy-tales. Let the child invent his own house, his own school or store. Let him play with his own toys and imagine any character. Let him create, converse and communicate’ it nurtures the creature mind and helps in the child’s mind development.

It is perfectly okay to break some rules, it’s okay to let the child paint himself, it’s okay to let the child invent his own stories and to let the child be just be!!!!

# TOP CHOICE : Best Indian Preschool



**T**ender Petals preschool is a venture of Inner I Foundation Pvt. Ltd. (IIFPL), a company incorporated with the VISION - to spread the Light of Knowledge through quality education. It endeavours to bring a NEW AGE in education, for GEN Today and GEN Next. From a humble beginning in 2013, and having crossed many measurable milestones since its inception, IIFPL has become a noted name in the domain of education: preschool, research and development, training and workshops et.al. Today it is considered as one of the leading companies, bringing about a revolution in the domain of ECCE and beyond.

Tender petals, is a pre-school chain with the Mission ~to provide value creating holistic education based on a multi-disciplinary approach. The objective is to create happy learners who are ready to explore and evolve during this unique journey. Tender Daycare are long daycare centres/creches which provide day long services to children whose parents are working, thereby, enabling them to be a part of a nurturing environment away from home.





**Y**ear of establishment: June 2013  
Tender Petals Centres: North East India and North India

Number of Centres: 20+

Awards and Accolades:

- 2018: India Leadership Awards -THE BEST PRESCHOOL CHAIN OF NE INDIA
- 2019: ECA Hall of Fame Awards- TOP 50 Franchised Preschools In Asia
- 2019: Indian Education Awards- THE BEST PRESCHOOL CHAIN
- 2019: FORBES INDIA featured Tender Petals in their issue GREATEST INDIAN PRESCHOOLS 2019-20
- 2020: Awarded the BEST PRESCHOOL CHAIN IN INDIA in the ECDF PINNACLE EDUCATION AWARDS 2020 (2nd EDITION) a virtual event held on 20th Oct 2020
- 2021 : Awarded for its OUTSTANDING CONTRIBUTION IN EARLY YEARS OF EDUCATION by Ekk Updesh at Education Excellence Conclave held in June 2021

## Highlights:

### Distinctive Teaching Methodologies

**T**ender Petals follow a mixed curriculum that allows children the best of all worlds, be it the Montessori Method, the Play Way Approach, Project Approach or the Waldorf Approach. Children at Tender Petals never miss a day for fun learning as the curriculum offersthe little ones ample opportunities to play, explore and access outcomes besides a child centric academic curriculum. Children are involved in various activities like campaigns, field trips, carnivals, interactive programs, health awareness camps, walkathons etc. These practical activities help students learn through unselfconsciousness imitations.

### Individual Attention: the Focal Point

During the early years, children require a learning space which is much more than a school. At Tender Petals, each and every child gets individual attention from trained and experienced teaching staff who believe in each child's unique qualities. The facilitators focus on nurturing relationships with each student to

understand their strengths and talents which are critical in crafting individualized teaching methodologies. A multi-disciplinary approach is followed for holistic development of children. They also cater to a blended learning module for children so that they can learn at their own pace even wqhen away from school.

### Facilitator Training Program

The facilitators at Tender Petals are trained in child psychology, teaching methodology, classroom management and child safety practices and many more. It is necessary for every facilitator to go through this training program as it helps them fulfil their role effectively.

### Cleanliness and Hygiene

Hygiene is taken very seriously at Tender Petals. Every classroom is clean and well ventilated and all Tender Petals centres are spick and span at all times of the day. Care is taken to make sure that there is no garbage or rubbish lying outside the gate of the school premises. Children are made aware of their personal hygiene through interactive and informative activities. Children's personal hygiene is every facilitator's main responsibility.





## Safe Learning Environment

**S**afety within school premises is a primary concern for the faculty at Tender Petals Classrooms and outdoor play areas are designed keeping a child's physical safety and security in mind. Escort cards are provided to parents and the school management has made it mandatory for guardians to carry ID cards while picking up their little one at the end of the day. The campus also has CCTV cameras and caretakers in and around the campus.



## Informative Workshops for Parents

**T**ender Petals understands the critical role played by parents when it comes to the development of a child. Effective sessions are given to parents in the form of parenting sessions, workshops on nutrition, child psychology etc to make them aware about the needs of the child. Parents are also given a chance to interact with the in-house psychologist in case they need to consult for any reason whatsoever. Many parent involvement programs are held during the school session where parents volunteer to help as a team.





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innerifoundation





**ANJU  
BADHWAR**

Principal  
Bharat Ram Global  
School, Gurgaon

# EARLY CHILDHOOD & GADGETS

Technology and gadgets are indispensable in our daily lives. We have become so much dependent on technology that our day gets started and ends up with a smart phone/ tablet in hand.

Technology has become a big change maker in the nature of childhood so much so that a parent adds all the gadgets as a blessing and consider them as their prized possession. These digital gadgets are replacing toys, playgrounds and story books. Even the mother's lap or father's shoulder have been replaced by a smart phone or Tablet and other such technological toys/ gadgets.

### **SHOULD YOU BE GIVING YOUR CHILD TECHNOLOGICAL GADGETS AS TOYS?**

### **IS THIS RIGHT OR WRONG IN TERMS OF EARLY CHILDHOOD DEVELOPMENT?**

Computers, tablets, and smartphones have helped students to remain connected to the classroom, albeit virtually. In the age of social distancing, devices and other forms of technology have been a social lifeline for many, especially children. Young people have relied on screens to stay connected with grandparents and other family members. Let us learn to establish a responsible approach to the usage of these valued gadgets by first analysing their harmful impact.

