

# EdCLAN

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**Rethink**  
Education: The way  
**FORWARD**



**CHILDREN**  
**ARE CAPABLE**

HOW CHILDREN  
DEVELOP DURING  
THE EARLY YEARS

**STRATEGIES  
TO RAISE  
HUMAN  
BEINGS**

**& Children  
Nature**

Understanding  
Transitions in  
the Early Years







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

The Early Child Development Forum (ECDF) launched in 2019, is an initiative of the DN Acharya **FOUNDATION FOR CHILDREN AND WOMEN WELFARE (DNAF)-2014**. ECDF endeavours to work towards empowering children from all cross sections of the society and create a bonhomous environment for children in their early childhood years, so that they grow up to be sensible, happy and confident individuals. Early Child Development Forum family believes that it can be done only, if all the stakeholders work in a synchronised way towards this goal.

### **VISION**

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

### **MISSION**

To empower **EDUCATORS, PARENTS, CHILDREN AND OTHER STAKE HOLDERS** by sensitising them and then facilitating them with training programs, awareness campaigns, leadership programs, Workshops, seminars and webinars and community activities that would enable them to become positive contributors in the domain of Early Childhood Care and Education. We work towards capacity building of individuals, organizations and communities in delivering early childhood development and care programs.

### **GOAL**

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

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

### **MEMBERSHIP**

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



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



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**ED CLANNING**



*Dear Readers,*

*We are back with another issue of the ED Clan journal. This issue has a wide range of articles from educationists from all over. This issue also features the awardees of the ECDF Pinnacle Education Awards 2021. We are almost back to our regular life in India and what joy it is to see the little ones come back to school. It's been a long hiatus and the change now feels very refreshing indeed. The classroom is once again, filled with chatter and laughter and the playground is alive again. I wish the children have the wonderful childhood they deserve, today and in the years to come. As we are heading towards the start of another year, I pray that we are healed and rejuvenated and are geared up to forge ahead.*

*I wish all our readers Merry Christmas and a very Happy New Year!!*

Signing off

*Vasavi Acharjya*  
Dr. Vasavvi Acharjya

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# 01

## EXPERTS SPEAK



## KATHRYN O'CONNELL

Kate O'Connell is a passionate educator and lifelong learner with 26 years of experience in teaching and leading. She has worked and consulted in 30 schools, in 12 countries on 4 continents. This experience includes teaching various grade levels and leading as a PYP coordinator, Principal, and Head of School. She is currently teaching at the Australian International School Phnom Penh.

She received her Bachelor's Degree in Elementary Education and Master of Arts in Curriculum and Instruction from Michigan State University. She has recently completed a Certificate of School Management and Leadership through Harvard Business School and Harvard Graduate School of Education.

She leads and writes workshops for the International Baccalaureate, Compass Education, and online she has coached courses through Harvard Graduate School of Education's WIDE World.

She is unapologetically passionate about children and education.



# CHILDREN ARE CAPABLE !

“What if I was to tell you that a game of peekaboo could change the world?” asks Molly Wright, the 7-year-old leading the Ted Talk, How every child can thrive by five. I love this thought-provoking TedTalk that offers powerful things grown-ups can do that shape the lives of the children they care about so much. It is inspiring on many levels and in this article, I will focus on three ways in which Molly inspires me to become a better mother and educator. Reflecting on what I can do for both the children in my classroom and at home, Molly’s talk has inspired me to remember these key points: children are innately capable, adults have a responsibility to be present, and we must value the early years as the important stage in life that it is.

## Children are capable

Molly reminds us, by her example, of the capabilities children possess when they are given opportunities. Would you have thought that a seven-year-old could move you to action and create a change in your thinking? Okay, maybe your answer is yes. Would you have thought that a seven-year-old could speak on a stage and deliver a Ted talk in front of a large audience of adults? Do you think you are capable of giving a TedTalk? It isn’t an easy thing for anyone to do. It shows us just how capable children can be, but we as adults must see them as capable. We must give them opportunities to succeed and to learn from their failures. In order to see the opportunities, we must see children as capable beings. What are you doing for your child now, that they could be doing for themselves? Reflect on your interactions with your child and ask yourself, does my behaviour convey that I believe in my child or does it convey the message that you manage them because you see them as incapable? I have reflected on the messages

that I give my children and my students when I do things for them or when I push them. By trying to “help”, I may be unconsciously giving them the message that they are not capable. As a school leader, I saw this happen over and over again as parents wanted to push their child ahead a grade in school, instead of giving them the opportunity to be and feel capable at their own grade level with their peers. What is the answer? For parents and for educators, let’s start with a view of children as capable, let’s get to know the young children in our lives and look for their specific, unique gifts and talents.

## The power and importance of adult interactions

Molly shares, children’s development depends on adults connecting, talking, playing, providing a healthy home and community. She tells us that scientists call connecting, talking and playing - ‘serve and return’. She then shows her neighbour and his toddler, Ari, playing copycat and naming games while Ari laughs and smiles. Then she shows what happens when the dad disconnects and uses a device, it creates stress for Ari. She asks us to imagine what if those thirty seconds were a whole lifetime. Humans are hard-wired for connections. We know this even more after the lock-downs, isolation, and quarantines of the COVID19 pandemic. I know this as a parent, as the stress of being a school leader drove me to focus on work while going from managing one crisis to the next. With school closures, my work life and my home life became blurred. I was much less present and much more temperamental. My children expressed that they felt ignored when I was on my phone or computer. Watching Molly’s video and having a powerful conversation with another school leader who shared her open and honest regret at not being present for her own children, made me more aware of the choices I was making to put work first. I made a surprising choice as a result of asking myself how can I connect more with my children?

## Valuing the early years

The fact that the brain from birth to five doubles in volume and grows more than at any other time in our lives emphasizes the absolute importance of the early years. It is a time to allow children to explore and learn from their mistakes.

Valuing the early years does not mean pushing your child through it or creating situations where they are not able to fail. I see this as two ends of a spectrum. On one hand, there is the parent who desires to make sure their child avoids disappointment, avoids failure and therefore works to create an ultra-safe environment. On the other hand, there is the parent that overschedules their children and pushes them to achieve and perform in the ways approved by the parent. Both parents are focusing on their needs, not the needs of their children. I can admit to feeling the urges on both ends of this spectrum, but having the benefit of being an educator helps me to recognize when I am out of balance.

I share these reflections so that they may be inspired to reflect and see where changes can be made to better the lives of children.

But what do other Early childhood educators think? I recently shared Molly's video and asked my colleagues, "If you had one message for parents of young learners, what would it be?" Here are two of their answers.

