

EdCLAN

A New wave in Education

Empowering Educators, Nurturing Young Minds

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FOR
THE LOVE OF
THE FIRST
1000
DAYS

Mini Minds
& Mindfulness

Engaging All through

Dance & Movement

Once Upon a Time
THE POWER OF STORIES





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 or visit www.ecdforum.org



DN ACHARYA FOUNDATION
FOR CHILDREN AND WOMEN WELFARE

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ED CLANNING



Dear Readers

It is a pleasure to release the September issue of EdCLAN. Team ECDF is gearing up for its 3rd Anniversary Celebrations and Awards and there is a lot of excitement building up. And well, there is more to celebrate. ECDF member Smriti Agarwal is now a part of the EdCLAN Editorial team and we welcome her with open arms. This issue of EdCLAN is packed with wonderful articles by early childhood education leaders, early years educators and early childhood enthusiasts from all over the world. It will definitely bring a new perspective and fresh insights in your domain of work.

I am super glad that ECDF team is an extremely dedicated group of individuals who has done a commendable job in all these years. I take this opportunity to thank each and every team member who took out time for the forum, in planning meaningful events and programs and believed in our Vision and Mission, to make quality early childhood education available to all stratas of the society.

In these three years since its inception in 2018, ECDF has come a long way with the support of its members, friends and well-wishers. The number is increasing and this is a huge motivation for us to keep going no matter what. Let's us keep our cause alive. Let us as committed early years educators, kindle the joy of learning in every little child we come across. I am sure we all share this vision and therefore, today we stand unitedly in the forum...

Thank you all

Keep shining always!!

Signing off

Dr. Vasavi Acharya

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EXPERTS SPEAK



**DEBRA
WELLER**

Debra is an experienced Early Childhood Educator, Professional Storyteller and Parenting Educator. She is a creative performance artist using oral tradition storytelling, puppets and music to engage her audiences and students. Debra taught Kindergarten and Transitional Kindergarten in the Capistrano Unified School District in Mission Viejo, California, USA for thirty- two years. As a Teaching Assistant Principal, she supported the site principal in administrative duties. Her greatest joy is teaching after school and summer Storytelling camps for children. She holds a BA Degree in Art Education and a MS Degree in Educational Leadership. Debra served the Early Childhood Educators in the State of California for ten years as President of the California Kindergarten Association. Debra has been presenting at international, virtual conferences and storytelling concerts during this past Pandemic year. Her presentations deliver quality professional development and entertainment. In June 2021, she presented a workshop, Storytelling the Heart of the Curriculum for ECDF and was a speaker at the Sphere of Influence Forum. She is driven by a personal philosophy to provide valuable, educational experiences and performances for children and adults.

Storytelling Community Creates a Foundation for Learning

Storytelling should be introduced as an honored component of the classroom. The impulse to story is present in every child; a storytelling culture in the classroom refines and invites the children to tell stories. The teacher and the children can create a mystique so that the children realize storytelling is a special entity. Set aside a special place for stories to be told, a designated chair, stool or area. Choose one of the following ideas to implement as a ritual transition: dimming the lights, turning on a small lamp, spreading a quilt on the floor, hanging a banner, ringing chimes, playing a specific instrument, or listening to a musical selection. Informal storytelling

will occur throughout the day as the children have conversations and in dramatic play, but the magic begins when the ritual is fulfilled within traditions. Respect for the storyteller is demanded and modeled by the teacher. The children may need to physically prepare themselves by putting on story manners: a quiet still body, legs and arms folded, a silent voice, and eye contact. Two premises make up the cardinal rules:

1. When a story is being told, only the storyteller speaks, everyone else is a listener.
2. There is no one correct way to tell a story.
3. Each teller is respected for his or her own style.

A teacher will be surprised by the enchantment cast by the spell of the story as the book is put aside and the voice of the storyteller beckons the children to join the journey. Children relax and become attentive. Teachers who establish a classroom storytelling community will have an more effective and inclusive learning environment.

A storytelling teacher, however, has a daily responsibility to weave intricate webs of story within the curriculum so that it is understood by all levels of students. Her story is never ending and continually unfolding. The teacher should not deny herself the opportunity to be a storyteller because she may not feel as polished as a professional storyteller. Remember no two storytellers tell a tale in exactly the same way. With time and practice the teacher will become more polished and comfortable with storytelling skills.,

Our classrooms and school libraries already have the materials we need to learn stories. The beginning storyteller should start with familiar tales like The Little Red Hen, Gingerbread Boy, The Three Bears, Aesop Fables, and Arnold Lobel's Fables. Chances are these stories are already in the memory banks. Children will not mind if a teacher uses note cards or other prompts to remember a story. A storyteller does not memorize a story

word for word. The beginning sentences may be memorized as a compass point. Chants and repetitive phrases will benefit from memorization. The art of storytelling, in its bare bones form, is a basic, retell, comprehension format highlighting the beginning, middle and end structure of a story.

One of the responsibilities the teacher must display is modeling storytelling with effective eye contact, voice inflection, characterization and gestures. It is not necessary to expect to be a master at once. Practice in the classroom and add a technique in each retelling of the story.

Children will appreciate hearing the same story told more than once. The teacher can avoid hearing, "You already told us that story," by prefacing a retelling with, "I need your help. I know I told you this story last week. I am trying to get better at using gestures. After the story I want you to tell me what you noticed." With very young children and Dual Language Learners, it may be necessary to use props and visuals to assist the children with comprehension and vocabulary development. Use cartooning, flannel board, puppets, story boards and drawings as necessary to increase understanding. When teaching storytelling to children the teacher also needs to be the coach who guides them through the journey of selection of meaningful, story material and quality performance. The teacher has the responsibility to introduce the coaching model which includes affirmations and suggestions. By teaching the children how to give affirmations to classmates, the children will become more empathetic to the other students. They can practice phrases like, "I noticed how you used gestures. I noticed that you made different voices for the characters." Along with modeling storytelling, a teacher works on her storytelling skills as she simultaneously coaches her student tellers. Clarissa Pinkola Estes writes in *The Gift of Story* "There is no right or wrong way to tell a story. Perhaps you will forget the beginning, middle or the end. But a little piece of sunrise through a small window can lift a heart...I promise it will be enough." (p.29). The following steps are recommended for beginning

storytellers:

1. Choose a short story (3-5 paragraphs) that you really enjoy reading or one that has personal meaning. Fables produce instant success.
2. Read the story three times. By the third reading, try to visualize the story, characters, setting and plot.
3. Remember the beginning, middle and end. Review the problem in the story and how it was solved
4. Block the story on a blank piece of paper by drawing stick figures to represent the characters and sequence of the story. An outline will accomplish the same purpose. The main goal of the blocking is to move from relying on the text to remembering the story.
5. Commit the first and last two sentences to memory to keep the story focused. Additional phrases or dialog may need to be memorized.
6. Try to tell the story from the blocked drawing.
7. Retell the story in your own words as if you were an eyewitness to the action. Do not worry about forgetting a part of the story. Make up what you forget, but make sure it relates to the ending and plot.
8. Think about the characters: What do they look like? What kind of voices will they have? How will they move?
9. Now TELL, TELL, TELL, TELL, TELL. A story does not become polished until you tell it at least five times. It will be programmed into your mind and heart.
10. Do not make excuses. Learn just one story, tell it five or more times, then take on the task of learning a new tale or writing your own stories.

Children as Storytellers

Children do not need encouragement to tell stories. It is their natural state of being. Some may be shy

and need coaxing, but once they realize they can command an audience, they will want to tell more stories. Children at any level of schooling who do not feel as competent as their peers in reading or writing are often masterful at storytelling (National Council of Teachers of English)

Public speaking skills are sometimes delegated to the lower rungs in the classroom curriculum hierarchy. Yet the ability to speak before a group, which sends shivers up most adult spines, needs to be cultivated for future career success.

Introductory storytelling activities can begin on the first day of school. The following activities will start children on the path to formal storytelling experiences. Children need time to develop their skills, and they need a chance to be successful with short stories first. These beginning exercises build confidence. Children love to talk about themselves, so the personal story is the place to start. A story stick is a magical tool to encourage the establishing of a storytelling community. To make a story stick:

1. Cut a 1/2" wooden dowel or tree branch into a twelve- inch length.
2. Decorate the dowel with ribbons, plastic beads, jewels and feathers at the top 3 inches of the stick

Introduce the children to the story stick by inviting them to join hands and sit in a circle. When the children are seated, hands are placed in laps. The rules for the story stick are explained by the teacher.

1. The person holding the stick is the storyteller.
2. Only the storyteller can speak and the rest of the students are listeners.
3. The storyteller needs to use a voice that is loud enough for everyone in the circle to hear. No whispers. (The teacher models this.)
4. When the storyteller is finished speaking,

he or she may pass the stick to the next child.

For the first five training sessions, it is important for the teacher to model a storyteller's voice and short, simple, complete sentences. Children have a tendency to tell "and then" stories in which they ramble in chaotic phrases. Limiting the children to one or two sentences, avoids one child monopolizing the activity. Children also need time to gather their thoughts from the brain to the lips. At the beginning of the story stick passing, the teacher quietly counts to twenty and reminds the children to gather their thoughts and place them on their lips. The teacher may find this is an instant oral language assessment tool. Children benefit in the beginning by story starter topics to prevent rambling. It takes about 15-20 minutes for thirty children to pass the story stick.

Here are some suggested story starters:

Narrative•

- favorite flavor of ice cream or pizza.
- after school activities
- pet antics
- family vacations
- holiday memories
- Injuries
- happy memory/scary memory
- birthday celebrations

Expository•

- giving a dog a bath
- washing the family car
- learning how to swim
- making cookies
- growing a watermelon plant
- describing a playground

The story stick lessons can be expanded after two weeks of practice. It is suggested that children go to journal writing right after the story circle so they can further elaborate on a story. in written or drawing format. The story stick can be used in

place of sharing time. Every Monday the children can share what happened during the weekend.

Conflict resolution skills can be learned through using the story stick. When there is a moral dilemma in the classroom, the children pass the story stick and speak about their emotions regarding the issue. Rules need to be established so that this becomes a learning experience with positive outcomes instead of name calling or tattle telling. The rules may include:

1. Use I Statements- For example, "I was angry when Jillian cut in front of me in the lunch line."
2. Use When Statements- For example, "When Derek keeps talking, it makes it hard for me to do my work."

The teacher summarizes feelings and involves the class in a conflict resolution by engaging the children in contributing suggestions for problem solving. The ideas may be recorded on a chart or new rules developed.

Children enjoy retelling a shared reading story and the story stick can be used to enhance this activity. After a story has been read aloud as a shared class activity, the teacher may instruct the children to think about a new ending for the story, to give new attributes to a character, or to reflect on how the characters solved the conflict in the story. The children gather in the story stick circle and each child contributes his or her idea. The class may also create a new story in round robin fashion with each child adding to the action or dialog. A tape or video recorder is helpful to document the spontaneous story.

To create a storytelling community in a classroom, it takes a symbiotic relationship between the teacher and the children. Storytelling becomes a sacred form of communication in the classroom to be revered and cherished. The more the teacher models storytelling, the greater the chance of

the children choosing to tell stories about social experiences, daily life and to extend the stories to curriculum areas. The children will begin to use story to explain concepts and to work out social situations for resolution. The brain thrives on story. It is the function of the brain to sort and classify information, to make connections and to place random ideas into a story format so that memory can be enhanced. By giving children the gift of story, we give them the gift of comprehending all aspects

of curriculum. In a story centric classroom, the children will develop strong communication and comprehension skills. Storytelling is the foundation of learning and pinnacle of future career, public speaking success.