### **CHALLENGES**

- a. Gadgets negatively affect a child's brain and its functioning. It may lead to vision impairment, sleeplessness, anxiety, and even addiction to the device itself.
- b. Obesity is seen as a very common consequence of increased screen time. Children who walk, jump, run and play in the sun stay fit and have a healthier lifestyle as they grow.
- c. Behavioural issues is a serious outcome due to long hours of using gadgets. Tantrums, disobedience and aggression is observed from a very young age as parents rely on tablets or mobiles

to pacify their child while they finish their other chores.

d. Technology kills social skills. Gadgets hinders interaction and disrupts the normal family time. These inanimate objects donot allow the communication skills to grow. They avoid socializing with other people.

e. Disturbed sleep cycles are very much a result of longer hours of screen time especially before going to bed. According to SleepFoundation.org, the blue light from digital screens, particularly at night, affects melatonin production by tricking the brain and altering the brain's sleep rhythm.

### **TIPS TO CREATE A BALANCED USE OF GADGETS:**

Parents play a critical role as they only bring them to the fancy world of gadgets and they only need to limit their child's use of devices. They should be mindful not to completely restrict screen time, particularly during the pandemic, when devices may be a primary source of social connection. Rather families should have a family media plan and set up rules to be followed by all equally.

- Setting limits on daily screen time and sticking to them
- Scheduling family activities and giving breaks into a child's schedule, making time for fun activities, healthy meals and snacks, and outdoor play. If possible, parents should take breaks with their children.
- Develop a habit of reading from paper books instead of going to Google for answers.
- Involving children in Kitchen /outdoor taskseg: vegetable sorting, gardening etc
- Establishing "screen-free" zones (e.g., no smartphone use at the dinner table or in the car)
- Forbidding screens in the bedroom when it's bedtime
- Leading by example by demonstrating responsible use of technology
- Provide children with hands-on activities, such as puzzles, painting, and drawing, either to supplement online learning or just get away from





screens

- If age appropriate, introduce children to mindfulness and meditation apps that help them practice deep breathing and relaxation techniques to ease anxiety

Involvement and participation of all is important

to maximize the value of these devices. The healthy use of technology would enhance daily life, with friends and family, using FaceTime, Zoom, or other tools.

It's time to start balancing technology use and enjoy happy healthy childhood days with our young ones.



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# “Vitamin G” at the heart of Early Childhood Care and Education

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## AMRIT NAGPAL

Head of Preschool and  
ECCEd at Birla Open Minds  
Member ECDF, West Zone

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Green environments are vital components of a healthy human habitat” Frances Kuo Research studies that children benefit from exposure to nature being active in green environments (parks, gardens, etc.). A daily dose of “vitamin G,” or “vitamin green,” is essential to promote a healthy life. Evidence suggests that contact with nature is needed at regular doses just like the intake of other vitamins.

For generations “nature-based play” was a part of the daily routine for young children. But childhood has changed noticeably over the last few decades and children experience of nature has changed too. On the other hand, children enjoy marvelous access to information of nature. If they have interest, they can

find exponential data, photos, videos and sounds about natural world than their grandparents could ever imagine. These are only second-hand adventures. The dramatically said words of a television naturalist will by no mean transmit the same emotional and sensory experience as a child's own discoveries beneath a pile of stones, or their excitement when they succeed in climbing their first tree, building their own tree house or the peace of lying in the middle of grasses under the sky. It is not that children don't enjoy the outdoors. Rather, the fascination of electronic play, overscheduled days, examinations obsessed schools, are causing the landscapes of natural play to be replaced by walls and digital displays.

#### RESEARCH STUDIES ADVOCATE THE BENEFITS OF CONNECTING TO NATURE-BASED PLAY ON A REGULAR BASIS. LET US SEE SOME CONSTRUCTIVE INFLUENCES OF TAKING VITAMIN G

- > Nature supports multiple development domains of children – emotionally, socially, physically, intellectually and spiritually.
- > Engages children in more creative forms of play, develops creativity and problem-solving capacities. They are seen to play more cooperatively.
- > Daily exposure to green environment increases the ability to focus and enhances cognitive abilities.
- > Children who experience varied natural settings are more physically active.
- > Spending time in natural world improves eyesight that is reduced rates of near sightedness (American Academy of Ophthalmology, 2011).
- > Access to green spaces improves self-discipline, enhances peace improves happy quotient and social relations, children get along better with other, promotes regular opportunities for free and unstructured play
- > Children who grow their own fruits and vegetables are more likely to have knowledge

about nutrition and have healthy eating habits for the rest of their lives.

- > Green plants and access to natural play reduce stress among children.

#### HOW TO INCLUDE VITAMIN G IN YOUR HOME SCHOOLING PROGRAM?



We are born with the innate affinity for nature. Including nature-based play in the home schooling program in the early years is easy. A great way to start learning is by allowing children to explore. Provide them with binoculars and magnifying glasses. Build it up with genuine interest and a little encouragement. Here are some activities you can try at home!





> **Create patterns with nature:** Grab some dried leaves, sticks and stones to make your nature pattern. You could do this in your

backyard, terrace or balcony.

> **Counting with flower petals:** Gather a variety of flowers, sort them based on the number of petals they have

> **Explore sink and float:** Put together a tub of water and let children determine what sinks and floats in nature.

> **Bug Hunting:** Take children to a garden or a park and give them a magnifying glass. Let them find out the different bugs and observe them closely.

> **Make colourful mandalas:** Provide the children with some flowers, leaves, twigs and stones. Allow them to create into gorgeous art.

> **Name rocks:** Allow children to paint stones and write their name on each stone.

> **Make leaf confetti:** Provide children with scissors and allow them to make confetti using dried and semi dried leaves instead of paper.

> **Build a terrarium:** Take a glass container or jar with lid, at the bottom of the container put a tiny layer of rocks. Add some potting soil. Put your plant of choice inside and add some moss.