*"I think as an early years teacher I want adults to understand that there is no right or wrong way to play with your child. If you are on their level, laying on the floor or sitting at the table with them, and genuinely interested in what they are doing and saying it is all your child needs. Young children thrive on our attention and love. There isn't a program or device out there that can give your child a connection like the one you can provide."*

Lindsey Watts, Early Childhood Educator,  
2-year-olds

*"I want parents to know that if we provide the time and support, children can accomplish way more than they think."*

*We live busy lives and it is easy to rush from one place to the next with our child(ren) in tow. Completing any and all tasks for your child along the way so you can keep moving. However, what is your child learning from that? Is the potential take away of, I am not capable of doing things an adult must do them for me, what you want your child to think?*

*Studies show by the age of one child are intrinsically motivated to "engage in helpful behaviours". This means helping to clean up spills (whether it was their spill or strangers), bringing toys or a special gift to other children when they are upset, or attempting to help an adult carry something heavy. Children are amazing, and they will show us this if we give them the time and attention to do so.*

*So take the last train to work to play one more game of peekaboo, be late to your dinner if it means your toddler dressed themselves, spend an extra five minutes cleaning up the kitchen after cooking with your small child (do not let them help cook anything with hot oil), and please please stop on the street to stare at the insect that is moving across the ground."*

David Watts, Early Childhood  
Educator, 4-year-olds

My final words of advice that I will leave with you are to be present and engaged. How? Start by just becoming aware and asking yourself these questions:

What opportunities do I give my child to  
■ show they are capable?

What do I do for my child/ren, that I can  
■ let them do for themselves?

What am I doing when I am with my  
■ child? Am I engaging with them? Am I present?



We can reflect and we can make changes. They may be small or they may be big. When I reflected on my own presence and engagement with my own children. I thought about how focused I was on work, how quick to anger I was and just how much my work life affected my home life. I made a very hard decision to put my children first and return to the classroom. I am still a dedicated educator and would love to be leading a school, but I have created a more balanced focus on being present and engaged with my beloved children.

As educators and parents, what can we do? We can allow for reflection time on the balance in our lives? Are we present for our own children? As influential people in our communities are we creating the types of parent-teacher relationships where we can be open and honest with the parents of our students about what they might be able to do? Who can you share Molly's video with?

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## SMRITI AGARWAL

An active leader, associate editor, author, parenting, and teacher mentor, Smriti Agarwal believes in knowledge sharing, collaborating, innovating, and reinventing the best practices in the ECCE space with fellow educators. She is an award-winning early childhood educator since the year 1995, who has been associated with the best schools in a leadership role.

A multifaceted and talented individual, she has completed various courses and certifications in diverse fields like 'Theatre in Education, 'Advertising and Public Relations, 'Art of Living', 'Script Writing' and 'Behaviour Sciences', apart from her educational pursuits. She was the founder-director of her own studio called 'Creative Colony' in New Delhi, which grabbed the eyeballs of NDTV and Star Plus channels.

She is an autodidact, and believes that 'Education never ends.' Smriti has attended as well as conducted multiple courses in different areas of Early Childhood Education. Recently during the pandemic, in 2020 she completed the research-based Level 5 award in education leadership for 'Health and Social Care for Children and Young People's Services' with CACHE (Council for Awards in Care, Health and Education) (U.K). Her motto in life is 'One who dares to teach must never cease to learn'.

### Prioritise PSED & ATL in Early Childhood Education

The two domains which are most important in the early years that is ages 0- 6 years are often neglected by educators, schools and parents alike. In my twenty-six years of professional career as an early childhood educator and content curator, I have observed that PSED and ATL feature last on the list of important learning areas and developmental domains. What comes first are Language/Literacy and Numeracy. Let's have a closed look into the developmental domains and the mindsets of caregivers:



## Physical Development

All caregivers around the children have a notion that it is a biological development and growth which takes place and will be in place by itself unless there is a developmental delay or a difficulty. The truth is that an infant needs stimulating and regular activities to develop the gross and fine motor skills appropriately and to their full potential. Proper attention is required to develop the skills.

## Creative Arts and Design thinking:

The general idea is that infants and toddlers can probably have no contribution or understanding of arts. Hence whatever they scribble/paint/mess they make are insignificant, till they learn to draw recognisable figures and objects or colour the picture properly within the outline. The truth is that exposure to colours/paints and messy art at a younger age is a sensorial experience that builds the creative thinking in a child. Art can be the best way for a child to express herself/himself and for an adult to understand their orientation and thinking even before they have the vocabulary to express their thoughts.

## Language/Literacy and Numeracy:

The two domains which have the most weightage as all academic skills and excellence depend on how well the child can read, write, attend to mathematical problems. Emergent and foundational literacy and numeracy occupy the maximum space in the minds of parents and curriculum in schools.

## PSED Personal, Social and Emotional Development:

There is no curriculum for this domain in schools as the belief is that it is on a day-to-day basis across learning areas and cannot be defined. The truth is that children need to develop their socio-emotional skills at this age which marks the foundation for life and their future success. This domain needs serious attention as if a child does not understand emotions

felt by self or others, if a child does not know how to regulate and express their emotions it can hamper their overall development as a human. Important life skills and adult success depend on the intra-personal and inter-personal skills of an individual.

All children are born with 100 billion neurons and their environment, connections, and synapses form to shape the brain and the disposition which lasts throughout life.

Children's ability to connect to their prime caregivers and their immediate environment decides their ability to perform later in life.

**The foundation for the 4 Cs** (Cooperation, Collaboration, Communication, and Critical Thinking) is strengthened during the early years. Children learn the best through play, but we should be mindful about the stage they are in and the kind of toys, resources, and learning environment we give them.

As evolved caregivers we need to take the children through all the six stages of play which also etch their social behaviour in the future:

- **Unoccupied Play (0 -3 Months)** – the infant is not connected to play/toys but is moving her/his arms and legs in a playful manner.
- **Solitary Play (0-2 Years)** – the toddler likes to play alone with her/his toys.
- **Spectator/Onlooker Behaviour (18 months - 2 Years)** – the toddler looks at other children playing but does not want to join in.
- **Parallel Play (2-3 Years)** – the child now plays side by side with another child, but there is hardly any interaction.
- **Associate Play (3-4 Years)** – the child now begins interacting with other children but is still more interested in their own toy/ game/activity/play.

- **Cooperative Play (4- 6 Years and onward)**  
– the child now plays with a group of children and is interested in both the peer and the game. They can now begin to play with rules and take turns.

Our expectations as caregivers should be as per the developmental stage of the child. Many a time we are in a hurry for the child to learn to share and play with other children, whereas the child has yet not reached that stage in age or development.

Parents need to be educated and guided on attachment theories to form a secure attachment with their children. Educators and parents should be well versed with Bowlby and Mary Ainsworth attachment theories and the types of attachments:

- **Secure attachment** – loving and trusting bond between the caregiver and the child
- **Avoidant attachment**- the child learns to cope up with their needs, believes they are unwanted, and have no need for the caregiver
- **Anxious/ Ambivalent attachment**- insecure bond with a feeling of abandonment
- **Disorganised attachment**- a mixture of any two attachments where the caregiver is not consistent in their behaviour and approach towards the toddler

An infant's attachment style defines her/his relationships for their growing up years and even as an adult.