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Do Mini Minds Matter? How to combine a growth mindset with mindfulness practices: Impact of Covid on Mini Minds

Since Covid 19, many professionals' working with children and their parents have noticed the impact this has had on young children. Overnight their world was turned upside down. Some children were taken away from early years setting that felt familiar, where they had made friends and

Mandy Worsley and Julie Robinson

Julie and Mandy set up the business Mini Minds matter UK in 2021 during COVID 19, after identifying an increased need to support pre-school aged children, parents, and carers during this challenging time.

Julie is a qualified teacher and Nursery Owner with over 25 years' experience in the education sector. In 2020 during COVID, she noticed a marked change with more anxious parents, children and staff and thus decided to develop a growth mind-set curriculum within her business.

Mandy is a Qualified Paediatric nurse, with 30 years' experience in health and social care and has worked during the past five years as a health and wellbeing specialist, with children and families from education settings and social care to bring mindfulness, relaxation, and emotional wellbeing to a wide range of children.

felt safe and secure, to being at home with parents all day with little or no contact with other children of their own age.

No contact with friends, unable to go and play out or even see extended family members such as grandparents. How do we feel that impacted on these young minds? Conversely where those children whose parents were key workers, who were allowed to continue attending nursery settings, however, it was now very different. The roads were quiet, the children whom they had made friends with now weren't attending.

There had been no time to prepare these children for this sudden change of routine, they were just expected to adapt. This was challenging enough for parents/adults to accept, yet somehow, we all expected children to be resilient and just get on with it.

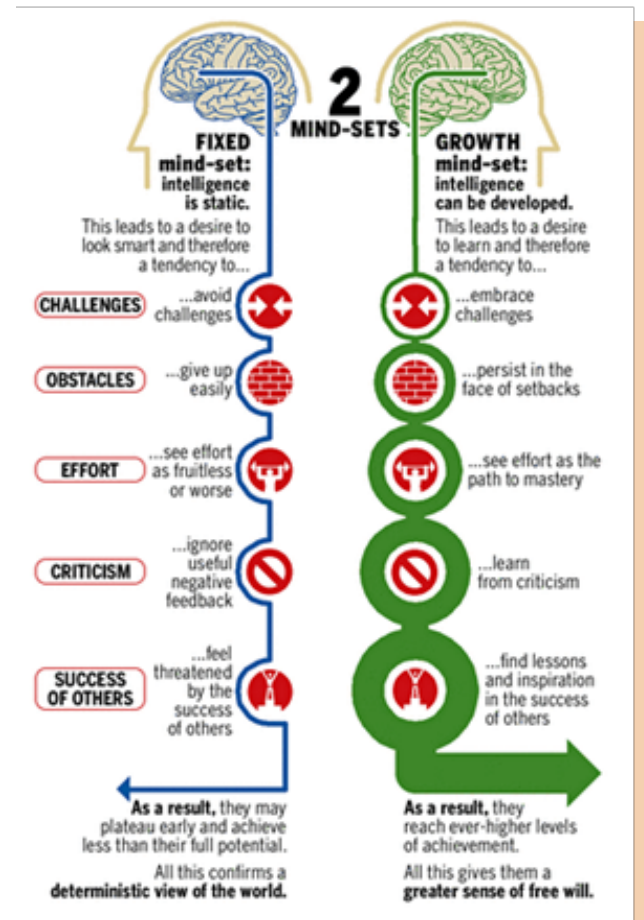
The importance of early years is vital for children to build their prime areas of development, to be able to communicate and express themselves, to be able to share and take turns with peers and play alongside others and be physically active using gross and fine motor skills ready for school.

As parents juggled caring for children, alongside managing workloads, under different levels of stress, pre-school children's learning and development was frozen in time. Those early experiences crucial for developing neural pathways were not readily available to every child. The question is how did this affect children's mindset?

What is a growth mindset?

Mindset Theory proports that people hold different beliefs about whether a person can or cannot change or adapt in different situations knowing, however, that your mind-set can change. Some children may have feared the worst and worried about the what if? Some children may have enjoyed the time at home with parents for a short period of time, this would depend on their mindset and the information they had processed from other adults around them. As adults we worry about our children and whether they will achieve in life.

The good news is that "Mindsets are just beliefs," Carol Dweck explains. "They're powerful beliefs

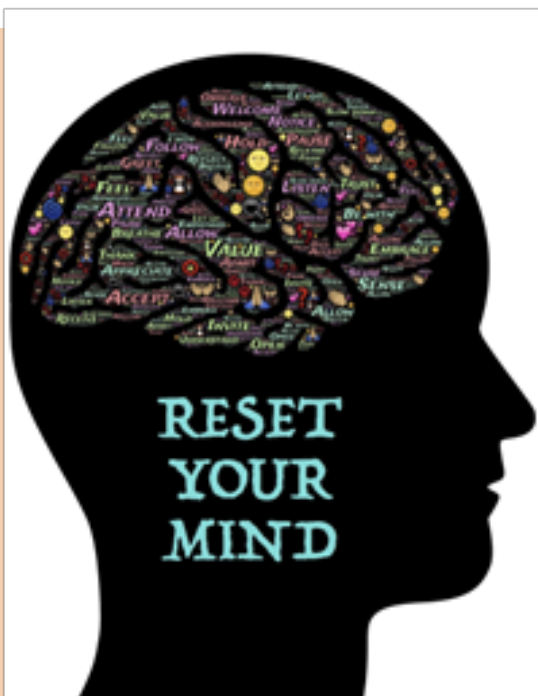


but they're just something in your mind and you can change your mind based on basic psychological attributes, such as their intelligence or personality." (Carol Dweck).

There are two different types of mindsets according to Dweck:

1. People with a fixed mindset believe that these qualities are inborn, fixed and unchangeable.
2. Those with a growth mindset, on the other hand, believe that these abilities can be developed and strengthened by way of commitment and hard work.

So how does mindfulness and meditation affect our growth mindset? We need to change our behaviours and learn to meditate and set positive goals. In meditation we learn to quieten the mind. Children's minds are so busy. Everyone will face obstacles, challenges



and defeats throughout life but the way that you respond to them can make the difference between success and failure. If you have a fixed mindset, you'll see these setbacks as proof that you're just not up to the Job.

How can you support children in growing these mindsets? There are many ways you can achieve this. Build a Positivity Chart for children, every day. Spend one minute looking around specifically for positives. Give positive feedback every day. Learn how to listen / give praise and use it. If you hear a negative, use it to promote a change of thought. Try smiling every day, it sends the right signals to your brain. Release your inner negativity by taking deep breaths

and learning techniques. Enjoy every day no matter what it brings. If you could just add a harmless “but” to every negative thought you produced you could transform all negative thoughts into positive ones.

So, if children say I can't do it!!! Re-teach saying but I know you are amazing no matter what, I know you can do it, so they learn to say this, believe it and then see they can do it by being more positive. This can be achieved by affirmations, thus retraining 'Your Brain'. We forget we have the power to become the person we want to be.

Supporting children's mind-sets and emotional well-being leads to well-adjusted adults. If we try to understand how the brain works when we are in a state of stress and anxiety this may help us to deal with situations more positively.

Let's talk about our brain

The pre-frontal cortex is your Owl brain. This is the calm and wise part of the brain just like a wise-old owl. This is the most evolved area



of our brain, we use it to think, create, organise and problem solve. It's also our imagination and language centre. For this part of our brain to work fully we must be nice and calm. When we are stressed, we do not have full access to this part of our brain. It is sometimes described as flipping our lid, as this part of the brain isn't fully connected and working when we are in a state of stress or excitement.

Prefrontal Cortex

- This is the most evolved part of the brain
- It is where we do our thinking, creating,

organising, problem solving, imagination and language

- Although it is not fully developed until about the age of 25
- Still underdevelopment throughout childhood – needs help and support from calm, caring adults to be responsive and attuned.
- To access this part, the amygdala must be calm – cannot fully access PFC if we are stressed, upset or feel threatened.

The Amygdala - or Meerkat part of our brain is the part of the brain that controls our emotional centre and is always on high alert, just like a little Meerkat. Its job is to keep us safe but alert us to any perceived danger or threat. This part of our brain is very sensitive and our most primitive area of the brain but the most important one to understand and control.

Amygdala

- Internal alarm system
- Reactive when under threat



- Releases adrenalin and cortisol (flight, fight or freeze response)
- Reacts even if the threat is perceived or real
- Keeps us safe from danger
- Keeps our attention focused on survival

Our Hippocampus, which we have likened to an elephant, is our memory centre and we all know an



elephant never forgets! These parts of the brain store our memories and also how things made us feel. It is very useful and remembers how certain sights, sounds, smells or objects make us feel.

Hippocampus

- Stores memories and how things made us feel
- It's how we associate with how things made us feel – such as objects, sounds, places, smells etc
- Huge impact on how we store information

If we can allow parents to understand theirs and their child's brain, in this easy and fun way, then they can start to understand why they feel a certain way, why they react to certain things and how they can change unwanted reactions, emotions and feelings in themselves and their child. By calming their Meerkat mind, using the daily affirmation and meditation, they are on the right track to a happier and healthier life, building towards a growth mind set.

What science tells us?

Science tells us that the period from conception to age 5 is crucial, throughout this period the brain is developing exponentially and experiences lay down the foundations of the skills, knowledge and confidence that help young children to navigate future challenges and realise their full potential. This means children in the early years are especially receptive to experiences that promote the development of motor, cognitive, language, social, and self-regulation skills. When children do not experience adequate care, attention and love, this can lead to poor outcomes, both physical and mental.

Scientific evidence shows that brain development during the first 18 months of life is faster than any other period of development, yet one in three parents do not recognise that the brain develops fastest in this time and do not make the links that what a parent or care giver does between birth and 18 months has a huge and lifelong impact on a child's future.

This is highlighted in research statistics recently published by The Royal Foundation Centre for Early Childhood, set up by the Duchess of Cambridge.

- A significant proportion of UK parents of a 0–5-year-old (69%) underestimate the primary importance of the early years. This contrasts with the scientific evidence which is clear on the primacy of the early years in providing the foundation for both children's future development and their life chances as adults.
- There is a significant gap in the understanding of how rapidly the brain is developing during the most critical first two years. Reflecting findings from other research, this could result in less active interaction with children in the early years, particularly before the child starts to exhibit outward signs of development such as speaking. It may also lead to a more 'passive' approach to caring

for children, focusing on physical needs rather than their emotional and social development.

- To increase understanding of brain development we need to translate and increase accessibility of developmental science, so parents, future parents and wider society understand the importance of active interaction with children in the 0–5 age group (with a particular focus on the 0–2 period) on the life chances of babies far beyond these first years.

What is Mindfulness?

"Mindfulness involves paying attention to our experience in the present moment, with curiosity, compassion and acceptance. It is a blend of modern psychology and the ancient wisdom of meditation, which helps us to live life more fully and with a greater sense of perspective".

How to explain mindfulness to young children?

- Mindfulness is simply noticing what is happening right now.
- Mindfulness is taking notice of how your body feels and what you see, smell and taste. Maybe you even feel emotions in your body, perhaps through tightness somewhere, or a good sensation.
- Mindfulness is also noticing what your mind is doing. What happens when you start noticing these experiences? When you notice what is happening around you, you focus more deeply and that attention to your own senses will help you improve how you feel by identifying them. Improved focus can help you achieve at higher levels in sports, school, or music. When you notice what is happening around you, it can help you to calm down when you're sad, angry, or frustrated.
- Mindfulness helps you deal with tough emotions and mindfulness can make you happy and feel good.