> **Weave with nature:** This is a great way to teach children about different plants and investigate. Collect sticks, start making a frame using winding yarn to hold them perpendicular to each other. Add the woven area by tying a piece of yarn to one stick and then wrap it around the stick parallel.

Vitamin G helps restore the balance. Most children have technology, school and co-curricular sorted. It is time to add a little pinch of adventure, a sprinkle of sunshine and plenty of nature-based plays as young children always remember a good adventure.





### FATIMA KAZIM HUSSAIN

Pre- Primary Head,  
Oxford Grammar School,  
Hyderabad

# Reading with CARE with Toddlers

Reading is a process of getting meaning from print. Early reading includes the direct teaching of words and sounds. Children must be able to distinguish between different sounds of oral language for the purposes of achieving understanding. They also need basic knowledge about the written alphabet, sound-symbol relationships, and concepts of print because these are the basis for decoding and reading comprehension skills.

Toddlers have a wide range in attention span that will vary by the moment daily. When reading with your toddler, don't

worry if she/he seems restless and gets off your lap. Keep reading. If your toddler seems more interested in another activity, wait and try to read again later.

### Building Blocks for Reading with CARE with TODDLERS

Comment and describe objects, colors, body parts, emotions, and actions of pictures in books. Talk about the pictures in your native language while you point to the pictures and/or make up stories. Take turns interacting and let your child turn the pages and point to pictures while you name them. If your child doesn't have much language yet, remember toddlers understand much more than they can speak. Mirror and imitate the sounds your child makes and use simple words to describe objects. Read for a few minutes at times when your

You might try asking a few open-ended questions to see if your child will talk about their ideas. For example, you might say, "I wonder what will happen next?" Or, "Do you think he is proud of doing that?" However, avoid asking too many questions or your child will think you are testing her/him and will close up if she/he doesn't know how to answer the question. Rather ask questions that show you are genuinely interested in your child's thoughts and intersperse them with descriptive commenting.

#### Examples:

Parent: "What do you see on this page?" (Toddler points to a truck) Parent: "Yes that is a big, blue truck."

Parent: "What's happening here?" (Parent points to a picture) Parent: "That is a yellow bus." Parent: "I



toddler seems calm and alert. Ask a few open-ended questions and explore the book together.

wonder if there are two trucks?" (Prompting a pre-academic skill & child points to another truck) Parent: "You are right, there is a blue and a black truck."

Parent: “I wonder if she is feeling sad now?” (Exploring the name of feelings)

Parent: “What is going to happen next?” (Creating a feeling of excitement and discovery) Respond with smiles, encouragement, praise and expressive delight to your toddler’s efforts to respond. Follow your child’s lead and empower his or her discovery and exploration of the book. Use hand movements with your words. Slide your finger under the words or letters on the page and show left to right movement.

Read using “parentese” language which sounds like this:

- sing-song, higher pitched, slower voice.
- clear articulation.
- pause after reading some words to wait for a response.
- repeat words often.

Examples:

“Wow that is a tall giraffe.”

“You are really thinking hard about that.” “Wow, you know a lot about buses.”

“That’s awesome. You are learning about the names of so many animals and what they eat.”

Expand on what your toddler says. You can expand by adding a new word or similar word to what he or she is saying or by reminding them of a personal experience or event in their life that is similar to the story in the book.

Examples:

“Yes, I think he’s feeling excited too, and he might be a little scared as well.”

“Yes, it is kangaroo; it’s also called roos.”

“Yes, that boy is going to the park. Do you remember going to the park with grandfather?”

Remember:

- Read in a quiet place; turn off any competing noises such as TV, radio or computer. Even the phone should be turned off during this time.

- Allow your child to select the book from his/her favorites. Read books that reflect your toddler’s experiences such as taking a bath, getting ready for bed, or riding a tricycle or dressing up in the morning.

- Hold your toddler in a comfortable position on your lap or if he/she is wiggly, allow him/her to read lying down or standing up.

- Allow children to re-read the same books as often as they wish. This is a pre-reading skill and leads to memorization of the story.

- Read to children every day and allow them to see you reading.

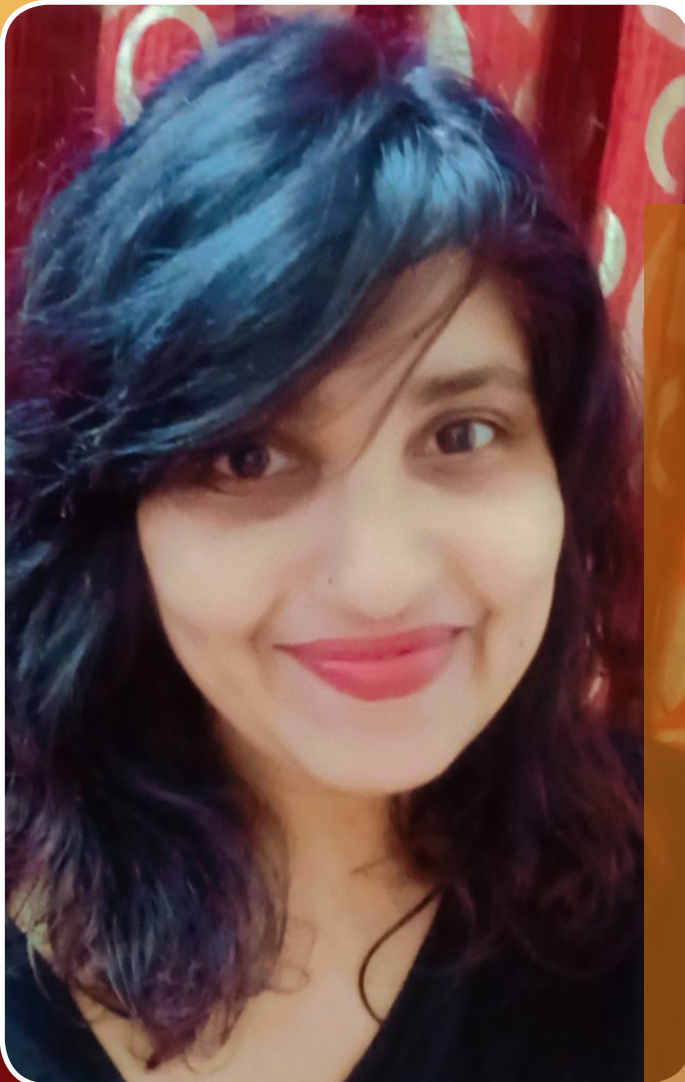
- Offer a variety of books such as folk tales, poems, informational books, fantasy, fables and adventure stories.