The stages of emotional development as described by early childhood philosopher Erik Erikson in his theory for Psychosocial development is also of prime importance to observe and measure the emotional quotient and development of a child. The three stages critical for 0-5 years are:

- **Trust Vs Mistrust (0 – 18 months)**
- **Autonomy Vs Shame (18 months – 36 months)**
- **Initiative Vs Guilt (36 months – 60 months)**

All the above pointers are given here can be researched in-depth and implemented in caring for a child to develop the important PSED domain. Schools must have a curriculum for this domain.

## **ATL: Approaches to Learning**

A child's approach to learning decides their success in being a good learner and an achiever, whatever field she/he might choose. It can be STEM, Arts, and Design, Sports, Literature, or anything under the sun. ATL focuses on how children learn. It involves:

- **Curiosity, Initiative, and Exploration**
- **Persistence and Resilience**
- **Engagement, Productivity, and Engagement**
- **Creativity, Imagination, and Inventiveness**

The above four approaches of learning need to be fostered with great attention by providing children an environment of exploration, questioning, time, and space. Educators need to be facilitators of knowledge and not an encyclopedia of passive information. Teachers need to adopt strategies that will enable the children to enhance their approaches to learning and develop how to learn rather than only focusing on what to learn.

My earnest request to all preschools and educators is to prioritise PSED and ATL and provide these two domains space in your curriculum framework for effective implementation of holistic development strategies in kindergarten and early years.





## EXPERTS SPEAK



# ALICE BALL

Alice Ball is a BA Hons Primary School Teacher (Early Years). She is an award winner of Outstanding Academic Achievement. She is a professional supervisor and mentor. Alice is presently the Director of Play-Led Places Ltd. And is based in New Zealand. She receives the Outstanding Academic Achievement awarded by Leeds Beckett UNI.

## Children & Nature, an authentic relationship that must never end!

When I was a little girl, I couldn't wait to get home from school so that I could play with my neighbours out in my back garden. Often on a Friday, I would sleep over at my best friend's house and the very next morning we would be awake with the birds and ready to explore around her local park for the day (that happened to be opposite her house). From building hidden dens, making up 'fairy games', and baking those epic mud pies, these happy adventures will forever remain peaceful in my mind. In this article, I want to highlight the value of nature and the outdoors regarding childhood development through relating

with literature, research, and my own personal encounters. On Earth, we are blessed with Nature and all its benefits, for this article I desire to explore three key areas that I am particularly passionate about movement, emotions, and language development.

## Moving & Connecting

*'Outside in nature I can really move & play!'*

– Alice Ball

Overall Nature is full of endless learning opportunities and as Olmsted would agree, every part of it 'is brimming with life' (2012, p4). It is widely evident that playgrounds and other natural spaces in fact challenge children's motor skills whilst providing opportunities for them to think and manage their own safety (Striniste 2020). This

instantly reminds me about one of my nephews (*I have two gorgeous nephews*) and his climbing adventures when he was little. Whilst growing up he was an active mover! Chasing after him was quite a workout, no need to join a gym! He was always out and about running, balancing, and climbing in Nature. It can be suggested now that such outdoor experiences encouraged him to develop his balancing and problem-solving skills (Murdock and Steven-Smith n.d.).

I can remember one time, when he was around three years old, we took him to a local outdoor fun-fair that had a tall inflatable slide and to get to the top you had to climb up a rope ladder! As I watched him climb up, the height of the ladder did not put him off, I was memorised by his confidence, determination, and physical skills. A study led by the University College of London (UCL) found that four out of five children from their sample explained that they felt *'more confident in themselves after experiencing outdoor activities'* (Walker 2019). Alongside developing their confidence as well as motor skills, Rae Pica further highlights that *'when children move over, under, around, through, beside and near objects and others, they better grasp the meaning of these prepositions and geometry concepts'* (2015, p. 57). Overall nature and the outdoors allow children to connect and learn more about their body as well as find more meaning with other subjects. How else can children connect with nature and thrive within other aspects of their development?

## Animal bonds

*'When I think about it now, having animals living by our side has only ever encouraged children to thrive within their curiosity and confidence!'* - Alice Ball

Throughout my teaching career I have noticed that children like to observe and learn about animals. Patty Born Selly explains that this may be because *'animals have many common characteristics that appeal to children'* (2014, p.8). I've always found it interesting how some children take a liking to animals that are perhaps feared by many others. From the moment that he could talk, the oldest of

my two nephews told us many times about his love of all creatures, including snakes! When he was very young, he would hunt through my mum's jewellery box and name each of her necklaces a different type of snake- *it was a delight to observe!* This innocent curiosity, love, and eagerness to learn more about all beings is somewhat unique about children as they simply regard animals as *important* (Selly 2014).

The animals we interact with or keep as pets can be very beneficial regarding childhood development. Brownlee and Crisp (2016 p.141) discuss that *'this is the time in children's lives when they are doing heavy construction work in their emotional-relational brain'*. It has been highlighted that pets can be very comforting for a child as they can help to nurture their language skills by talking to them and perhaps *'sharing secrets'* (Selly, 2015). I can recall *'talking'* to my cat Chloe when I was younger, *she was my other best friend!* Furthermore, according to Adiaha I. A. Franklin, M.D., a developmental-behavioural paediatrician at Texas Children's Hospital, the names and sounds of animals, particularly on a farm, allow children to hear and process a range of phonemes (as cited in Kelsey, 2018). Overall, the value of having animals living by our side is somewhat powerful and supportive of childhood development.

**Conclusion**- *'We need to blossom their relationship with Nature'* - Alice Ball

As I read through this article repeatedly, I am being reminded about my own childhood. Those times I spent out in nature and with my pets were some of my greatest learning moments. They provided me with the opportunity to develop my creativity, learn new words as well as nurture my emotions. The research indicates that the outdoors provides a huge space for children to excel in their motor skills and further areas of their brain development. It is evident that both the observations and interactions with animals support various aspects of growth in childhood, particularly regarding their emotional and language development. Overall, I passionately feel, as both educators and parents, that it is our role to continue helping children strengthen their relationships and learning with nature. Nature is after all ours to love and protect.



# AMRIT NAGPAL

**Head of Preschool and  
ECCED**

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Mumbai**



## How do Children Develop during the Early Years?

Research tells that most of the brain develops within the first 5 years. Each infant is born with constant neurons, nearly one hundred billion. However, it desires nurturing and stimulation to assist these neurons to create trillions of connections. This implies that the brain does not develop automatically, but necessitates “brain-friendly” practices for a well – balanced and steady brain growth and holistic child development. The brain desires stimulations complimented with brain-friendly actions like routines, stimulating toys, and outdoor activities to nurture holistic development.