The Mini Minds Approach

The Mini Minds approach will support children in developing into well-adjusted and emotionally regulated adults. This approach is currently being

rolled out in early years setting across the UK. We have developed a basic plan for carers, practitioners and parents to follow. Our aim is that this will become a daily practice. By keeping it simple it is easy to follow these 5 mini mindful moments:

1. Acts of Kindness
2. Mindful Seeing
3. Mindful Smell
4. Mindful Touch
5. Mindful Listening

The 5 mini mindful moments can be done together as a daily practice within an earlyyears setting, for example, during circle time each day. Each individual moment can also become part of daily tasks such as during nappy changing time, mindful touch can be used to sooth and regulate the little one. These 5 practices all interact with the brain and help to grow and strengthen the neural pathways, as described previously in this article.

We know that a child needs to do things multiple time a day to learn and embed it within their conative process, which is why the mini minds approach is designed to be easy, fun, interactive and can be done by care givers and parents on a regular basis to help our little ones to develop a resilient, emotionally regulated brain that can cope with life's challenges as they arise.

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EXPERTS SPEAK

Clare Stead

Clare Stead, Founder and Director of Oliiki Ltd and mother of three is an e-Learning specialist, Education researcher and qualified primary school teacher. Her mission is to educate parents to enrich children's lives through, understanding more about child development, finding the learning in everyday play and instilling confidence in their role as parents through gaining understanding and insight.



1000 Days that Last a Lifetime

“Give me a child until he is 7 and I will show you the man.”
-Aristotle, *The Philosophy of Aristotle*

Well, it turns out that although Aristotle was absolutely right that the man is made in childhood, he might well have been wrong about how long he needed the child for!

Rather than 7 years, he might just have needed that child for 1000 days to set them up for a lifetime of success!

Science is showing us that the first 1000 days of life, the time from conception to two is the most important for a child's development. It is a time when the brain is literally building itself and laying the foundations for all future learning for life. It's also the time that the baby's parents change from being a couple to becoming parents. There is a lot going on in that first 1000 days!

What happens in the first 1000 days, what's affected and

how do we know?

A baby's brain is doing amazing things really early on in pregnancy and it continues to develop throughout.

In a piece of brain tissue the size of a grain of rice, there are 10,000 nerve cells. Each one of those forms between 1 and 10,000 connections with other nerve cells. There are an estimated one hundred trillion connections in a human brain.

At only four weeks gestation, a baby is creating neurons. These neurons are ones that will be used for their whole lives, from the very beginning through to the end of life. **By the time a woman is four weeks pregnant, 500,000 neurons are developing every minute.** These neurons build the brain layer by layer like an onion. They travel along supporting cells called glia in waves of millions of neurons. No other cells migrate in this way. There is some evidence that neurons have some idea where they need to travel to in the brain and that they also know whereabouts in the brain they are!

By the time a child is born their brain is about a quarter of the size of an average adult brain. Amazingly, it doubles in size in the first year of life and it keeps growing to about 80% of adult size by the age of 3 and by the time a child is 5 their brain is almost fully grown.

Their brain is formed in the womb, but the neural connections within that brain have yet to be connected. This happens through the experiences we give the child, even from before birth. At times during the first 1000 days of life, a child is developing 1 million synapse connections a second!

We know that the experiences and foundations that are laid down for a child in these first 1000 days affects their academic outcomes, their relationships, how much they will earn, what jobs they will do, how the adult they will become thinks and even their health.

So, the experiences that we give babies from conception onwards really do matter.

Usually, the people interacting with those babies most frequently are the baby's parents. The majority of whom are untrained and have minimal or no support network and therefore spend much of their time wondering if they are doing enough or if what they are doing, is right! There is no 'Parenting Manual' given at conception, or even birth.

A parent's belief in their parenting skills (parental self-efficacy) plays a huge part in the outcomes of the child. Parental self-efficacy is easily knocked and the implications of this can be significant for the child. Studies show us that when we have parents with high parental self-efficacy we have low post-natal depression rates, low infant mental health issues and a high home learning environment for the child. This obviously has a positive and significant impact on the child's school readiness. Supporting parents early could make massive impacts on children's outcomes:

- before the birth by helping them understand the new role they are taking on and their part in it, giving them skills that will help them in their journey to becoming parents.
- by helping them see their role in the education of their child and that the education journey starts from before birth.
- from birth with simple activities that fill the day in a simple, meaningful way and show the parents what development opportunities they are giving their child by doing the simple activities
- helping them understand that education is so much more than ABC's and 123's, but is rather about helping them develop secure loving relationships, helping them use play to help the child learn new skills, showing them that the questions they ask and how they ask them supports their child to learn new skills or helping them see

how the tiny activities that they do every day builds a child's capacity for learning.

When we support parents in what to do with their child, how to do it and show them that what they are doing is really supporting their child's development, we are helping the child (and also the parent) to develop to their fullest. And it doesn't have to be costly. Simple interventions, like encouraging outreach into the community can make a massive impact.

What this means for EDC

For the Early Education sector to excel and bring out the best in a child they need to receive that child into the education setting ready to learn. As we have discussed, this starts from before birth. So, nurturing parents in their pregnancy, supporting

them in their journey into parenting and helping them find the learning in everyday play and showing them the impact that they have on their child will change the way those children arrive at the education setting. But it will also change how the parent arrives with the child at the education setting, you will have a parent who is invested in education as a whole, a parent who isn't focused on only ABC's and 123's, but also sees the value in play, in investigation, curiosity, questioning, conversation, and self-lead learning.

Taking the time, and the money to focus on the soon-to-be-parent will not only benefit the parents, but also the child, the early education settings and their outcomes, but the whole of society.

So, if you give me the parent-to-be for 1000 days, I'll give you society full of people you desire!

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EXPERTS SPEAK



Cathy
Turalinski

Cathy Turalinski is founder and CEO of Child Care Solutions Inc. An Early Childhood Specialist and Consultant with a BA in Early Childhood Education and Certificate in Adult Education and Governance, she has over 35 years of experience in early childhood education as a educator for children infants-school age, a family support consultant in high risk neighborhoods in Toronto, a Community College Instructor with George Brown College, Sheridan, Humber and Seneca in both the ECE

and ECA programs, home day care called Kids Deserve the Best for 12 years, parent educator, ECE and Supervisor recruiter, speaker and creator and presenter of virtual professional development interactive workshops for both parents and Early Childhood Educators and Professionals. Cathy believes by supporting staff and Child Care Centers in their educational journey in becoming the best educator they can be, children and families will benefit as a result.

Self- Regulation: The power of research and its' implications for practical application

(Self-regulation in young children: A look at applying research in neuroscience to inform the way that parents and early childhood educators can support the development of self-regulation in children 2.5 years - school age)

Let's start with a scenario

A two-year-old throws an epic tantrum in a public place.

Some typical responses from parents may be:

- “Stop crying” – this escalates the crying to more physical kicking and screaming
- “If you don't stop the crying, we are leaving” – this further escalates the crying
- “I will give you a treat if you stop crying” – this may or may not stop the crying depending on the child receiving the treat and whether they had a motive for crying (using emotion to manipulate)

Now consider this scenario

A 35-year-old adult becomes enraged when someone cuts in front of him while waiting in line at the supermarket. They start yelling and cursing at the person who they feel wronged them.

This is an example of an adult temper tantrum.

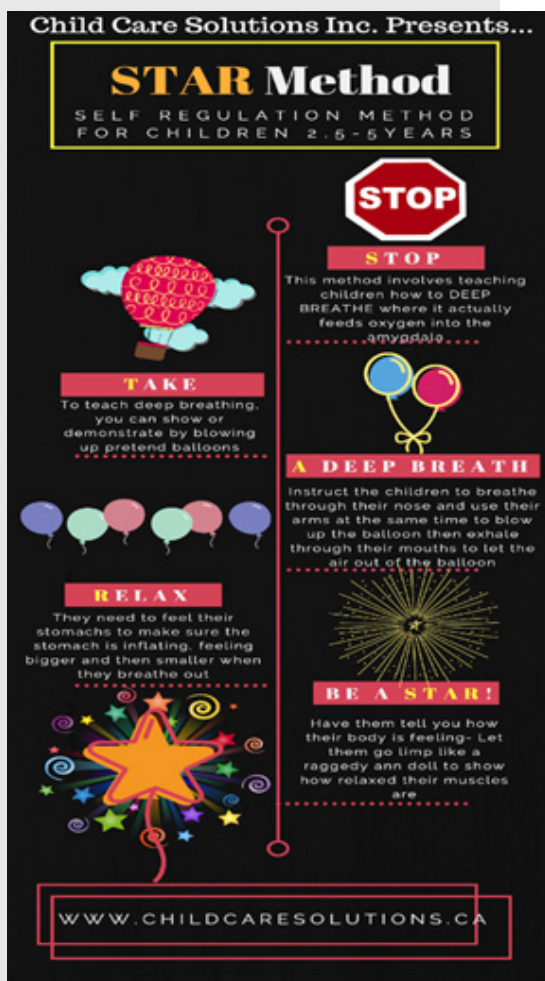
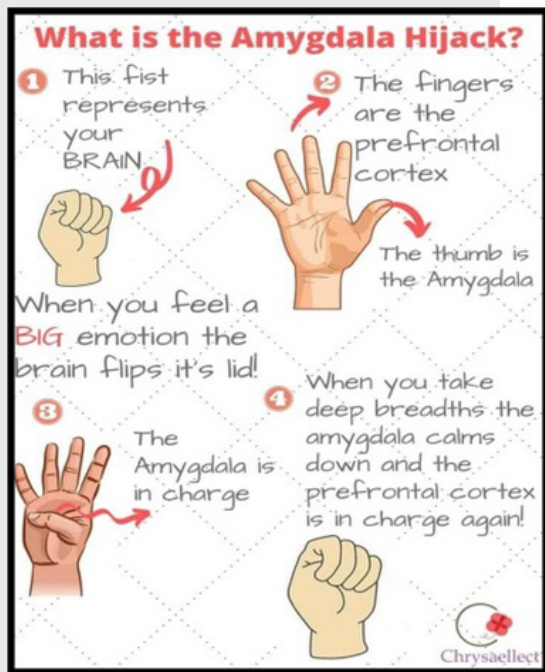
Some typical responses from the person who is being yelled at:

- Yell back at the person escalating the situation, creating the potential for a physical confrontation.
- Completely ignore and a refusal to acknowledge the person's anger (escalates of the feelings of anger)
- Call the police or security if the tantrum escalates to violence

What is the difference in both adult and child's ability to self-regulate?

A: None – both adults and children can fail to manage their emotions appropriately.

Self-regulation is a broad term which can apply



to all human beings, no matter what age they are. It is defined as “**the capability of controlling or directing one’s attention, thoughts, emotions, and actions**” (McClelland & Cameron, 2012). Self-regulation helps children and teenagers learn, behave well, get along with others and become independent. The development of emotional self-regulation occurs rapidly in the toddler and preschooler years.

Self-regulation has emerged as a buzz word for early childhood educators in the last decade. However, a closer look into the strategies that parents and educators use to “help young children develop this very important behavior” suggests that it is not well understood or applied in their day-to-day interactions.

How can we bring the research and provide adults with tools and resources to engage in behaviors that will support the development of self-regulatory skills in young children? Through many years of interviewing, presenting workshops, and observing early childhood educators in their classrooms; I am amazed at how many educators and parents still struggle to apply strategies that support and strengthen their own ability to self-regulate, as well as their children’s.

What does the research say about self-regulation?