- Involve siblings and grandparents in reading to your toddler in their language.

The key to learning to read (and preventing reading difficulties in one or two languages) is excellent instruction.

Excellent instruction for pre-reading skills consists of:

- vocabulary development
- phonemic awareness
- knowledge of the alphabet
- letter-sound correlation
- concepts of print
- listening comprehension
- decoding
- comprehension skills



# UMA CHANDRAKALA

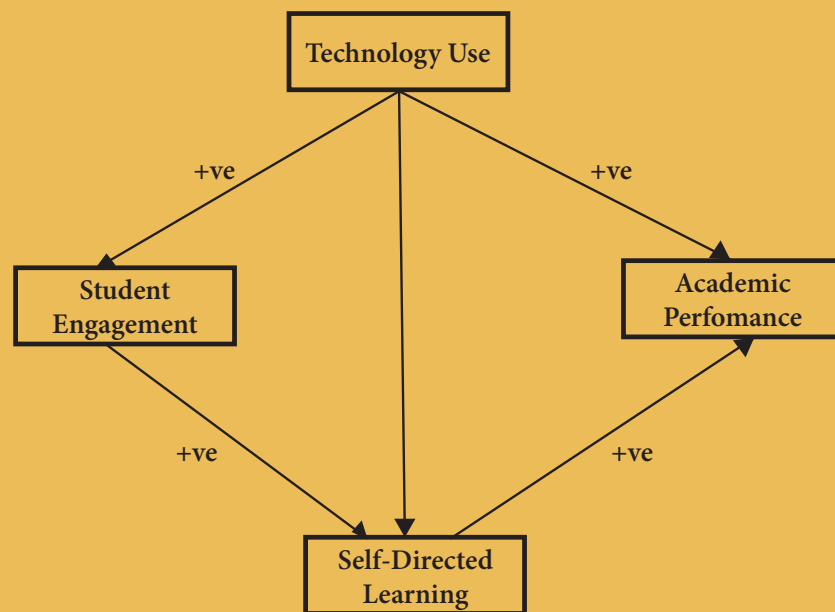
Early Childhood Education  
Consultant

## TECHNOLOGY AND EARLY YEARS

Technology has become the part of our lives. It is the new normal that is been globally accepted and practiced. Children in their early years are exposed to media, technology and screen-time. The number of children interacting with devices have been increased. Technology has prepared our young learners for the 21st century by providing real life experiences. Technology has affected all areas of development assessed in early years learning like social, emotional, physical, cognitive, language, mathematics and literacy skills. Every area of development has the pros and cons of technology.

Children have been described as digital natives and are viewed as generation of technology and internet. Children have been given devices in their early years which has made them exceptionally smart in using the gadgets. Technology has





extended learning and met the needs of young learners, making home the best place to explore. Technology has affected the way children develop, behave and learn. Technology has made a way for increased child-directed learning.

Recent studies have proved that technology could impact the cognitive development of children in regard to memory, concentration, seeking information and thinking. Technology could be used to communicate in a variety of ways including texts, videos, pictures, symbols and sounds. Digital math games could be an effective way of learning mathematics for the young learners. Research has proved that children grasped the math concepts better when taught with digital math games.

The two crucial components reading and writing for literacy development is observed to be a success when it's connected with technology. Technology has to be balanced with hands-on experiential learning. Technology can be an influential piece of puzzle for early year educators to make the instruction and application of learning complete. By using developmentally appropriate technology, children in their early years can be actively engaged in active social interaction, enhanced cognitive memory, good communication skill and improved mathematical and literacy skills.

Technology makes the early years learning an enjoyable process. It's not always an easy task to teach children in their early years to listen and recall when it comes to following direction. When technology is used in a correct way, the task is much easier and more effective. The learning becomes fun and the retention is much stronger as it allows and encourages the young learners to follow multi-step directions. Teaching and reinforcing the core content is simple and effective when technology is adopted as a teaching tool. Learning can be effectively planned and customized through technology. Activities can be adopted to fit the individual needs of the student much easier than the printed worksheets and books. Not every child will love the lecture method but most of the children will love learning with technology. Technology offers lots of fun and innovative activities that will actively engage the children especially in their early years.

Technology is an ongoing trend in early childhood education. With proven effectiveness of technology in early years learning there are a few important elements that need to be considered. The most important factor is to ensure the best and appropriate use of technology to create a positive behaviour.



**PRIYANKA TANDON**

Sector 46, Gurugram

Centre Head

Apple Blossom Early Learning  
& Daycare centre

# PARENTS: Pillar to their Child's Development

During the lockdown, young children do not step out of the house; they do not interact with other children and stay at the same place for long durations. It can be challenging for them to develop their social and motor skills. Therefore, parents need to take specific steps to ensure that they set a strong foundation for them to learn and grow.

Parents need to keep them motivated and engaged at all times. Children can be cheered up if they feel they are involved in their parents' tasks. Thus, they should be allowed to clean their surrounding on their own; they should be given the opportunity to assist in duties which are safe for them, such as wiping desks and cleaning toys.