Preschool years are an exciting time for tiny tots. When

they are infants, they develop trust in their caregivers. As toddlers, they start to determine a certain type of independence. At preschools, they use this independence to explore new varieties of play and new environments.

The children from preschool have a specialized kind of thinking and learning. It is best to be delineated as “what you see is what you get,” or the reasoning supported the way things look. Preschoolers swear heavily on the literal look of things as a way of understanding the world around them. As an example, if a small child breaks a cookie into four pieces whereas his or her sibling breaks his cookie in two, the child thinks that he or she has four pieces of cookie than his/her sibling has. Similarly, a toddler can start a relationship with another toddler attributable to one thing appealing that the opposite child has, like a beautiful dress or a



brand-new toy.

It's significant to understand each child is unique and develops physically, emotionally, socially, cognitively at his/her own rate, displaying developmental milestones at different times to reach holistic development.



## Pretend Play

Toddlers like to play, particularly play activities involving make-believe. This special kind of play is referred to as dramatic play. It is vital for young children's development. As children's thinking skills develop throughout the preschool years, they will keep in mind and tell stories that follow a sequence of events and be to others. Pretend play is a good way for young children to find out and develop skills.

## Educator's Role

On research and analysis, it is discovered that youngsters who attend high-quality preschools enter the schools with higher pre-reading skills, exceptional vocabularies, and stronger basic math skills than the children who don't.



Preschool educators play a vital role in serving to youngsters take initiative and explore their environments. Teachers' behaviors, attitudes, and designs of thinking contribute to preschoolers' development. Talking with children as well as engaging them in conversations helps to develop their language skills. It is of utmost necessity to present young children with opportunities for make-believe play. This helps them to know themselves and encourages their imaginations.

Children are generally curious and observant by nature. They require learning the talents that their families and society recommend— like reading the directions for grouping a toy or choosing the right bills or coins to pay money for procurement. To prepare children for the tutorial demands of school, academics can provide a large form of games and activities that may facilitate them to acquire necessary tutorials conjointly with social skills.

Preschool is a chance for the children to be in a very structured setting with teachers and other children where they're going to learn to share and follow directions, raise their hand after they wish to raise an issue, take turns, and share the teacher's attention. Each child ought to have this type of cluster expertise before they begin school.

The children continue to develop in several ways in preschools—physically, socially, showing emotion, in language and accomplishment, and in thinking (cognitive) skills.

A high-quality preschool offers the development of both pre-math and pre-literary skills. Basically, these are based on learning through play, so learning will be fun for the children, have no doubt!

## Preschools help the child to develop socially and emotionally

In preschools, the children learn how to be respectful towards others, and solve issues. Preschools offer different learning stations where the child can explore, play with their peers, and build confidence. Children typically discover that they are capable which they will do things for themselves rather

than asking an adult to step in. They learn wonders from tiny tasks like laying the table, serving snacks.

## **Physical Development**



Physical development means that the children move their arms and legs (large motor skills) and fingers and hands (small motor skills). Teachers facilitate children to learn these skills by giving completely different physical activities. Children run, jump, climb, throw, and catch. They explore materials like paints, play dough, puzzles and sand. Children build healthy bones and muscles by actively doing indoor and outdoor activities in a preschool.

## **Preschools help the children to find answers to their numerous questions**

The fact is that four and five-year-old children start asking some fantastic questions about the environment around them, like “why is the sky blue? how birds play?” Even as a parent one may become puzzled once attempting to answer a number of their queries, however, the preschools can create the job easier. It will teach young minds to search out answers through exploration, experimentation, and speech communication.



## **Language and Literacy Development**

Language helps the children to perceive and communicate through listening, talking, reading, and writing. These skills are all connected. Preschool teachers facilitate the children to use their growing communication skills and to have new ideas.

## **The children learn their ABCs and 123s**



Children can learn letters and numbers in preschool at their own pace and by taking part in games. Preschool does not sit children down and ‘teach’ them. This will be incorrect. Instead, they learn by doing activities themselves. Children learn through stories, questioning the teacher, playing with blocks, etc. For instance, to assist children to learn the language and strengthen their pre-reading skills. Teachers in preschools play rhyming games and let children tell stories, assist children, learn pre-math skills, etc.



# THINKING OR COGNITIVE SKILLS



Thinking or cognitive skills develop as young minds learn to create choices and solve problems. As young minds explore, they ask questions and create something special, they improve their thinking skills.

Preschools specialize in all areas of learning. They try to seek out what young minds have an interest in, and the early year's curriculum revolves around the themes and learning content around the child's world.

They facilitate children to expand their knowledge and skills in several areas. Children get a deeper understanding of a theme once they build connections across many content areas. For instance, the toddler is learning about different fruits, their texture, and their taste. They use language to explain their ideas and choose a way to explain how fruits are used in various food items. They also try to find out how many fruits have one seed and how many have many seeds. This type of interconnected learning helps prepare children for school.

## Speaking and listening (language)

Children learn language skills best in an exceedingly language-rich setting. At Preschools, the curriculum facilitates children to develop language capabilities by introducing new vocabulary throughout activities and asking stimulating questions.

With ample opportunities to do new things, hear read-aloud books, act out stories, and sing, Preschool children have a transparent advantage in learning to speak effectively.

The preschooler's language skills develop once the child has countless opportunities to pay attention and listen well. Soon they model their adults and begin to speak using newly learned words and in correct sentences. The teachers speak with children throughout the day—while they play, during group activities, story, and rhyme sessions. They encourage children to share their knowledge, ideas, and feelings with one another during circle time.

## Early reading

Research shows that phonemic awareness is the way of learning early reading skills for young children. Phoneme, the smallest unit of sound, form syllable, and words are made up of syllables. Preschoolers begin to understand that spoken language is made up of separate sounds, phonemes, and syllables – find it easier to learn to read.





## Early Writing

Children begin early writing by scribbling and drawing slowly moving on to forming letters and then words. Educators promote children to develop an interest in early writing by giving children opportunities to draw, scribble and write using a variety of materials such as crayons, sketch pens. This prepares children for writing at school.



## Early Math

Children explore numeracy skills which they use later in the higher class. For instance, the child explores different 2 D and 3 D shapes and textures. They learn to sort things and understand their attributes. They learn to count by clapping to the beats of a song.

## Creative Arts

Children categorically express their feelings and ideas in distinctive ways. It might be through freehand drawing, music, and movement. However, creative thinking supports each space of learning and may be expressed in some ways, forms of dictated or independent writing. Teachers associate to the child's surroundings that support inventive skills, using open-ended materials such as play dough, seashells, chalk to challenge the child's ability to create a form.