Joseph LeDoux (1994; 2003) was one of the first researchers to identify the emotional control centre of the brain known as the amygdala. The amygdala responds to threat by initiating the body’s stress response, creating powerful emotions and driving **fight-flight-freeze** behavior. The lateral amygdala (LA) acts as a “smoke detector” that alerts the body to the threat of danger, risk, change, or loss. When the amygdala is activated, it triggers stress hormones like cortisol and adrenaline to combat the threat. It is important to note that the threat must only be **perceived** and may not indicate a real danger.

The **amygdala hijack** describes the control that our emotional response has when responding to threat (Goleman, 1995). The amygdala sets the body’s autonomic stress response into action before the prefrontal cortex can be consulted. The prefrontal cortex is where executive

functions like reasoning and problem-solving occur. Since the prefrontal cortex becomes disconnected or “offline” when the amygdala is activated, the person experiencing an amygdala hijack cannot “think clearly” and often acts out on only emotion. What I learned through neuroscience is that our body state changes when we feel frustrated, angry, or disappointed. We get flushed in the face, our muscles contract, our palms sweat or ball up into a fist, our heart races, our facial muscles become tense, and our voices get higher and louder. If this feeling or state is not recognized and a coping skill is not applied to mitigate these rising emotions, the amygdala is likely to hijack our mind. When we lose access to the prefrontal cortex, we will not be able to access rational thought and problem-solving skills that help us make good decisions.

Dan Siegel (2010) famously illustrated the amygdala hijack in a hand model that can be presented for children.

Becky Bailey (2000) has also used this research to develop a practical coping model that teaches children how to recover and prevent an amygdala hijack. This is known as the S.T.A.R method, which means:

Stop or Smile, Take a deep breath And Relax.

Applying this method in a Preschool early learning environment

As a preschool teacher, I frequently used the S.T.A.R method and integrated these principles into my curriculum and daily interactions. I involved the parents in learning new ways to help their child respond to and regulate their emotions.

Teaching Children to Belly Breathe

I teach children how to take deep breathes from the diaphragm so that they can see and feel their stomach rise and fall.

Using concrete materials (like balloons) to illustrate Belly Breathing to young children

I like to implement this knowledge into the curriculum content by introducing a balloon and showing the children how my stomach rose when I took a deep breath to blow air into the balloon. I encouraged them to watch me release my breath through my mouth or nose, and I would time it so that the balloon was released when I exhaled. The exhale causes the balloon to fly around the room to show how the air escapes to make the balloon floppy and soft.

This concrete, visual demonstration peaked the children’s interest – We would blow up our pretend balloons 3 or 4 times and the last time we would release the breath and bend over and make our body feel limp by shaking out our hands, head and legs. We would then notice changes in the way our body and muscles feel, how our head feels- light and our muscles feel loose and like noodles. I then labelled this the “calm or relaxed” feeling in the body that lets us know we are ready for thinking and learning.

NOTE: “Emotions are contagious” (Harada et al., 2013)

A dysregulated adult can never regulate a dysregulated child

#1 Strategy for Parents and Educators

To **teach** self-regulation, start by sharing your emotions with your children (ie “I am feeling very frustrated”).

Model how to belly breathe by blowing up in front of them. It helps you, as the adult, to self-regulate and access your rational brain so that you can solve the problem that is causing your frustration.

#2 Strategy for Parents and Educators

After doing belly breathing, teach children to

develop an awareness of how their body feels. Talk about how “this is what calm and relaxed feels like”. We tell children to “calm down”, but young children do not understand what that means.

Now that we have given them an evidenced-based tool to teach them how to regulate and calm their bodies when they are starting to feel frustrated, angry, upset, they will be better able to manage the amygdala hijack.

As a teacher and a parent, I would tell children who were starting to feel upset to **BE A STAR**. This would trigger them to belly breathe – like they are blowing up their balloons. The outcome is truly remarkable.

This is the power of research when it is put into practice.

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EXPERTS SPEAK

Gina's background was originally ballet, but she has spent the last 27 years teaching movement and dance in mainstream, early years and SEND settings as well as dance schools. Whilst teaching, Gina found the time to create the 'Hi-5' dance programme to run alongside the Australian Children's TV series and the Angelina Ballerina Dance Academy for Hit Entertainment. Her proudest achievement to date is her baby Littlemagictrain. She created this specifically to help children learn through music, make-believe and movement.

Gina has qualifications of teaching movement and dance from the Royal Ballet School, Trinity College and Royal Academy of Dance.

GINA BALE

How to Ensure All Children Engage in Movement and Dance

Movement is vital for all children, no matter what their physical abilities or environment. Movement helps all children develop large body movements known as gross motor skills. These movements help build and develop the muscles needed to stabilize their core. Gross motor skills need to be mastered before they can refine their fine motor skills. Developing their gross motor skills develops physical literacy and gets them ready to write. Movement and dance develop the key school readiness skills that are needed for writing and drawing. Movement and dance improve concentration, listening and attention skills, core control through the development of their gross and fine motor skills. There are so many benefits of encouraging children to move and dance, no matter what their physical and emotional abilities.

To help children develop their skills, teach movements in small bites. Repeat the movements, at the speed and pace that is best for them. Revisit the movements through role-play and make-believe. This repetition enables you to continually assess and differentiate as you scaffold their learning using Vygotsky theory 'Zone of Proximal Development'.

- Scaffolding will be vital in your strategy to help the children with the tasks by simplifying the movement to fit their current ability.
- It is important to maintain motivation while managing any frustration they may feel as they try to master the movement.
- Always ensure you demonstrate the idealized version of what you want them to achieve at that stage of their learning.
- The use of make-believe and imagination help, as this allows you to revisit the movements in different ways through new storylines and music.

Repetition is not just about building the connections in the brain it is also about the pathways being set with the Myelin wrapping around the nerve fibres. Myelin is the key to increasing the speed of processing and accuracy of movements. I recommend the book 'The talent code' by Daniel

Coyle for more information on the importance of Myelin in our development.

Remember to manage your expectations and allow the children to achieve their potential and progress in the time that they need. The biggest hindrance to children's movement is adults. As adults, we bring in our assumptions to the class of children's abilities and their potential to progress and develop.

Make movement engaging

A fun and engaging way to help children join in is through the combination of make-believe, music, and movement.

Make-believe (role-play) helps children build relationships with each other. Improve their speech and language, communication and listening skills. To encourage this the use of illustrations are helpful. They capture the children's imagination and give you so many opportunities for additional learning. Role-play brings the movements you want to focus on, to develop gross motor skills, to life. I have listed just a few ideas and the storylines I use, that can be linked to a target movement or skill they need to develop.

Crawling

Diving 'under the sea' to find your very own turtle shell. Crawling along the seabed as the turtle, on your hands and knees, looking for some yummy seaweed sandwiches.

Running

Go on an 'African Safari' and put on your Zebra stripes and run as fast as you can from the lions.

Jumping

Put on baby bears wellies in 'Visiting the bears' and see how many puddles you can jump in.

Stretching

Reaching up high, on tiptoe, putting the washing on the line in 'Teatime'.

Balancing

Join the Flamingo on a 'Visit to the Zoo' and see if you can balance on one leg.

Importance of having the right music for the movements

At Littlemagictrain we have been very fortunate to have music specifically created and styled to fit the adventure stories and characters along with added layers of musical interest. We use a large range of styles, tempos, metres, different instruments, and dynamics. This music includes jazz waltzes, polkas jigs, threes, fours, and sixes with a twisting jellyfish, a galloping horse, sarabanding turtle and even a jiving kangaroo. You will even hear a kazoo played like a squirrel and a theremin, Otamtone, windchimes and sound effects that have taken a lot of time getting just right.

Use different styles of music to engage and motivate your children. Think outside the box and use different styles of music ranging from opera to heavy metal! Remember it's not about what you like, but what gets the children moving and dancing.

Your use of language with children

Did you know that the Language we use in movement sessions can have a profound effect on children and stay with them for life?

We all want children to build and develop their physical skills but at the same time, we need to understand that their goals and level will vary and that's ok! You need to think about how you phrase and frame your instructional language around their different abilities and needs.

Remember your use of language has such a huge

impact on their well-being, making them feel able to achieve and develop.

If you want the children to "stand up!" or "walk/run/jump around the room" and you have children that have mobility issues, use the phrases "ready to move?" and

"Let's move around the room". Follow this with feedback "we have all moved around the room".

It is also important to individually use their name with the instruction, so they are clear about what is expected of them. I also verbalize my movements which helps with the development of speech and language skills.

Don't forget the speed of the movements you are asking for will be different for each child and their needs. To help the children, model the idealized version of what you want them to achieve at their stage of learning. Remember don't let your assumptions of their abilities prevent them from achieving more.

Don't forget your voice!

Your voice and how you use it in the session plays an enormous part in making sessions fun and exciting. Don't be monotone, but at the same don't overstimulate the children – it's about finding the Goldilocks zone for your children! Be expressive and always encouraging whilst paying attention to their verbal and non-verbal feedback.

The magic bag

It is recommended that you have a bag of props and sensory items as you never know what will be needed on the day, to engage the children, which will allow them to experience movement in a sensory and creative way. A list of a few of my must-have items. Do have fun with the children trying them out:

No: 1

The Parachute

Do invest, if you can, in a parachute as this is a wonderful piece of equipment that can be used in so many ways to help children.

Movement activities with a parachute

An example of some of the activities that I do to help develop large body muscles and the core to improve their posture and stability.

- Pushing the parachute away with the movements of reaching, stretching, and pushing.
- Rolling or crawling on the parachute as you shake it.
- Sitting in the centre, trying not to topple over, as you pull them around the room on the parachute.

Calming activities with a parachute

Have all the children sitting or lying on mats in the centre of the room as you and some assistants lift the parachute, down and walk around in a circle to music. The children enjoy 'The Swan' or 'Aquarium' from Carnival of the Animals by Saint-Saens.

This activity is wonderful for children who have difficulties with movement as you are stimulating them visually with the colours, music, movement of the parachute and feeling of the air around them.

Some ideas combining a parachute and make-believe:

- "Under the sea" looking for turtles, crabs, watching the water moving above us. Shaking from side to side as the waves get stronger and stronger!
- "Picnic on the Moon" lying on the moon looking up at the stars and planets - add a light display.
- "African safari" running underneath the trees

and through the long grass hiding from the lion.

No: 2

Space blankets and pom poms

Children and babies love the sound and texture of the space blanket, making it ideal for so many different adventures using make-believe.

Some ideas combining space blankets, pom-poms and make-believe:

- "Picnic on the Moon" the space blanket can be their rocket, spacesuit or even the moon they land on.
- "Picnic on the Moon" pom poms are another favourite as you can catch and feel the stars, meteors and food that floats away.
- "North Pole" pom poms are ideal for a snowball fight!

In conclusion, your ingredients to success are to be sensitive to the needs of the child and engage them in a multi-sensory way through the play.

1. BE FLEXIBLE AND SENSITIVE: To ensure movement is engaging for all children, including sensory pathway, you need to be sensitive to their needs and feelings. You can plan to "A", but the mood of the day is "B".
2. IT IS ABOUT THE CHILD NOT YOU: Yes, you will have targets they need to achieve but there are fun ways of doing this. Just think how much easier it is to teach a class of fully engaged children rather than ones that aren't.
3. USE/CREATE A MULTI-SENSORY ACTIVITY BASED ON IMAGINATION AND PLAY: Who wouldn't want to join in?

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Jessica Manglani

Jessica Manglani IB PYP Educator Primary Education Consultant, Parent Counsellor, Teacher trainer

“Having taught business and marketing at a private university, I wanted to make real difference and teach at the foundation level. The impact that primary education has on society is inequitable.