Parents need to participate in bonding exercises and family time sessions actively; this will assist the children in developing their communication and interactive skills. For example, you can indulge in making salads, homemade masks, playing games using flashcards, building forts using pillows and blankets and much more.

Attending online lectures can be redundant for children; thus, getting them involved in activities

like drawing, hand painting, and origami can boost their creativity. To overcome the lack of interaction that the children face these days, children and their parents should play with age-appropriate jigsaw puzzles. This can be instrumental in developing their collaborative skills.

Not attending regular school means that children do not have a fixed routine. In its absence, the parents must maintain a timetable for the children to follow. This is essential, as it will make them habitual of following a schedule once they re-join their school.

The parents have to use positive affirmations in front of the children during this challenging period. They need to make them realise that they are blessed for being healthy and lucky to spend time safely with their family. Set expectations for your kids and demarcate study and playtime.

The only silver lining of this entire situation is that you get to spend time with your family and be together at all times; please make sure that you cherish this period and use it to your child's advantage.



# ECDF EVENTS


April to June 2021

an initiative of  
**DN ACHARYA FOUNDATION FOR CHILDREN  
AND WOMEN WELFARE (DNAF)**



**DN ACHARYA FOUNDATION**  
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# ECDF 1 DAY CERTIFICATE COURSES (May and June)



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Topic :  
Enhancing engagements in  
young learners during online  
classes





**Course Highlights:**


- Participants shall be taken through a series of activities to help them engage their young learners via online classrooms.
- Participants shall be given hands on experience to do activities
- Explore finger stories

**Date : 27th May , 2021**  
**Time : 4:00 to 5:30 PM (IST)**

**COURSE FEE: RS.399/- ONLY**  
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**Amrit Nagpal**  
RESOURCE PERSON

- Head of Preschool and ECCEd at Birla Open Minds
- Over 15 years of experience in the field of early years .
- A storyteller



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**Debra Weller**  
Florida USA

\* An internationally performing Professional Storyteller and Educator  
\* She tells animated folk and fairy tales accompanied by the guitar  
\* She served as President of the California Kindergarten Association for ten years.

**Course Highlights:**

1. Learn how to create a storytelling community in the classroom.
2. Practice interactive games to support social emotional learning.
3. Learn how to strengthen oral literacy, math, social science and science with storytelling.
4. Develop skills for the teacher and students as storytellers.

**Date : 19th June , 2021(Saturday)**  
**Time : 5:00 to 6:30 PM (IST)**

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**Topic:**  
**Storytelling :**  
**The Heart of the  
ECD Curriculum**

**Course fee:**  
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## A Parenting WEBINAR #4

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ECDF & DNAF and  
M.D. Tender Petals  
Preschools

**Moderator**



**Amrit Nagpal**  
Head of Preschool and  
ECCEd, Birla Open Minds,  
Mumbai

**Creativity, Thinking and Mind Development in Young Children**

**PANELIST**



**S. ANANTHAKRISHNAN**

- Sr Educational Counselor.
- A certified Parenting Coach and Stream PIK advisor.
- Certified in Psychometric Testing, Emotional Quotient from CAMI University.



**SWARLEEN KAUR**

- A Youth Personality Development Coach and an Educator who has worked with reputed schools.
- Author of "Good Vibes Make Good Lives" and a Motivational Public Speaker.
- She has been a National speaker at extempore in Ahmedabad.
- Founder and CEO of the organisation "The Talk Room".



**ARCHANA MADHUSUDHAN**

- Language Skills Specialist
- an educator in the industry for more than 2 decades.
- Neuroscience practitioner
- POSH/POCSO certified practitioner



**CLARE STEAD**

- Creator and founder of the award winning Olvi app.
- A teacher by training who fell into education research and eLearning.
- She is driven by a passion to ensure that every parent becomes confident and children thrive in their learning context and start their learning journey confidently.

16th April, 2021 (Friday) | 4:30PM-5:30 PM (IST)

Visit: [www.ecdforum.org](http://www.ecdforum.org)

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## Webinar 2021 #5

**TOPIC** FROM CONCRETE TO MUD-PLAY:  
**Learning about nature in cities**

On the event of **World Environment Day**

**TIME** 4:30 - 5:30pm (IST)

**DATE** 5th June, 2021 (Saturday)

**Chairperson**



**Dr. Vasavi Achariya**  
**Founder**  
Chairperson ECDF and DNAF,  
Founder MD Inner Foundation Pvt Ltd. and Tender  
Petals Chain of Preschool

**Moderator**



**Smriti Agarwal**  
Passionate and award-winning early  
childhood educator.



**Ms. Usha Venkatraman**  
**Speaker**

- \*Award winning journalist, Columnist, reporter and Radio show host
- \*President and General Director of Mumbai Rayachandani Society, an initiative born out of her zeal to help the underserved children.
- \*Has created the first Indian parenting festival, SCIAM in 2019 in Mumbai India.
- \*Has won many accolades, including a weekly radio show on Thar FM, a Chennai-based radio station.



**Ms. Smriti S Samantray**  
**Speaker**

- \*Writer, Editor, Columnist, Trainer, Moderator, Communication Specialist and Researcher
- \*Former Secretary, former Editor, Executive Board, Consultant & Muse composer
- \*She has been working in the area of Corporate Communication for >15 years now, specialising in development media and sustainability PR.
- \*She had an opportunity to work on stories with an array of media outlets from time to time.
- \*Member ECDF



**Amrit Nagpal**  
**Speaker**

- \*Head of Preschool and ECCEd at Birla Open Minds
- \*Over 15 years of experience in the field of early years
- \*A storyteller
- \*Member ECDF



**Lidia Tavanli**, Rome, Italy  
**Speaker**

- \*Author/pedagogue and
- \*Philologist
- \*Qualified in outdoor education and design of educational spaces

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# STORY KA PITARA:



**STORY KA PITARA**

A UNIQUE STORYTELLING SESSION FOR EDUCATORS, PARENTS AND CHILDREN

**SHOBHA MATHUR,**  
Story teller, Curriculum Writer & Trainer

Want to get lost in a session of sing songs, circle time and world of Stories? If yes, then don't wait too long to register yourself and your child for this mesmerising event. Find the FREE Registration link below.