## Science

Most Preschoolers raise a lot of questions about the world they live in. Teachers encourage children to be curious, have an open mind, and most importantly explore their environment scientifically. Children observe, ask questions, and predict what would possibly happen.

## Technology

Teachers use technology with preschoolers in many ways. The preschooler might create art on a tablet, look at an e-book with another child, or watch videos related to the ongoing themes of the class. Technology encourages children to talk, cooperate, and help each other.

Preschool teachers think twice concerning what technology will facilitate children learning, and how. Teachers use a smartphone, cameras, or alternative devices to record what the children are doing and learning and share it with parents.

## Emotional self-regulation skills:

Emotion regulation is the ability to use control over one's own emotions. It may involve behaviors such as being anxious, hiding sadness or focusing on feeling happy. Once children play and interact in activities with their peers, inevitably are minor conflicts that bring frustration, anger, and different emotional challenges. These conflicts give opportunities for teachable moments.

## Children get to make choices

Preschool children get to decide on the activities they participate in. That means they do not solely get to follow their interests however conjointly learn decision-making skills and responsibilities. Children are inspired to make their own choices. Teachers watch children and keep an eye on those activities they appear curious about.

## Children learn to care for themselves and their belongings

At preschool, youngsters are typically given probabilities to apply being accountable. Preschool teachers teach children to scrub their hands, keep personal belongings in cubbies, and place toys back in their selected areas.

## Preschool is a foundational opportunity for growth

Preschool helps children develop the ability to grow throughout their lives.

With improved social and communication skills, they will be highly able to facilitate and work with robust pre-literacy, cognition, and math foundation skills.

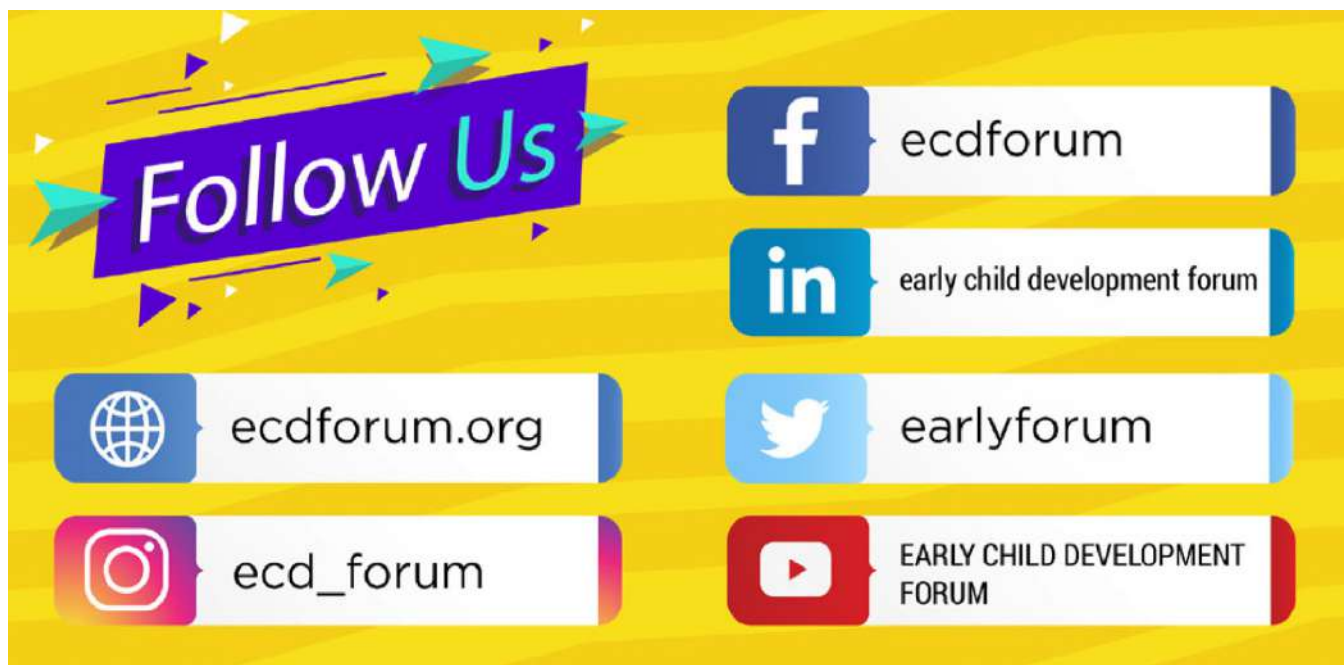
The emotional skills and understanding of the world that children develop whereas they are young can facilitate them to become constructive members of society as they grow.

### Transition to school

Visit school when the preschool years finish. Parents face the challenge of making ready their children to begin schooling. Making ready for this transition, build the child's expertise easier. Transitions from preschool to primary school involve a shift in caregiver-child relationships and

peer relationships. Children usually have mixed emotions regarding this shift, regarding leaving their preschool or child care program, and a way of pleasure and anticipation regarding starting at a new place. The flexibility to modify these emotions and adapt to those changes is very important for a prospering transition that sets a positive tone for children's adventures in class.

In conclusion, it can be noted that preschool children love to play. An array of play makes them more confident and is an important part and pathway to 21st-century skills. Parents of preschool children can support putting more focus on play in a simple way. The rich play experience lays a foundation for all learning. Besides reading, writing skills preschool instills knowledge of EQ (emotional quotient), SQ (social quotient), RQ (resilience quotient), and IQ (intellectual quotient) in our young blossoming generation and nurturing them for tomorrow.





# JULIE KURTZ

Julie Kurtz is an author, national speaker and trainer on resilience. Julie is the Founder and CEO for the Center for Optimal Brain Integration®. She is a co-author of one children's book and four books on trauma for early childhood educators.



## 4 Strategies to Raise HUMAN(E) Beings

Most of a child's life is spent casting the spotlight of their attention outward. Today, we can learn to help children understand the universe which lives inside of them. This will help them to grow into adults that are kind, empathic and humane!

1. Teach and promote emotions(emotional and sensory literacy).
2. Teach your child to recognize the size of their emotions and sensations in their body (size of sensations and emotions).
3. Teach self-regulation skills when they recognize their feelings as being medium or large (self-regulation skills).

4. Teach and support children in analyzing potential solutions to a problem, perspective taking, having empathy for all involved, and looking at varying outcomes of a problem (problem-solving skills).