Besides I love children. With every passing day we can see parents trying very hard to give the best to their kids but as we know being spoilt for choice is a bitter fruit.

My mission is to help distressed parents seeking assistance in taking decisions for their child in accordance with the strengths and abilities of their child.”

ONCE UPON A TIME !

The Power of stories

‘Once upon a time’ in a land far far away.....
.....now doesn’t that already make your mind travel to a land far far away. A phrase that we heard far too often in our childhood stories and since time immemorial most stories for children start with that. But what we don’t realize is that children can also learn about genres, authors, shapes, fractions, so much as inquire about monuments and simple machines. Stories can even trigger their curiosity, make them help their friends and understand and solve issues with them. Children make a unique connection with the books. Stories

form an important part of children’s experiences and have immense educational value too. Stories have been an integral part of everyone’s growing up. Bedtime stories by grandparents and parents play an important role in teaching life-long lessons. Stories create a connection between learning and children, be it life lessons or subject specific.

Stories have a deep-rooted impact in every child’s life, that can be used in the holistic development of a child:

1. Early Literacy - Children are exposed to a wide variety of information which helps them to expand their vocabulary, not just introducing new

words but by also rehearsing the context in which these words can be used, thereby summarising that a word has several shades and can be used in various contexts. Even when dealing with toddlers, who may not be able to relate to the meaning but they construct the meaning in the way we use words in our expressions, while narrating the story. It helps in making links between spoken and written words, better so if used along with pictures.

2. Broadens Horizon - Stories have their unique way to open up the doors of imagination and creativity. It creates a sense of wonder. While listening to stories, children tend to foster imagination, self-expression and open themselves to new ideas. It's like a window to another world with ample spaces to explore and trigger curiosities, to know more and more. Imagination instigates creativity which in turn helps nurture a culture of innovation and thereby building a society that breeds new ideas, one that cultivates advancement at its very core.

3. Listening and communication - Stories help improve listening skills as they tend to grasp attention while simultaneously enhancing communication skills. Whenever we read a story to children it provokes thoughts or ideas which a child, if encouraged, would want to share. This applies to adults as well, recall any one of your favourite PDs where the team leader shares a story with a focus on a particular area, which in turn sparks the employees to work towards it by sharing ideas. That's the power of stories: we listen, we get instigated, we communicate, and we achieve.

4. Bonding - Stories are a great way to bond with children. Telling and retelling the stories helps them to open up their minds to us. They feel secure and comfortable in sharing their ideas, which helps to deepen the bond. Stronger the bonding, the more comfortable children feel to express emotions and viz a viz, building stronger relations. This bonding helps to boost self-esteem and also to build their personality and raise confident individuals

5. Celebrate diversity - Stories open up the child's mind to acceptability. Acceptance of various cultures, caste, colour, creed and all other diversities. There is no discretion in the child's mind from the beginning, which makes them open minded and helps in creating future global leaders. Ones who embrace, accept and respect ethnic diversity.

6. Socio - emotional learning - specifically in testing times such as that of the COVID pandemic, this is all the more important. Children are undergoing a lot of emotions, some might find it difficult to discuss. Also, sensitive issues (bullying, bereavement, discrimination, family issues and more) are difficult for children to handle and if unexpressed can cause a lot of emotional damage. Stories have a great impact in addressing such concerns. Sensitive matters and their fickle emotions need to be addressed. Stories can reach children and help them feel more secure, safe and open up communication channels to address these issues. These stories will form part of the children's understanding of the world and offer implicit guidance as to how they can express themselves. Stories that portray positive outcomes, their characters create a sense of shared experience, taking away their tragic loneliness.



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GENDER EQUALITY IN ALL ASPECTS OF SOCIETY

Gender equality can only be achieved when we see it as a spectrum and not as two different identities and to achieve that Leadership commitment is essential to create an inclusive environment based on the tenants of trust.

Increasing the participation of women at workplaces has been most Indian organization's endeavour across industries. In the Indian workforce, women representation gradually increased from 30.27 percent in 1990 to 37.8 percent in 2021, but gradually declined in 2019 to 20.79. The important fact is it is not the pandemic and the processes of working that should change our mindset and our values it's the focus of awareness of What we Believe is "EQUALITY" AND DRIVE IT LIKE A LEADER

in and around you.

The emergence of the gender equality leader / organisation should enforce :

As highlighted by recent studies, the pandemic has triggered organisational efforts to be recognised as gender equality leaders.

These leaders should be 'role model' and champion organisations acknowledged for their proactive and sustained efforts in undertaking the following: (WARRIORS OF CHANGE):

- Outline a gender equality vision and strategy for the organisation linked to the business strategy and spearhead execution.
- Identify practical gender equality goals that include SMART objectives and KPIs reflected in performance scorecards of senior leaders, thereby holding leaders accountable for progress on the gender equality agenda.
- Groom leaders who are empathetic and receptive to breakthrough ideas and new ways of working.
- Promote active and inclusive leadership.
- Strive for a work-life balance and holistic wellness of employees.
- Provide equitable opportunities for skill development and reskilling of talent.
- Work actively with senior leaders in the organisation that includes C-suite leaders in a collaborative manner to reduce unconscious biases at work linked to gender and other diversity dimensions.

Create empathetic leaders starting young from home and guiding gender sensitized youth so they can bridge gaps between different age groups different generations creating inclusive creative aware individuals

- Partner with stakeholders to build a work environment with a sense of safety and belongingness, and where trust and respect are embedded in its DNA.

My focus on at the underlying factors that

affect women at work need to measure and create specialised programs on building trust, understanding body language and many interventions that includes non-inclusive behaviour, unconscious biases, microaggressions, deep-rooted organisational hierarchies. This has reinforced organisations' need to reflect and undertake proactive measures and well-conceptualised initiatives that are expected to have a lasting impact on attracting, promoting, and retaining women at work. Since we are an ISO 21001 AND 17024 quality driven organisation and we are aiming at implementing SDG GOAL 4,5,10 and 12 aims at equality, quality education and gender sensitization and avoiding abuse at societal level on all sectors , our niche area and focal point is always to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This goal supports the reduction of disparities and inequities in education, both in terms of access and quality at institutional level

As a Gender inclusive organisation in India, my organisation Right2rise focusses to have sought to respond to their employees' needs and other stakeholders during the pandemic, there is a growing realisation that values, culture, experiences, leadership commitment, and mindset changes play a pivotal role in distinguishing between 'the great' and 'the iconic' organisations. Several organisations in India have embarked on a slew of Diversity, Equity, and Inclusion (DEI) initiatives. These initiatives range from focusing on culture and experiences, to KPIs for increased gender representation in recruitment, promotions, and grooming for leadership roles, based on leadership commitment and vision. Let's join hands and create a vivid reality of agreeable and understandable mindsets to magical miracle productive organisational culture together.

GLOBAL EARLY CHILDHOOD EDUCATION CONCLAVE 2021 (2nd Edition)

ECDF has been organizing many online virtual events as an attempt to bring together education leaders, eminent early childhood educationist, passionate educators, edupreneurs, child rights activists from all around the globe under one umbrella, where they can exchange their views, expertise and knowledge, also brainstorm on varied new ideas that has emerged and the new trends in ECCE. The Pandemic has confined children indoors with very limited access to outdoor learning and this has a huge impact on the entire early childhood education ecosystem. In order to make learning more fun and interesting many education leaders from all over the Globe, have come up with many new ideas and techniques. And the forum has been providing the opportunity to these educators to share their ideas through the ECDF online summits.

In the month of July, ECDF conducted the 2nd edition of Global Early Childhood Education Conclave

2021 themed: Towards Holistic and Multidisciplinary Early Childhood Education. THE HINDU IN SCHOOL was the Education partner in this 2 days long events conducted on 30th and 31st of July from 3-6 PM (IST). The conclave was powered by UNIMO, Tender Petals, UPBRINGO and Inner I Foundation.

The first day of the conclave unfolded with the welcome address by Dr. Vasavvi Acharjya, Founder Chairperson of ECDF, followed by a keynote address by Sandip Soparrkar renowned Bollywood Choreographer who spoke on “The Importance of Creative Arts in Early Childhood Education”.

This was followed by a panel session on the topic “Being Thorough: A Concept for Building Lifelong Learning Teams in your Early Childhood Program”, the session was moderated by Dr. Kathryn Murray from Australia who is the CEO and Founder of Future Strong Education and an ECDF International Wing

Member. The panelists of the session were Ms. Ashraf Noorani who is the Founder of Educational Endeavours and Learning and Development Specialist, Mr. Aditya Bisaria who is the Founder Director of Ganges Value Creations and Mr. Tijay Gupta the Co-founder, COO of Bachpan Play School and Academic Heights Public School. The panel session was then followed by a brainstorming session on the topic “What’s Wrong with Early Childhood Curriculum: An Introspection”, the session was conducted by Dr. Vasavi Acharjya and Ms. Smriti Agarwal who is an award-winning Early Childhood Educator and also an ECDF Member. These sessions were very insightful and gave a lot of takeaways to the attendees.

The next was a booster session on the topic “No Zero Year in ECE: Education Through a Neural Lense”, which was chaired by Ms. Simran Ballani, the Pedagogical Director at CCE Finland and the speakers were Marion Hopfgartner from Austria who is the Founder and CEO of TLI Pedagogics LLC and Ms. Manjula V who is a Neuropsychology and Education Researcher and also the President and Founder Trustee of IBBRF followed by the 2nd panel session of the day on the topic “Investigating Sustainable Development Goals 2030: The potential of ECD in the context” which was moderated by Lt. Col. A Sekhar who is a soldier educationist and speaker and the speakers of the session were Linda Rose from Sri Lanka who is the Chairperson of SUNFO Global Federation, International Children’s Wing 2021, Dawood Vaid who is a Mindset Coach and Rabiah Bhatia who is an edupreneur. This panel session was an eye opener for all and the panelists were able to present a way forward to bridge the gap in ECE created by socio-economic disparity, which is the need of the hour.

After a short networking break of 5 minutes the summit headed towards the last panel session of Day 1, “From Crisis to Opportunity: Help Children Learn to Self Regulate” which was moderated by Ms. Amrit Nagpal who is the Head of Preschool ECCed at Birla Open Minds, Mumbai and also an

ECDF Member, the panelists of the session were Ms. Girija Gopinath who is an ardent practitioner of mindful living, Kari Sutton from Australia, an educator, speaker and an author, Ms. Geetanjali Mukherjee, the CEO and Education Head Career Wings and Kidz Wings and Dr. Poonam Kage, a parent coach. The session threw light on the importance of inculcating mindfulness practices from the early years and its longtime benefits. The panelist shared their strategies with the parents and educators and gave wonderful tips to practice mindfulness daily with little children. Day one came to an end but there was a palpable enthusiasm in the attendees to join back for the next day sessions that were planned meticulously by the ECDF team members, with a brilliant speaker lineup.