Date: 14th May (Friday) 2021  
Time: 4pm-4:30pm (IST)

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**STORY KA PITARA**

A UNIQUE STORYTELLING SESSION FOR EDUCATORS, PARENTS AND CHILDREN

**BY AMRIT NAGPAL**

- Head of Preschool and ECCEd at Birla Open Minds.
- Over 15 years of experience in the field of early years.
- A storyteller.

Date :12<sup>th</sup> June(Saturday), 2021  
Time :5 p.m.- 5:30p.m.IST

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Live in Facebook  
(May and June)



# ECDF EDU INTEL #3 AN INTERNATIONAL EDUCATIONAL EVENT – A two days long event held in the month of April

## E-Conference



Presents

### Edu Intel (3<sup>rd</sup> Edition)

An International Educational Event

27th & 28th April (Tue/Wed) 2021 | Time 2 p.m. onwards



**Inaugural Speech**  
**DR. VASAVI ACHARJYA**

Founder Chairperson of EARLY CHILD DEVELOPMENT FORUM AND DNAP  
• Early Childhood Educationalist, Edupreneur, Social Activist, Multi Awarded, Trainer, Mentor, Author  
• CEO and Editor of ECDFAN an education journal  
• Founder and MD of Inner 1 Foundation Pvt Ltd an education company and Heads Tender Petals Chain of Preschools



Keynote Address

**DR. ARUNA WADKAR**

Topic: The New Learning Ecosystem

• HETS - Founder and Managing Director  
• HETS Foundation - President, Education consultant, Speaker  
• Mentor at Ed-up  
• President Women's Indian Chamber of Commerce & Industry - Karnataka  
• Board member of - LBST - International Journal of Bio Science and Technology



Keynote Address

**DR. PADMAJA KUTTY**

Topic: The New Learning Biosphere

• Principal of Ramkrishna Bajaj High School, Mumbai  
• Council member of the Women's Indian Chamber of Commerce and Industry (WICCI) - Maharashtra Education Policy Council  
• She has a rich experience of 23 years in the educational field with an expertise in Teaching, General Administration, Teacher Training, Educational Assessment and Student Relations



Keynote Address

**DR. KUSUM KANWAR**

Topic: The power of Mindfulness in Early Childhood

• Managing Director Ramkrishna Kids International, Ranchi, Lakshmiwade Schools, India  
• CEO - Jyoti  
• APEP - National Core Committee member  
• ECA - Ambassador for Principals  
• Former Principal, Bilabang High International School

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## E-Conference



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### Edu Intel (3<sup>rd</sup> Edition)

An International Educational Event

**WORKSHOP - DAY 2**

Date: 28th April 2021 (Wed)

Topic: Enhancing Storytelling Skills

Time: 2:30-3:30 PM (IST)



**SHOBHA MATHUR**

• Curriculum Writer  
• Teacher Trainer  
• Conducted Interactive Workshops, Seminars and Training programmes for Teachers and Trainers in India and abroad

Topic: Introductory Course on Climate Change Education and Sustainability for Pre-schools

Time: 3:30 - 4:30 pm (IST)



**SMRUTI S. SAMANTRAY**

• National Coordinator for Communication & Media - The Climate Reality Project (India Branch)  
• Brand Consultant and Career Counsellor

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## E-Conference



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### Edu Intel (3<sup>rd</sup> Edition)

An International Educational Event

**WORKSHOP - DAY 1**

Date: 27th April 2021 (Tue)

Topic: Preventing Teacher Burnout to Ensure a long and Rewarding Career

Time: 2:30-3:30 PM (IST)



**DR. KATHRYN MURRAY**

• Founder & CEO of FUTURE STRONG EDUCATION, Australia  
• Over 35 years of experience in education sector and has worked with teachers from around Australia, New Zealand, Indonesia, Asia, America and Europe  
• ECDF International Wing Member

Topic: Emotional Intelligent Educator

Time: 3:30-4:30 pm (IST)



**SIMRAN BALLANI**

• Educationist Strategist and Change Maker with 22 years of experience in US and India  
• Pedagogical Director and Communications Head at CCE Finland  
• Zonal Head ECDF South Zone, India

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# ECDF The Sphere of Influence 2021- Global Summit 2, held in May



**INAUGURAL SESSION**  
28th May 2021 | Time: 10 am -6pm

**Keynote Address**

**DR. VASAVI ACHARJYA**  
Founder Chairperson of  
EARLY CHILD DEVELOPMENT FORUM AND DNAP

**NABOMITA MAZUMDAR**  
Topic: BIODIVERSITY OF LEARNING IN ECE

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Early Childhood Educational, Edupreneur, Social Activist, Multi Awarded, Trainer, Mentor, Author  
• Founder and MD of Inner i Foundation Pvt Ltd an education company and Heads Tender Petals Chain of Preschools  
• CEO and Editor of EDCLAN and education journal

• Founder of Nabomita.com  
• President's Awardee, recipient of 100 Women Achievers Award from the Ministry of Women and Child Development, An ALRI Jamshedpur Alum  
• National Chairman to Confederation of India Micro Small Medium Enterprises and International Council for Technology Management and Applied Engineering  
• Council Advisor to the Board of All India Railway Council  
• Board Advisor to Asian African Chamber of Commerce and Industry