*Read the simple tips below for how to better understand, teach and promote each of these strategies with your child...*

**1. Emotion and Sensory Vocabulary.** From a very young age, teach children feeling words. Sad, mad, angry, surprised, scared, happy, frustrated, worried and nervous are a few. The list of feeling words is long and as they get older, steadily increase their vocabulary of words that describe feelings. As you read books together, tune them into the feelings of the characters, help them name feelings they may have in the moment, share how you feel (age-



appropriate and without causing distress) and/or use a feeling poster as a visual aid in your classroom or home. Teaching the vocabulary of emotions is the first step to creating humans to be human(e). Sensory language and literacy may be new concept, but it is simple. Sensory literacy is those words that describe the physiological sensations you feel in your body. When a child feels an emotion, that feeling is often accompanied by a physiological sensation such as heart racing, butterflies in their stomach, a pounding drum beating in their heart, heavy rocks in their head, itchy skin, etc. For more information on teaching sensory and emotional literacy with young children, find a 16-page free user guide and 22-minute video at [optimalbrainintegration.com](http://optimalbrainintegration.com), or leverage my phone/tablet application called **Trigger Stop: Sensory and Emotional Check-In**.



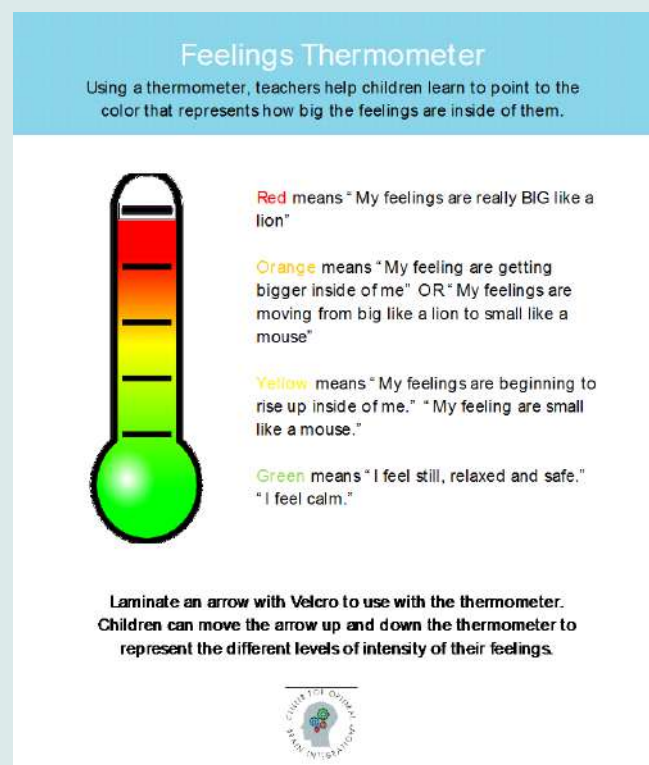
*Trigger Stop: Sensory and Emotional Check-In Application is an APP that teaches sensory and emotional literacy for children ages 3-8 years. For more information visit <http://www.optimalbrainintegration.com/app-1> for a free user guide and video tutorial.*

## 2. Size of Emotions and

**Sensations.** While continuing to teach children feeling and sensory

vocabulary words (step 1), begin to scaffold the next skill (step 2) of helping them learn how to recognize the size of their emotions - **small (green), medium (orange), or large (red)** inside of themselves. How can you help children learn when a certain emotion is small, medium, or large? You can use thermometers to accompany feeling charts, read books and help them recognize feelings and how small, medium, or large they are using the characters of the book. Tune them in to identify when they have a feeling, help them identify the size, and understand that feelings are temporary and will pass with time. After your child has experienced a problem, when they are calm, help them reflect on the size of their emotions and the

choices they made as a result. Understanding the scope of their emotions is essential to teach the next step #3 called self-regulation.



*Using visual aids such as this one or feeling thermometers can help children see and better understand that emotions are experienced at different levels of intensity.*

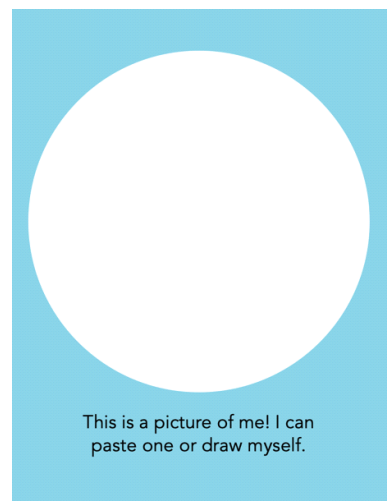
## 3. Self-Regulation and Managing Big Emotions.

Once a child can start to identify the sensations and emotions inside of themselves and how small, medium, or large their feelings are, next they must learn to build and use self-regulation skills. As infants, self-regulation comes from a nurturing and responsive adult. If I gave you a crying baby, what would you do? Check their diaper, try to see if they are hungry, rock them, hum or sing with a soothing tone? Babies are regulated through adults. As a baby turns toddler age, they use additional means to self-soothe. Some use a comfort object such as a blanket or stuffed animal in addition to a loving caregiver. As children increase in age, we can begin to teach them how to access other healthy strategies to regulate their big emotions. Children can be taught to use a safe person, place, object and/or activity that will regulate their activated sensory

response system. When a child becomes stressed or emotionally triggered, their heart rate increases, pupils dilate and their mind begins to race, which is when they are more apt to be reactive - potentially causing harm to others, themselves, or property. It takes years of practice to develop the muscles necessary for calming and self-regulating, and to “pause” so one can problem-solve with clarity and access higher executive functioning skills such as thinking, perspective-taking, empathy, and reasoning. It takes even more practice for a human to execute these first three steps in the middle of an emotional storm.

**4. Problem-Solving Skills.** Did you know the brain is a muscle? It takes approximately 25 years to build a brain with the adult wiring that can handle our typical daily roller coaster of emotions, problems, and navigating complex relationships. As adult caregivers, we continually cast the spotlight on our children’s attention externally most of their childhood. Then, because of the continuous focus outward, children grow up and have difficulty handling their daily relationships and problems. That is why it is so important to also maintain focus on the three steps listed above throughout childhood. There is an entire universe of feelings and sensations inside each child that they must recognize and manage daily. Because we don’t cast their attention inward (with these 4 steps you are learning in this blog), they are at risk to grow into adulthood unable

to identify their emotions, manage and regulate their feelings and solve problems logically so they do not cause harm to others, themselves, or property. Casting a child’s attention inward using these four simple steps and practicing them daily as they grow up will support wiring their brain to automatically respond with healthy strategies, rather than react with harm when faced with daily stressors or triggering events. Help your child or children you work with now by practicing these 4 steps throughout their youth. Then when they become an adult and are on their own, they will be capable of handling difficult and emotionally complex situations and living in a way that makes our planet a more loving and humane place



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## Celebrating 3rd Anniversary of ECDF with a Mega Virtual Conference

On the completion of 3 glorious years of ECDF, a special online event was conducted on 22nd and 23rd of October 2021. ECDF Ed Ahead – a Teachers Training Workshop followed by ECDF Pinnacle Education Awards 2021 (3rd edition). It started with a welcome note by Ms. Simran Ballani, the ECDF Zonal Head South, followed by an inaugural speech by Dr. Vasavvi Acharjya, Founder Chairperson of ECDF, and DNAF, who took up a very relevant topic ‘A look at the Trends in Early Childhood Education around the World’. It was followed by the keynote address delivered on the topic ‘Early Childhood Development: A Critical Investment’ by the keynote speaker Toyin (Obayelu) Awofeso, Global Education Influencer, Nigeria.