The second day of the conclave began with a Keynote Address delivered by Mr. Karma Gayleg from Bhutan who is an ECCD specialist of Ministry of Education, Bhutan. He spoke about “Creating a Supportive Environment for Children in their Early Years” which was quite insightful and presented a global perspective. This was followed by a brainstorming session on the topic “Observing, Understanding and Using what we see: Effective and Meaningful Assessment in Early Years Program” and it was conducted by Dr. Sue Allingham from UK, the Founder of Out of the Box Consultancy and also an ECDF International Wing Member. Then came the 1st panel session of the day on a very pertinent topic “Equity Vs Equality: Challenges and Barriers in the Early Years Classrooms” which was moderated by Dr. Raina Khatri Tandon Founder Right2Rise, also a POSH specialist & Human Rights Expert from Harvard EDX and the panelists were Azura Abrasid from Malaysia, the Head of Early Childhood Programme, Veritas University College, Kuala Lumpur, Dhaval Mody who is the Co Founder of Learn Studio, India and Aarti Savur who is the CEO Parisar Asha, Mumbai. After a short break of 5 min came up the next panel session of the day on the topic “Technology and Digital Spaces in Early Years: Impact, Best Practices and the Way Forward” which was moderated by Clare Stead from UK,

the Creator and Founder of Award Winning App Oliiki, and the speakers of the panel were Simona Sabbatini from Kenya who is the Founder of Desire Decide Develop, and Laxmi Prakash who is an educationist.

This was followed by a booster session on yet another very interesting topic “Forest Schools in India” which was chaired by Susan Thomas, a Climate Reality Mentor and Leader and the speakers of the session were Ashim Bery who is a Project manager at Swechha India, an NGO and Rishi Raj Sharma, the Founder of Maati Community Consultant Assam Investment Advisory Society, Forest Fringe School. The session focused on the how farm and forest schools can be set up and a panelist presented a model of a forest school in NE India which is also a model school for many others. The next was a Brainstorming session of the day which also the last session of the conclave on the topic “Healthy Futures: Assessing the Significance of High-Quality Child Care”, the speakers of this session were Poornima Prabhakar, the Founder Director of Gigglez Preschool, Gigglez Teacher Training Academy, ASMI Educational Trust and Smruti Samantray, a member of ECDF Assam, Climate Reality Leader, Communications Strategist and a passionate EY enthusiast.

After two days of extensive brainstorming and exchanges of ideas and knowledge as per the expertise of our wide range of speakers and panelists, the Global Online Conclave 2021 came to an end and it was beautifully winded up by Dr. Vasavvi Acharjya and Dr. Kathryn Murray with a promise

to come back again with varied range of topics and speakers who would share their knowledge with us. The conclave was very successful and there were many positive feedbacks from different parts of the country and the globe.

“Dr. Vasavvi, congratulations for the super success of the 2-day ECDF conclave. You had a fantastic range of speakers sharing their experiences and gave wonderful insights on various well thought out topics All the best for your future endeavours”, wrote Laxmi Prakash, Educator and Freelance Consultant from Delhi.

“It was a fantastic conclave with an excellent range of speakers. I found their insights to be extremely useful. These two days sessions by ECDF were wonderfully planned and executed. The best thing about their session was that I have received useful information and tips which I am sure would come handy in the days and years to come. Thankyou for organizing such a fruitful event. Congratulations to the whole team and looking forward for your upcoming sessions.” ~Ajitha Vinod Menon, Principal, Vidya Global Academy, Kerala.

“I would like to thank all the eminent speakers for such informative discussions. All sessions and topics were insightful: related to current scenario. The conclave greatly expanded my understanding of mindfulness and gave me great understanding of how it can be used to develop self-regulation in early years. The strategies and best practices shared in the forum will be a great help in my classroom.” ~Jaswinder Kaur, Salwan Public School, New Delhi



FRIDAY, JULY 23, 2021

THE HINDU

INDIA'S NATIONAL NEWSPAPER SINCE 1878

IN SCHOOL

Towards understanding early childhood education

The second edition of ECDF's "Global Early Childhood Education Conclave 2021" will take place on July 30 and 31


Early Child Development Forum (ECDF) is an NGO which has been working for the betterment of children from socio-economically disadvantaged sections since 2018. To support its projects, ECDF conducts many events such as conclaves, conferences, teacher training programmes and webinars.

The second edition of ECDF's 'Global Early Childhood Education Conclave 2021', themed 'Towards Holistic and Multidisciplinary Early Childhood Education,' is a virtual summit to be held on July 30 and 31. Eminent early childhood educationists from India and abroad will be part of the panel discussions which will focus on all aspects of early childhood care and education. Topics include "Being Thorough: A Concept for Building High-Performing Teams in Your Early Childhood Program", "No Zero Year in Early Child Education: Education through a Neural Lens", "Investing in Sustainable Development Goals 2030: The potential of Early Childhood Development in the context", "From Crisis to Opportunity: Help Children Learn to Self-Regulate", "Technology and Digital Spaces in Early Years: Impact, Best Practices and the Way Forward", "Equity vs Equality: Challenges and Barriers in the Early Years Classrooms", "What's Wrong with the Early Childhood Curriculum: An Introspection". The sessions will enable one to have a 360-degree view of the scenario and also initiate a pathway towards innovation and change.

Vasavi Acharjya, Founder Chairperson of ECDF, is positive that this conclave will help early years educators and parents to have a fresh perspective and stay updated with the latest developments. Artist Sandip Soparrkar, Karma Gayley from the Education Ministry, Bhutan, Col. Sekhar and Ashraf Noorani are some of the speakers.

The Hindu In School is the education partner of the event.


To know more, visit www.ecdforum.org, FB [page/ecdforum](https://www.facebook.com/ecdforum) or dial +91 98640 39655



THE HINDU

Giving them a headstart

The ECDF Early Childhood Education Conclave 2021, Virtual Conference highlighted the importance of holistic and multidisciplinary education



Speakers at the ECDF Early Childhood Education Conclave 2021, Virtual Conference.

Educators and stakeholders from across the country shared their thoughts on the importance of providing a holistic and multidisciplinary early childhood education, at the Early Childhood Education Conclave 2021, Virtual Conference held on July 30 and 31. The conclave was hosted by the Early Child Development Forum (ECDF), with The Hindu In School as the education partner.

In her opening address, Vasavi Acharjya, founder chairperson of ECDF, spoke about the organisation's goals and highlighted the work it has been doing since 2018. She discussed the problems facing the sector today in her session "What's Wrong with the Early Years Curriculum".

Sandip Soparrkar, renowned choreographer and actor, and Karma Gayley, from the education ministry of Bhutan, were the keynote speakers, who deliberated on the importance of creative arts in the early years and a supportive environment for children.

Expert panels discussed a variety of topics relevant to early childhood education such as building lifelong learning teams, investing in Sustainable Development Goals 2030, and meaningful assessment in the early years' programmes. Robust debates also took place on 'Equity vs Equality: Challenges and Barriers', 'Technology and Digital Spaces in Early Years', and 'From and From Schools' giving varied perspectives to the participants. A 'Hall of Learning' certificate was given to the participants on the second day of the conclave.

The conclave received encouraging feedback from the attendees. "The conclave by ECDF was wonderfully planned and executed. The best things about the sessions was that I have received useful information and tips, which I am sure will come handy in the future," wrote Ajitha Menon, principal of a school from Kerala.

Echoing her sentiments, Jyotsinder Kaur, an educator from Delhi, wrote, "The conclave greatly expanded my understanding of mindfulness and gave me great understanding of how it can be used to develop self-regulation in early years. The strategies and best practices shared in the forum will be a great help in my classroom."

The conclave also included participants from other countries. "The conclave has been very useful and an opportunity to meet new people and learn from each other," wrote Simona Solbentini from Kenya.

ECDF plans to organise such meaningful conferences in the coming months and years, both online and offline, for the benefit of all stakeholders.



EDUCATORS SPEAK

Dr. Zareena Sultana

Associate Professor
& Soft Skills Trainer
ISL Engineering
College, Hyderabad

Online classes - a Boon or a Bane for Early Childhood Learners

Early childhood education can start as early as when the child is nine months old. Although this practice is extremely common in the west it's still not gained momentum in India. The most important factor may well be the joint family system or the grandparents taking care of the grandchildren when the parents are away at work.

According to my personal experience, I

feel that children who start early schooling, grow independently are way more confident and daring at the same time feel neglected, rejected, and anxious when their parents leave them in Day Care centers at the mercy of the cranky and frustrated nannies.

With the pandemic hitting globally all styles of offline teaching have come to a standstill and virtual teaching has become a boon for these toddlers. Learning in the presence of their parents is giving a new dimension to their holistic growth, relieving them of the fear and anxiety of being away from their parents. No more early morning wake-ups, no hassles of travel, and no long wait before they return home.

Something interesting, constructive, and productive audio and video lessons coming from e-classes will attract more and more takers of e-learning.

Toddlers have an awfully short attention span. As such, early childhood educators must derive new methodologies to make the early learners occupied during the virtual classes. The seriousness of the classes must come from both the ends – the teacher and also the taught. It shouldn't just be a method of entertainment but also educative. The first years are the most crucial years of the child.

The children can grasp things easily. The e-learning platform is a boon with plenty of free data available to assist the children to develop the required skills.

Early childhood educators should plan, prepare and present videos, audios, and PPT's through which students gain additional knowledge as well as a positive attitude towards learning.

There are more disadvantages than advantages of e-learning, especially in countries like India, Bangladesh, Sri Lanka, and so on due to the reasons stated underneath:

1) Lack of electronic gadgets like laptops,

smartphones, etc.

2) Data

3) Affordability.

4) Connectivity issues.

5) Affordability.

6) Big family/joint family

7) Restricted physical activity

8) Social and emotional distancing

9) Confined to homes

10) Fear of change

However, we need to adapt ourselves to the new change. Change is constant and inevitable. With no physical classes, it doesn't mean that we keep our children away from learning. Any sort of learning, be it remote will help children acquire immense knowledge.

Life is more important than education. So, we need to prioritize things – if we live, we are able to learn. So let us make the best use of the E-learning platform to remain connected with the teaching-learning process.

Time may be a great healer and it's just a matter of time before we are back to physical classes. So, for the present, till things ease out let us all stand on a standard platform and encourage E-Learning. Lost time will never be found again, similarly, early years can never stay so will the virus.

Inspired by the song "We shall overcome" I've got composed one on Covid 19.

Tribute to the covid warriors and the people who lost their lives fighting this deadly virus...

1) We will live through,

We will live through it,

We will live through, this virus,

Oh, somewhere in my heart, I have a feeling, we'll get over it someday...

2) We are all afraid,

We are all afraid,

We are all afraid, of this Virus,

Oh, leave us alone and let us live in peace always.
Somewhere in my heart, I have a feeling, we will get over it someday...

3) We are all tired,
We are all tired,
We are all tired, of the lockdowns,
Oh, help us get over this always.

Somewhere in my heart, I have a feeling, we will get over it someday...

4) We are all sick,
We are all sick,
We are all sick, of the hospitals,
Oh, spare us of these visits always.

Somewhere in my heart, I have a feeling, we will get over it someday...

5) We are all depressed,
We are all depressed,
We are all depressed, of the covid deaths,
Oh, help us out of this crisis always.

Somewhere in my heart, I have a feeling, we will get over it someday...

6) We all want to live,
We all want to live,
We all want to live, in harmony,
Oh, forgive our mistakes and brighten our lives always.

Somewhere in my heart, I have a feeling, we will get

over it someday...

7) We all want to pay tribute,
We all want to pay tribute,
We all want to pay tribute, to the doctors and nurses,
Oh, salutations to you from our heart always.
Somewhere in my heart, I have a feeling, we will get over it someday...

8) We all want to bid adieu,
We all want to bid adieu,
We all want to bid adieu, to the virus,
Oh, leave our bodies and the world always...
Somewhere in my heart, I have a feeling, we will get over it someday...

9) We are all heartbroken,
We are all heartbroken,
We are all heartbroken,
Of the horrifying deaths,
Oh, let us pray for them,
To rest in peace always.

Somewhere in my heart, I have a feeling, we will get over it someday...

10) We will get over,
We will get over it,
We will get over, this virus
Oh, somewhere in my heart,
I have a feeling we will get over it someday...