**GLOBAL SUMMIT 2  
THE SPHERE OF INFLUENCE**  
28th May 2021  
Time: 10 am -6pm

**Dr. Vasavi Acharjya**  
Founder Chairperson ECDF's DNAP  
MD Inner i Foundation & Tender Petals  
Chain of preschools

**REGISTER NOW**

**CONVENERS**

Dr. Kathryn Murray, Simran Bhatti, Annet Nagpal, Swarleen Kaur

**THE ROSTER OF SPEAKERS**

Neha Anand Tawani, India; Neli Prota, Netherlands; Krishna Kumar, India; Varinder Arora, India; Harpreet Randhawa, India; Parvina Contractor, India; Jyoti Ranjan, India; Sonia Sarathi, India; Annu Khatri, India; Santoshia Bhasia, India; Susan Thomas, India; Arvi Carino, Wigan, UK; Madiha Ansari, India; Kruti Sanghvi Mehta, India; Anamika Anjaria, India; Hemali Gada, India; Linda Rose, Sri Lanka



**GLOBAL SUMMIT 2  
THE SPHERE OF INFLUENCE**  
28th May 2021  
Time: 10 am -6pm

**Dr. Vasavi Acharjya**  
Founder Chairperson ECDF's DNAP  
MD Inner i Foundation & Tender Petals  
Chain of preschools

**REGISTER NOW**

**THE ROSTER OF SPEAKERS**

Dr. Karen Boardman, UK; Dr. Sue Allingham, UK; Nichole Tucker, USA; Sonal Ahuja, India; Aditya Basaria, India; Smriti Agarwal, India; Arvi Carino, Wigan, UK; Anamika Anjaria, India; Harpreet Randhawa, India; Parvina Contractor, India; Jyoti Ranjan, India; Sonia Sarathi, India; Annu Khatri, India; Santoshia Bhasia, India; Susan Thomas, India; Arvi Carino, Wigan, UK; Madiha Ansari, India; Kruti Sanghvi Mehta, India; Anamika Anjaria, India; Hemali Gada, India; Linda Rose, Sri Lanka

After the tremendous success of SOI-1 and brilliant response from both educators and parents, ECDF conducted the 2nd edition of THE SPHERE OF INFLUENCE - Global Summit 2, Theme: BIODIVERSITY OF LEARNING IN ECE where our educators and stakeholder got a chance to explore the innovations in the domain of ECCE and hear 45+ exemplary speakers from all over the globe. The event began with an insightful keynote address by Ms. Nabomita Mazumdar and was graced by eminent educationists and education leaders from India like Jyoti Ranjan, Varinder Arora, Madiha Ansari, Richa Kumar, Harpreet Randhawa, Aditya Basaria, Sonal Ahuja, Smriti Agarwal etc. There were also many eminent international speakers like Dr. Karen Boardman from UK, Neli Prota from

Netherlands, Jennifer Smit from California, Debra Weller from Florida, Azura Abrasid from Malaysia, ArkiCarino from Vietnam, Dr. Kathryn Murray from Australia, AmorizaGunnink from Canada, Nichole Tucker from Pennsylvania USA, Mandy Worseley from UK, Dr. Sue Allingham from UK, Kateryna Jzareli from UAE, Linda Rose from Sri Lanka, Ayesha Khawar from Pakistan et.al. who chose to speak on varied topics and aspects related to Early Childhood Care and Education.

The 8 hours long Summit held on 28th May from 10 AM – 6 PM (IST) was well received by participants/ attendees from all over the world and their feedback was very inspiring.





# Online and Offline Classes: A Student's Standpoint

**AGNIVH PRAKASH BORA,**  
Gr. VII, Sanskriti the Gurukul,  
Guwahati

Since the beginning of 2020, with the outbreak of the pandemic the whole world has faced a phase of lockdown and isolation. Due to the virus outbreak almost every place, be it the schools, colleges, universities, theatres, offices, malls, hotels had been shut down. School students like us shifted classes from the offline to the distance learning mode. We have definitely not missed out on a year of studies, but I am not too sure how much impactful and beneficial the online classes were in terms of learning outcomes, compared to the offline classes. That is about the year 2020.

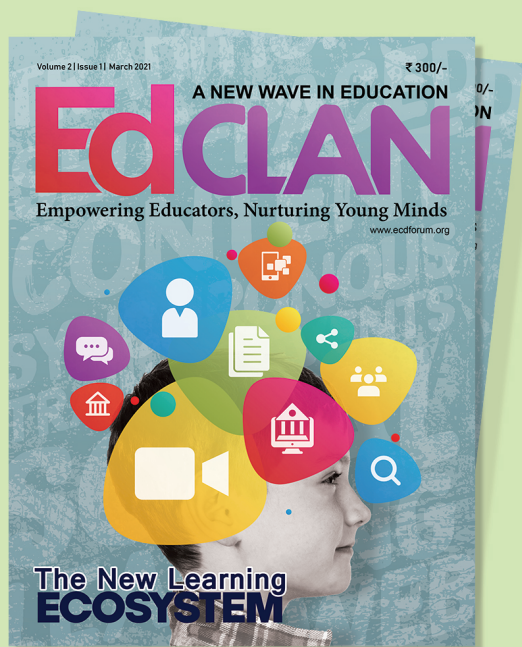
With passing of time, in 2021 we could see vaccines flooding the country, which came as a relief for most. Much progress has been seen, with the new vaccine leading to the reopening of many public places this year. But as for schools and kindergartens, there isn't much good news as they are still closed. This year around January, I attended school for a few days observing quite many Covid Protocols. Very few parents sent their children to school and I felt that probably only 20pc of the total student strength of the whole school showed up for offline classes. After a few days of classes, with the onset of the 2nd wave, all schools were declared closed again. We continue our classes in the online mode and definitely our educators did their best to impart the syllabus online, to the best of their abilities.

Well, early childhood education plays an important and crucial part in a child's life. And with little children, one on one contact with the educators works the best. But with schools remaining closed for such a long interval, preschools too have shifted to online learning as well. But is online learning ideal for a child below 7 years?