After the keynote address, the 1st-panel session of the day was held on the topic: **Preschool in A Box** which was moderated by Smirti Agarwal, ECDF Zonal Head West, Pre-Primary Content Lead AMPERSAND Group. The panelists of the session were Mr. Tijay Gupta, the Co-founder & COO at BACHPAN Play School & Academic Heights Group of Schools, Amrit Nagpal, Head of Preschools and ECCEd at Birla Open Minds, Shilpa Potnis, an ECCE Curriculum Planner, Teacher Trainer and Wendy White, the Founder of My Mood Stars from the UK. After an insightful discussion on this very pertinent topic, it was time for the first workshop of the day which was conducted by Manjula V, a Neuropsychology and Education Researcher, and the President and Founder Trustee of IBBERF, on the topic **Neuroplasticity in the Classroom** for 45 minutes, which was followed by the ECDF Pinnacle Education Awards and it was a wrap for the 1st day of ECDF Anniversary Special event.

The 2nd day started off with the 2nd workshop of the event conducted by Dr. Suja Koshy who is a Child Development & ECCE Consultant, Former Head, Department of Human Development, SVT College, SNDT Women’s University, Mumbai on the topic **Whole Language Approach**, followed by the award presentation done by Amrit Nagpal. Post that the last teachers’ training workshop was conducted by Priyanka Chatterjee, an International Story Consultant, Award-winning Storyteller,

The 2-day long anniversary special event came to an end and the programs were widely appreciated by the viewers and the participants.



The forum also conducted “**Story ka Pitara**” the biggest Online Storytelling Festival and Awards exclusively for the EY Educators and Professional Storytellers on 21st and 22nd Dec 2021. The Convenor of the event was Amrit Nagpal, an active member of ECDF. Educators and storytellers from different parts of India participated in the event which was judged by reputed professionals from the field- Debra Weller from Florida, USA, Niyati Vidyamehta, and Usha Chhabra from India. The event was a super success and ECDF looks forward to its second edition in the coming year.



## Fiza Jasani

Fiza Jasani is an Early childhood education practitioner with multiple years of experience. She has obtained her degree in Early Years Education from the UK's premier educational institution, University of Greenwich, with a first-class honour. Fiza currently serves as an Equal Opportunities Lead and early years practitioner at St. Vincent's nursery in London. Fiza also volunteers at various not for profit agencies to support them in designing and delivering supplementary curriculum for young children. She also led a consultation group on environmental care and designed an environmental policy for an education institution. In her spare time, she loves painting and travelling around the world.

# Understanding Transitions in the Early Years

Transition simply means change, which is an inevitable part of our daily lives. Although it is believed that stability is crucial during children's early years, change is unavoidable and children

will not only go through physical change but also emotional, social, and psychological change.

Do you remember the time when you started a new job? How did you feel on your first day? Were you anxious, excited, nervous, or overwhelmed? Now imagine what a child as young as five years might be feeling when starting school or moving up to a new class.



## Two main types of transitions

Transitions can be either horizontal or vertical. Horizontal transitions are routine changes that occur on a day-to-day basis, such as going to nursery from home or attending an after-school club. On the other hand, vertical transitions include major changes that take place as the child moves within the education system, for example from Pre-school to Primary, and then to secondary school. (Johansson, 2007).

Many parents/carers and early years providers will not be surprised to learn that:

Children who have low self-esteem, confidence or lack social skills will often find it difficult to transition into a new routine.

Children with learning difficulties and special needs can struggle with transitions as they are much more sensitive. A change of routine can trigger unexpected and detrimental shifts in their behaviour.

Children who are the youngest in their age group (summer born children) can be at a disadvantage in the early years' transition phase. This may be because they are, developmentally, 10-11 months behind compared to the oldest children in the year.

Some children may simply be anxious about making new friends, having new teachers and adjusting to new routines.

## Supporting children during a transition

Every child is different, and transitions can affect them in distinct and uncertain ways. Some children respond well to changes whereas others may require reassurance and support. One way for teachers to support children through their transitions is by forming healthy relationships with the parents/carers and encouraging them to be involved in the transitions. Parents and carers of special needs children especially must be informed about settling-in strategies for their child. Every

early year setting must have an agreed settling-in or a transition policy that supports children, staff and parents/carers.

Children can be supported in many ways during their settling-in period. A buddy scheme is one way that children can be encouraged to move up to their new classroom. This is when children are partnered with their friends to create a sense of familiarity in the new environment at the time of the move. The purpose of the buddy scheme is to allow a smoother transition into the new setting.

### Infants / Toddlers:

Infants and toddlers build their sense of security from familiar adults, objects and routines. Even the slightest of changes can cause stress. During transitions, children must be provided with extra physical closeness and comforted with hugs. However, they can easily learn to soothe themselves with familiar objects such as stuffed toys, blankets from home, family pictures or a pacifier. It is important to guide children and their parents during transitions by keeping them updated on any changes taking place. This should include information on sleep times, nappy changes, meal times or changes in care providers.

### Pre-schoolers:

Transitioning to school from a preschool is one of the biggest transitions children will face in their early years. Pre-schoolers can be slightly more adaptable to change. Most children would benefit from being aware of the change and preparing in advance. Research suggests that adopting a similar routine during the induction week at school allows successful transitions to take place. A case study carried out in 12 primary schools found that adjustment in year one was successful because of the environment (Sharp, et al, 2006). Children could be given the opportunity to meet new friends and carry out activities which are 'fun' and 'exciting'. Adopting a similar routine makes children feel welcome in a new setting.

For minor classroom transitions, a small reminder,

even 2-5 minutes before every transition, letting them know about the activity to expect next, can ease the transition anxiety. Visuals, music and movement can be used to signal when there is a transition, for example, playing a tidy up song, good morning and a good-bye song. These rituals help set a routine for preschool children and ease transitions.

## What does a successful transition look like?

Several indicators can determine a successful transition. There are five main underlying factors of successful transition defined by Evangelou, et al (2008):

- After a successful transition, children have formed new friendships and gained self-confidence and self-esteem.
- They demonstrate an increased interest in schoolwork and participate in various activities
- They begin to get used to the new routine There is clear progress in learning and achievement
- Children are settled in very well and cause no concern to the teachers or parents

As highlighted, transitions play a critical role in children's development. If they are not handled correctly, it could strongly affect the child's ability to handle short- and long-term changes in the future (Dunlop and Fabian, 2007).