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EDUCATORS SPEAK



Shradhanjali Dasgupta

Sradhanjali Dasgupta

is a Consultant Counselling Psychologist and an Affirmative Practitioner, PGDPC (Counselling) MS (Psychotherapy), Montessori Trained Teacher, Infertility Counsellor, QACP, Art ology Practitioner (AIIMS MEDIA)

What is health and mental health of a person?

Disease free body is generally regarded as healthy but still the ideas related to health remains incomplete. Right? Health means, a complete state of healthy body, minds, social life and productive occupational abilities. Mental health means realistic awareness and assessment of self, clarity of thoughts process, awareness regarding one's own emotions and the most effective way of expressing the emotions

Mental health problems of children: Mental Health, specifically the children's mental problems are the most neglected areas. In our society, physical health issues get more importance and attention than mental health issues. From childhood to adolescence, children face various problems (which can be temporary or long standing and can also affect scholastic performances) Mental Health problems give rise to anxiety, irrational fear, habit of doing same things repeatedly, depression, psychosomatic problems, hyperactivity, attention deficit, behavioural issues , etc.

Emotional Disorders:

Blossoms are scattered by the wind and the wind cares nothing, but the Blossoms of the heart, no wind can touch —YoushidaKenko (14th century)
Emotions are influenced by biological foundations and experience (KAGAN, 2010)

To read in a simpler version Emotional Disorders are further divided into 3 disorders

1. Anxiety related disorders: Children suffering from anxiety disorders will have physical as well as psychological symptoms along with agony and fear. Our ANS becomes overactive during an anxious state.

SYMPTOMS AND SIGNS

1. Physical -headache, dry mouth, nausea, palpitations, stuttering, jerks etc
2. Psychological- poor sleep quality, feeling of helplessness, feeling insecure, feeling of fear, etc

Mental Health during the Growing Years

•Reasons of Anxiety Disorders •

a. Environmental Reasons:

- ~ Frustration and psychological stress
- ~ Parenting
- ~ Any fearful incident
- ~ Crisis in personal or family life like mishap

b. Biochemical Reasons

- ~ Imbalance in neuro-chemicals have dual causative role in anxiety disorders. Imbalance in Noradrenaline, GAMA and Serotonin causes this Disorders. Medication is pretty much of important to have a control over the chemicals in the brain

Somatoform Disorders

Children will be exhibiting mainly physical symptoms.

What is somatisation?

When physical symptoms are caused by mental (psychological) or emotional factors it is called somatisation. For example, many people have occasional headaches caused by mental stress.

But stress and other mental health problems can cause many other physical symptoms such as:

- ~ Chest pains
- ~ Tiredness
- ~ Dizziness
- ~ Back pain
- ~ Feeling sick (nauseated)

•Reasons for it•

- a. Repression of anger
- b. Frustration
- c. Poor self esteem
- d. Grudges against other and introjecting them
- e. Unable to express ones feelings or emotions

Conversion Disorders

In this type of disorder, a psychological expectation or a conflict is converted and expressed through bodily symptoms. It was previously known as hysteria. Only a psychiatrist can diagnose this disorder. Epileptic fits look similar at times but they are completely different.

Depressive Disorders and Suicide

We all human being plus animals feels sad but yet it's temporary. Intensity is also less and yes it doesn't effects our daily household chores and professional life! Right?

Then what is Depression? Let's see:

A mental health disorder characterised by persistently depressed mood or loss of interest in activities, causing significant impairment in daily life.

Possible causes include a combination of biological, psychological and social sources of distress. Increasingly, research suggests that these factors may cause changes in brain function, including altered activity of certain neural circuits in the brain.

Depression is also one of the main causes of Suicide

•Reasons for Depression •

1. Disturbed family environment
2. Financial constraints
3. Separation from near ones
4. Lagging behind
5. Feeling hurt for someone's behaviour
6. Long term chronic illness
7. Family history of depression

Emotional changes

Be alert for emotional changes, such as:

- Feelings of sadness, which can include crying spells for no apparent reason
- Frustration or feelings of anger, even over small matters
- Feeling hopeless or empty
- Irritable or annoyed mood
- Loss of interest or pleasure in usual activities
- Loss of interest in, or conflict with, family and friends
- Low self-esteem
- Feelings of worthlessness or guilt
- Fixation on past failures or exaggerated self-blame or self-criticism
- Extreme sensitivity to rejection or failure, and the need for excessive reassurance
- Trouble thinking, concentrating, making decisions and remembering things
- Ongoing sense that life and the future are grim and bleak
- Frequent thoughts of death, dying or suicide

Suicide

Frustration, dissatisfaction, guilt, low mood, repentance- these are the typical feelings which are created (negative attitude towards life). The extreme result is the unfortunate incidence of suicide

•Reasons for Suicide •

1. Temporary Low mood
2. Sadness following extreme unfortunate incidents or shock

3. Acute stress reaction
4. Severe Trauma
5. PTSD
6. Depressed mood
7. Bipolar affective disorder
8. Schizophrenia
9. Poor self esteem
10. Extreme guilt
11. Breakups
12. Feeling of hopelessness and helplessness

Role of guardian in the psychological development

1. *Encourage them to be independent from childhood*
2. *Ask them to participate in group and family decisions*

3. *Talk to them in general (of all topics irrespective of gender, sexuality, age)*
4. *It is a normal tendency of adolescents to hang around with the same age group. If guardians take a drastically strict step to prevent it, then harm may outrage the benefits*
5. *Motivate them*
6. *Appreciate them*
7. *Carefully listen them without judging or passing of comments*
8. *Try to know their thoughts and feelings*

Counselling: Mental Health problems needs intervention from Psychologist, Psychiatrists, Counsellor or special educator



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ECDF EVENTS

July to September 2021

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



DN ACHARYA FOUNDATION
FOR CHILDREN AND WOMEN WELFARE

EVENTS

July - September 2021

ECDF 1 DAY CERTIFICATE COURSE

**COURSE ALERT**

1 DAY INTERNATIONAL #26
Online Certificate Course

Topic : STEM - in an Early Years Classroom

COURSE HIGHLIGHTS:

- *What is STEM?
- *How can we incorporate it into our early years curriculum?
- *How does STEM come into the classroom?

**Shamila Nazim (UAE)**

*A Government (KHDA) approved Nursery Manager with over 21 years of experience.
*Dedicated to providing a safe, stimulating and nurturing environment for all children, enabling each child to grow and develop into unique holistic individuals.

13th
August, 2021
4:00 to 5:30 PM (IST)

Course fee: **Rs. 499/-only**

REGISTER TODAY!!!

 Powered by

For further inquiry
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🌐 www.ecdforum.org

**1 DAY ONLINE
CERTIFICATE COURSE #25**

**TOPIC : THEME BASED CURRICULUM
IN PRESCHOOL**

Smriti Agarwal

- * A passionate and award-winning early childhood educator.
- * She is a certified 'Theatre in Education' practitioner and event manager along with having done courses in 'Art of Living' and 'Behaviour Sciences'.
- * Also headed Podar Jumbo Kids Powai, Mumbai for five years and currently is the Project Lead in the content team at Vibgyor Group of Schools for Pre-Primary section.

Course Highlights:

- * the base of theme based curriculum
- * steps to design it
- * Are we practicing this approach correctly
- * integration of subjects as per theme
- * Is one theme per month a good idea?

DATE : 10TH JULY, 2021
TIME : 4:00 TO 5:30 PM (IST)

Register Today!!!

Course fee: **Rs. 399/-only**

SUPPORT PARTNERS



COURSE ALERT

1 Day International Online CERTIFICATE COURSE #27

RESOURCE PERSON: DR. AMORIZA
GUNNINK (CANADA)

- Award-winning educator and entrepreneur with over twenty five years of teaching and educational leadership experience.
- International presenter and curriculum developer.
- Founder of Meaning Makers Global, My Kinderhouse
- Preschools and Mariposa Project.

TOPIC : Nurturing Musicality for Cognitive Development and Scholastic Aptitude in the Early Years

COURSE HIGHLIGHTS:

- Defining the critical role music, audition, rhythm and beat competence plays in the intellectual development of young children
- Investigating the key elements of a comprehensive music program in the early years
- Establishing a framework for interdisciplinary music implementation in early pedagogical practice.
- Exploring practical examples of music play integration activities across the curriculum

Course fee: Rs. 499/-only

REGISTER Today!!!



25th 2021 | TIME:
AUGUST (WED) 5-6:30 PM (IST)

POWERED BY
tenderpetals BOOKBELL INNER VASSU Child Education and Development Research Centre



1 Day International ONLINE CERTIFICATE COURSE #28



GINA BALE (UK)

- Owner of "Littlemagictain"
- Gina has qualifications of teaching movement and dance from the Royal Ballet School, Trinity College and Royal Academy of Dance and has spent 27 years in the mainstream.

TOPIC : How to Engage Children, so they are Ready to Learn, using Music, Make-believe and Movement.

COURSE HIGHLIGHTS

- Discover how creative role-play and movement builds children's confidence in their abilities and gets them ready to learn.
- The importance of how to build, myelin in movement sessions.
- How to adapt and create a fully accessible experience for children.
- Managing and building confidence in your own creativity.



8th Sept 2021
4-5:30 PM IST (Wednesday)

COURSE FEE: RS. 499/-ONLY

REGISTER Today!!!

POWERED BY
tenderpetals BOOKBELL INNER VASSU

ECDF WEBINARS



WEBINAR

TOPIC : Re-imagining Early Childhood Education: Taking lessons from distance learning into the times ahead

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

DATE : 6th August, 2021(Friday)



Dr. Vasavi Achariya

Founder Chairperson
ECDF | DNAS | CEDRC |
M.D. IIFPL | Tender Petals Preschools



Moderator:

Swarleen Kaur
Founder and CEO
of the organisation
'The Talk Room' | Speaker



SHILPA POTNIS

- Expertise and experience in planning, implementing and evaluating of Early Childhood Years program and Teacher Training programs and workshops.
- Versatile skill sets with rich knowledge and experience of over 25 years in Teacher Training and Mentoring, Team Management, Curriculum planning and content writing, School Operations, School Audits, Budgeting and Counselling.



SUKAINA HUSSAIN EABRAHIM

- An educationist for the past 15 years.
- She is also a part of the "Teachers Development Camp" by ISA as a consultant and Teacher Trainer.
- She has also worked with Lego as a cognitive play and therapy.



MUCAL BAIDORJE LONDHE

- Headmistress, Vanita Vidyalaya Primary School and Pedagogy Advisor-Phone Shiksha.
- Ambassador from India for My Body is My Body Program for prevention of Child Sexual Abuse.
- Motivational School Leader working in team building, cultural improving and performance in creating initiatives.

For further inquiry
ecdfad@gmail.com
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WEBINAR 2021 #7

TOPIC: Right brain , Left brain or Whole brain ?

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ARCHANA MADHUSUDAN
Language Skills Specialist
• an educator in the industry for more than 2 decades
• Neuroscience practitioner
• PDSH certified practitioner



JULIE KUTEZ
• CEO and Founder at Center for Optimal Brain Integration
• She is a co-author of:
"Trauma-Informed Practices for Early Childhood Educators"



SHAMILIA NAZIM
• A Government BEdA approved Nursery Manager with over 12 years of experience
• Dedicated to providing a safe, stimulating and nurturing environment for all children
• enabling each child to grow and develop into unique individuals



Dr. Vasavi Achariya
Chairperson
ECDF, DNAS & CEDRC and
M.D. Tender Petals Preschools.