We all know that younger children find it hard to stay focused on any particular thing for a long time, as they have a shorter attention span and therefore quickly lose interest. So, we cannot expect children to patiently sit in front of a screen attending online classes without any distractions. We high-schoolers even get distracted while on online classes. I am sure the educators have a difficult time imparting the syllabus and I feel that pre-recorded content can be a workable alternative to face-time. Parents too have to stay engaged during the live online classes as most pre-schoolers are not able to log in and navigate on their own. Sometimes the family may not have sufficient number of devices to cater to the children's online classes. Therefore, to engage children the lessons must be planned with less time screen and more hands-on learning activities, away from the screen. It may be given as projects and assignments.

From my personal experience, I would say that there is a vast difference in online and offline classes, one of the most visible being- "interaction" that we find in physical classes, be it between the students and educators or amongst students, peer groups, seniors and juniors etc. Physical classes give children the space to learn from each other, discuss, ideate, brainstorm, do group activities, develop team spirit and much more which are not there in the online mode of learning.

While online classes are easier to attend, as it doesn't involve the process of getting ready for school, packing one's bag, waiting at the bus stop, talking to each other in transit, physical activities in school, but they are making children more reclusive, device oriented, less physically active and less communicative. Well we are yet to see the impact of this shift in the years to come.



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# GLOBAL EARLY CHILDHOOD EDUCATION CONCLAVE 2021 (2ND EDITION)

## 30<sup>th</sup>-31<sup>st</sup> July | 3PM Onwards

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**TOWARDS HOLISTIC AND MULTIDISCIPLINARY  
EARLY CHILDHOOD EDUCATION**

**30<sup>th</sup> - 31<sup>st</sup>**  
July (Fri-Sat) | 3pm - 6 pm IST

**DR. VASAVI ACHARJYA**  
Inaugural Address  
30th July / 10 am IST

**Creating a Supportive  
Environment for Children  
in their Early Years**

Dr. Vasavi Acharjya is the Founder  
Chairperson of Early Child Development  
Forum, ECDF & CSERC, Founding MD of  
Tender Petals and IFPL.

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**30<sup>th</sup> - 31<sup>st</sup>**  
July (Fri-Sat) | 3pm - 6 pm IST

**SANDIP SOPARRKAR**  
Keynote Address  
30th July / 10 am IST

**THE IMPORTANCE OF  
CREATIVE ARTS IN ECE**

\* Sandip is Indian Lata and Bollywood  
dancer, Bollywood choreographer,  
actor, columnist, Radio Jockey, a  
TED X Speaker and Multi Awardee

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**E Conference**

**GLOBAL EARLY CHILDHOOD  
EDUCATION CONCLAVE 2021 (2ND EDITION)**

**Towards Holistic and Multidisciplinary Early Childhood Education**

**Booster Session**

**What's Wrong with the Early Childhood Curriculum: An Introduction**

30th July Friday | 4:05 pm - 4:20 pm IST

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**Towards Holistic and Multidisciplinary Early Childhood Education**

**Booster Session**

**No Zero Year in ECE: Education through a Neural Lens**

30th July Friday | 4:20 pm - 4:40 pm IST

**MODERATOR**  
Simran Bhatti  
Pedagogical Director, CCE Finland  
Doctoral Candidate, EU

**PANELISTS**  
Marion Hopfgartner  
Founder and CEO of  
TL Pedagogics LLC

Manjula V  
Neuropsychology and Education Researcher  
President and Founder, Trustee-IBDF

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**E Conference**

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**Towards Holistic and Multidisciplinary Early Childhood Education**

**Panel Session**

**Being a Teacher: A Concept for Building High Performing Teams  
in Your Early Childhood Program**

30th July Friday | 4:40 pm - 5:10 pm IST

**MODERATOR**  
Dr. Kathryn Murray  
Founder and CEO Future Strong Education  
Consultancy, Australia

**PANELISTS**  
Fatema Agarkar  
Founder, Agarkar Centre of Excellence (ACE)  
An and blogger and parenting expert

Neha Kari Kanabar  
Founder of UNIMO University of Moms  
Manifestation Coach

Aditya Bisaria  
Educationalist, Entrepreneur, Early Childhood  
Development Advisor, Counselor, Speaker,  
Educational Consultant

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**E Conference**

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**Towards Holistic and Multidisciplinary Early Childhood Education**

**Panel Session**

**Revealing in Sustainable Development Goals 2030 The potential  
of ECD in the context**

30th July Friday | 4:40 pm - 5:10 pm IST

**MODERATOR**  
Lt. Col. A Sekhar  
Soldier Educationist

**PANELISTS**  
Linda Rose  
Chairperson of UNIMO Global Federation,  
International Children's Village 2021

Damodh Yaid  
Mentor Coach, an Educationalist and Quizzer

Rabiah Bhatia  
A spoken English Trainer Certified with British  
Council

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**Towards Holistic and Multidisciplinary Early Childhood Education**

**Panel Session**

**Equity vs Equality: Challenges and Barriers in the Early Years  
Classrooms**

30th July Friday | 5:35 pm - 6:05 pm IST

**MODERATOR**  
Gulica Khatun Bano  
POH/POCSD specialist & Human Rights  
Expert from Harvard EDX

**PANELISTS**  
Azura Abrasid  
Head of Early Childhood Programme, Virens  
University College, Kuala Lumpur

Dhaval Mody  
A mental health expert with more than  
20 years of experience working for  
children with special needs

Aareli Sagar  
CEO Pioneer Jobs, Mumbai  
Educationalist, ARIF, motivational speaker,  
trainer

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(2ND EDITION)**

**Towards Holistic and Multidisciplinary  
Early Childhood  
Education**

**30<sup>th</sup>-31<sup>st</sup>**  
July (Fri-Sat) | 3pm - 6 pm IST

**Virtual Conference**

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