Moderator:
Amrit Nagpal
Head of Preschool and
ECEs at Birla Open Minds

16th 2021 | TIME:
JULY (FRIDAY) 6-7pm (IST)

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WEBINAR

TOPIC: Supporting Drama and Imaginative Play in the Early Years

11th September 2021 (Sat)
4:30-5:30 pm (IST)

www.ecdforum.org



DR. VASAVI ACHARIYA
Chairperson
ECDF | DNAS | CEDRC and
M.D. IIFPL | Tender Petals Preschools

Speakers



PRITYANKA CHATTERJEE

An International Story Consultant, Award-winning Storyteller, an MBA (Gold Medalist), an alumna of International Institute of Storytelling, Emerson College, UK.

"Director, Storytelling Education and Arts India Council (SEAC)"
"Founder, 'Wild Strawberry'"



SONIA BHARGAVA

• She was with Helen O'Grady, Drama Academy for over 15 years as a teacher, trainer and facilitator.

"Sonia has developed a Language and Creative expression program for children from the age group of Nursery to Class 4."

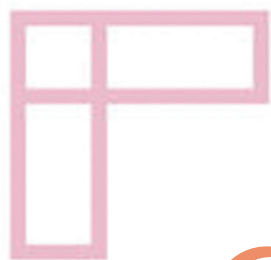


GINA BALE U.K.

"Creator and Owner of 'Littlemagictain'"

"Gina has qualifications of teaching movement and dance from the Royal Ballet School, Trinity College and Royal Academy of Dance."

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Story Ka Pitara



ECDF
PRESENTS

STORY KA PITARA

A UNIQUE STORYTELLING SESSION
FOR EDUCATORS, PARENTS AND
CHILDREN

**SHRADDHA
NIGAVEKAR**

Date: 23rd July (Friday), 2021
Time: 4pm-4:30pm (IST)

Join us
f LIVE **ecdforum**

Passionate Storyteller, an educator
and a pandemic-inspired YouTuber
• Certified by Storyweavers

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ECDF
PROUDLY
& JOYFULLY
PRESENTS

STORY KA PITARA

(A unique live storytelling
session for educators,
parents and children)

**Mrs. Sony
Lamba Dwivedi**

*A Librarian by Profession
*A Registered Member of Indian Storytelling
Network (ISN) and also a part of
Kathastkam Storytelling Group
*Founder of THE STORY KATTA

**15th September (Saturday),
2021 at 4 PM - 4:20 PM (IST)**

SUPPORT PARTNERS

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ECDF Global Early Childhood Education Conclave (2nd Edition) held on 30th-31st July 2021

GLOBAL EARLY CHILDHOOD EDUCATION CONCLAVE 2021 (2nd Edition)

Dr. Vasavvi Acharjya
Founder Chairperson ECDF & DNAF
M.D.Tender Petals Preschool Chain & IIFPL

THE ROSTER OF SPEAKERS

Mr. Sandip Soparkar, Public Figure, Artist and Actor	Karma Sayeg, ECDF Specialist, Ministry of Education, Bhutan	Ashraf Nazam, India Founder Educational Endeavors	Li Col. A. Sekhar, India CEO Jagat Education Foundation	Dr. Kathy Murray, Australia Founder and CEO Future Strong Education
Dawood Vaid, Mindset Coach, an educationist and quizzer	Tijay Gupta, India Co-Founder, COO BACHPAN Play School & Academic Heights Public School	Smriti Agarwal, India Award-winning early childhood educator	Simran Ballani, India Pedagogical Director - CCE Finland	Marion Hopfgartner, Austria Founder and CEO of TLI Pedagogics LLC
Manjula V, India President and Founder Yousie-IBDF	Aditya Bisaria, India Founder Director Ganga Value Creations	Dr. Rabiha Bhatia, India Founder - d WebStudio	Amrit Nagpal, India Head of Pre-school and ECCE at Birla Open Minds	Linda Rose, Sri Lanka Chairperson of SUNFO Global Federation, International Children's Wing 2021
Dr. Raina Khatri Tandon, India POSH-POCSO specialist	Dr. Sue Allingham, UK Founder of The Box Consultancy Coach	Azura Abrarid, Malaysia Head of Early Childhood Programmes, Vertex University College	Aarti Savur, India CEO Pariser Asha	Poornima Prabhakar, India Founder Director Giggles Preschool

EDUCATION PARTNER

THE HINDU

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GLOBAL EARLY CHILDHOOD EDUCATION CONCLAVE 2021 (2nd Edition)

Dr. Vasavvi Acharjya
Founder Chairperson ECDF & DNAF
M.D.Tender Petals Preschool Chain & IIFPL

THE ROSTER OF SPEAKERS

Girija Gopinath, India ECS Operations-Ampersand Group and Mindfulness	Dr. Poonam Ganu Kage, India Parent Coach and PhD Psychology	Geetanjali Mukherjee, India CEO and Education Head, Career Wings and Kili Wings	Rishi Raj Sharma, India Founder Meeli Community	Kari Sutton, Australia An educator, speaker
Dhaval Mody, India Co Founder of Learn Studio	Radhika Dumber, India Educator, Author & Founder - KEPHE	Laxmi Prakash, India Educationist and Awarded	Susan Thomas, India Climate Reality Mentor and Leader	Ashim Bery, India Project manager at Swachha India, An NGO
Clare Stead, U.K. Creator and founder of the award winning Olliki app	Smriti Samantray, Kenya Communication Strategist	Simona Sabbatini, Kenya Founder of Desire Decide Develop		

EDUCATION PARTNER

THE HINDU

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ECDF GLOBAL ONLINE PARENTING SUMMIT HELD ON 27TH-28TH AUGUST, 2021

ECDF conducted a Global Online Parenting Summit: 'Mindful Parenting in a Chaotic World', a two days FREE virtual summit for parents, on 27th and 28th of Aug, 2021 from 4 pm to 6 pm IST.

In these two days there were different sessions and panel discussions focusing on all aspects of effective and purpose driven parenting in a chaotic world.

The target audience was Parents, Early Childhood Educators, ECE enthusiasts and stakeholders.

1 DAY CERTIFICATE LEGO WORKSHOP by Mrunal Shah



**AGNIVH PRAKASH
BORA**

Gr. VII, Sanskriti The
Gurukul

A Student's Standpoint

IMPORTANCE OF RESILIENCE AND COPING SKILLS IN CHILDREN

One of the biggest tests to our resilience and coping skills came at the time of this Covid Pandemic, which caught us totally unaware and we were put on the edge. Some of us were able to accept, stay in control, to cope with the situation while many failed and went completely berserk. And it is not really their fault because it is hard to stay positive, while being trapped in your home for months and months with nothing but rigorous online classes, little or no recreation and a sedentary lifestyle.

With the passage of time everything has slowly started to normalise, humans are able to get back to their new normal lives with a little more ease. However, this does not imply that there will be no problems in the future. And in order to accept and adjust to change and be able to move ahead in trying time 'Resilience and Coping Skills' are a must for everyone. And it is a must to be developed in children from their early years.

Resilience is the capacity to recover quickly from difficulties; it means flexibility. Coping skills is the methods a person uses to deal with stressful situations. These may help a person face a situation, take action, and be flexible and persistent in solving problems.

Therefore , coping refers to cognitive and behavioural strategies to handle and manage stressful events or negative psychological and physical outcomes, while resilience refers to the adaptive capacity to recover from stressful situations in the face of adversity.

(Source-Web)

When we talk about coping skills, there are mainly two types-

- 1) Emotion-Focused Coping skills
- 2) Problem-Focused Coping skills

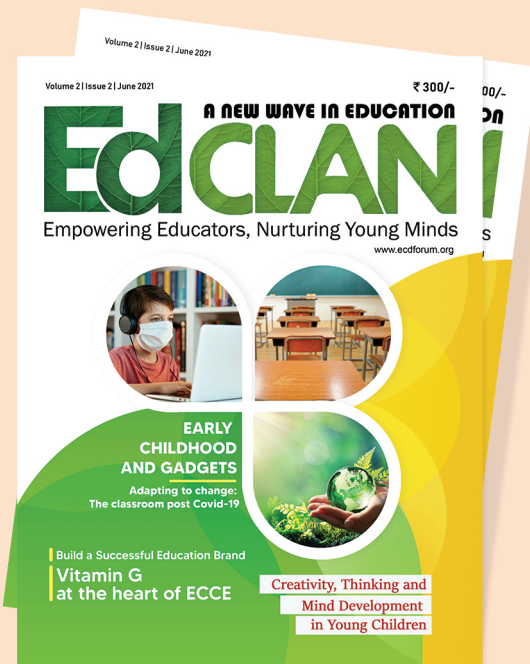
Emotion-Focused Coping skills	Problem-Focused Coping skills
<ul style="list-style-type: none">• Help children deal with feelings so they are less stressed	<ul style="list-style-type: none">• Involve taking action to change a situation
<ul style="list-style-type: none">• Teach children how to tolerate stress and gain perseverance	<ul style="list-style-type: none">• Empower children to take control of a difficult situation
<ul style="list-style-type: none">• Necessary for situations that cannot be changed	<ul style="list-style-type: none">• Necessary for situations where things can be changed

How to implement these skills

When children get upset over something, we should remind them of ways to calm down, teach them to be mindful, stay in the present and label their emotions. Some calming strategies which an adult may use to are -play soothing music, read a good story to the child, talk with them, listen to what they say, play with them. Over time they would learn to use these strategies on their own.

Also, adult should practice 'tough love' and not pamper the child so that the child know how to handle 'NO'. The elders need to explain the reason for the same so that the child is able to handle their emotion and not feel unloved.

I have decided to write on this topic in this issue of Ed CLAN because I feel that the world around us, is very unpredictable and we have to be ready for the unexpected. These skills would play a huge part in living a life of content even with chaos around us and enable us to stay positive even in adverse situations. So parent and educators must try to imbibe these skills in children right from the start.



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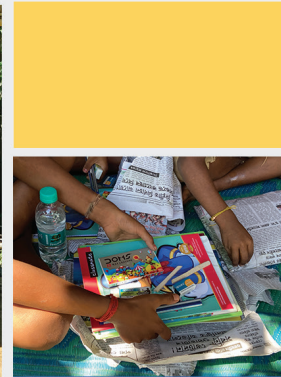
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ECDF CHILDREN AND COMMUNITY WELFARE INITIATIVE

'NAVA UDAY' SISHU SIKSHA VIKASH ABHIYAN - 2021



ECDF has recently adopted a village at Khetri in Sonapur District by the name Habigoan, in the interiors of Assam. The village has about 100 households in small clusters and is a mix of Bodo and Rabha Community along with a few Adivasi and Assamese families. The people of the village are mostly farmers and daily wage labourers. The school of the children has been non-functional since the onset for the pandemic, as the people do not have an access to devices for online classes. The village children have been mostly ideal since last two years and have not been engaged in a meaningful way.

ECDF team identified this village through a local individual and his wife, who are caretakers of a farm in the area. ECDF members took a call to help these children to get free education through support both on online and offline mode, and also to help the locals to be self sufficient and sustainable in the long run.

On 12th Sept 2021 (Sunday), ECDF Founder Chairperson Dr. Vasavvi Acharjya, along with two other Guwahati Chapter members Sukalpa Das and Z. Hussain, visited the villagers and discussed the plan of action and the way forward to support these children. They also distributed book kit and stationary to children between the age group 3-7 years, to encourage them.

Big thank you to all members and well wishers of ECDF for their support and faith in the organisation.



EARLY CHILD DEVELOPMENT FORUM (ECDF)

Krishna Magnum Opera Tower, RG Baruah Rd,
Zoo Tiniali, Guwahati - 781021, Assam