The article attempted to define many supportive ways to ensure the effectiveness of a transition. Having said that, one must acknowledge that the child's environmental context has the most significant influence on the success of a transition. Parents, teachers, and educators can improve the transition process of children by ensuring that they provide the needed support and keep continuity in a child's environment so that their transitions are more gradual and smoother. Adults are the first source of safety and security for children. When children feel safe during a transition, they can learn

better, are more able to control their behaviour, and can develop a healthy ability to cope with change in the future.

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**Dr. Zareena**  
Sultana

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## Rethinking Education: The Way Forward

We all were living under the misconception that English is a language that can be acquired only through teachers, peer groups, classroom teaching, and the resource material, i.e., textbooks. Little did we realize our thinking would take such a big U-turn, and the so-called offline classes have now changed into E classes (virtual classes).

There is so much free resource material available on social media platforms – YouTube, Google, etc. More and more students and teachers are now looking towards technology. Children are getting to learn the language realistically.

YouTube videos, audio, photos, and graphic features offer immense positive benefits. Every online class offers an e-certificate for attending the course at a minimal cost of Rs. 99/- and sometimes it is offered for free like the MOOC.

## Technology and Teaching

The otherwise technophobic teachers who used to shy away from computers have now become tech-savvy and are learning to teach using online resources, providing online study material, etc. Delivering lectures virtually has become the new norm that both the mentor and mentee are comfortably adapting to. The biggest drawback in teaching and learning through online mode is the lack of physical communication, the ability of proper explanation. The online study material of the subject-related videos is far better when compared to what the teachers teach during offline class. During the Covid crisis, classes, e-school, e-learning, e-notes, e-certificate, etc. Are the newly coined terms with the new learning.

Every coin has two sides, so technology also has its pros and cons.



The major drawback of the virtual classes is – there is no personal touch, the students are isolated and interaction is limited.

Communication is mostly horizontal with only the teacher conveying the message.

Not everyone is comfortable facing the camera, and teachers are losing the skill required to carry out their jobs, thereby the essence of teaching is lost. The other drawbacks of online teaching also include fear, laziness, and depression

How will the education industry bounce back is a million-dollar question, a thought to ponder about.

## Artificial Intelligence

Artificial intelligence is the future of growth. These intelligent machines can reason, learn and interact soon, which means the redundancy of teachers.

However, according to the survey chances of the teaching profession, it's said to be disappeared by 0.007, which is comparatively low compared to the librarians, telemarketers, and Real Estate brokers.

Teaching isn't simple but is a complex job requiring limitless skills such as subject knowledge, problem-solving skills, emotional intelligence, etc.

With online teaching, all this will take a back seat, thereby creating a gap between the teacher and the pupil.

However, fast the computers might be, to get the job done we require skilled programmers. The human brain cannot be replaced by a computer. However, soon the robots might be, there will always be some kind of technical glitches which are most unlike in humans.

A fixed set of commands is fed into a robot. Having done something super-fast doesn't make us the best.

## New normal and the New Education Policy

With the universalization of education, we as educators are looking for “The Good Times” ahead. The COVID-19 lockdown has posed many challenges to education globally.

Up-skilling teachers is a must with the implementation of the new education policy. The classes going virtual, teachers need to adjust themselves to teach the 21st-century millennials. However, there are many hurdles in training the teachers on New Technological tools.

Free online courses are going to revive the hopes and careers of billions of people in the pandemic. Every job in some time will be a digital job.

Hands-on experience in using the tools and identifying good trainers to help teachers to bridge the gap is required. In another 5 to 10 years down the line, this gap may also be bridged, and learning would be mostly e-learning and in no time there will also be an e-teacher.

## The Future of English

The future of English is uncertain and is at stake with the NEP. Although English will not be, shed or scrapped completely, the curriculum has given more significance to multilingualism. It is, however, not easy to ignore English. It is the Crux of the education industry. The impact of NEP on the English language will start showing its effect in another 10 years after the implementation.

English, which is a compulsory language, will no longer remain so. The choice of learning in the mother tongue or any regional language will create a void when it comes to English learning.

The early childhood years are the best years to pick up any language, but in the NEP, up to grade 5, students can take the subject of their choice thereby, creating a setback for the early childhood learners. By the time the child completes the preparatory

stage, he or she will be 11 years old, too late to learn a new language.

The middle stage is from 11 to 14 years, students will be taught computer coding that would help them develop software and applications. Sounds amazing!

Then the high school stage – 14-18 years.

We are now heading towards a digitalized world. The teachers need to be trained to meet these challenges smoothly. The management should take the responsibility of upskilling the teachers to bring effectiveness into the classrooms. According to the census, 54% of the people across the world prefer English over any other language.



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Surabhi Das

## Early Child Resources and Challenging Remote Learning for Beginners

### **Resources help to provide a Conducive and a Good Learning and Teaching Environment**

Early childhood education resources play a huge role in early education, nurturing and supporting the development of early literacy and numeracy in a child from birth to five years of age. In a becoming early childhood educational environment, infrastructure and classroom provision are essential for meaningful interaction. The educational environment needs to be sufficiently conducive, to facilitate early child's interaction with their environment, which will enable them to construct experiences.



## There are three kinds of resources for quality formal and non-formal education and curriculum for primary education programs.

**Material Resources:** Best quality and availability. Material resources can be barriers to quality education. Material resources facilities are utilized for the development and value addition to the learning of the children. In this context, physical resources include physical assets such as instructional equipment, stationery, classroom, books, writing materials which are used by the child to develop their academic performance.

**Financial Resources:** Financial resources is the most important source of financing for quality budgeting in educational organizations is concerned with making and implementation decisions to utilize a wealth of financial resources to obtain meaningful resources such as book, staff, equipment, material, and maintenance.

**Human Resources:** There is a whole range of human resources which includes planners, administrators, mentors, managers, and support staff, another important aspect of HR commitment is- the teacher's focus. Quality teaching is the most potent factor in student's learning. There are three interactions for quality teaching –

- Organizational support - (Behaviour & classroom management)
- Instructional - ( Learning strategies, concept development, language development, Quality feedback)

In the last two years, our pandemic situation has badly affected elementary education and the education system. This means that today teachers, students, and especially beginners are facing many

challenges. In these two years, schools across the country turned to remote learning and the education delivery became remote instructions.

In this pandemic situation, especially early children face trouble. We all know that children find it difficult to learn online as project-based teaching and learning, outdoor activity, for instruction and emotional development are hard to replicate via remote instruction.

Distance instruction for early children tops the list of challenges faced by students today. The problem was exacerbated mid- pandemic when parents across the world were given the choice of whether to keep their children at home for remote learning or send them to school for face-to-face learning.

This meant that preschool and kindergarten classes were divided into two groups and teachers would be responsible for providing equal instruction to both. This meant two different sets of lesson plans, two sets of grade reports etc. making it tedious for the teachers.

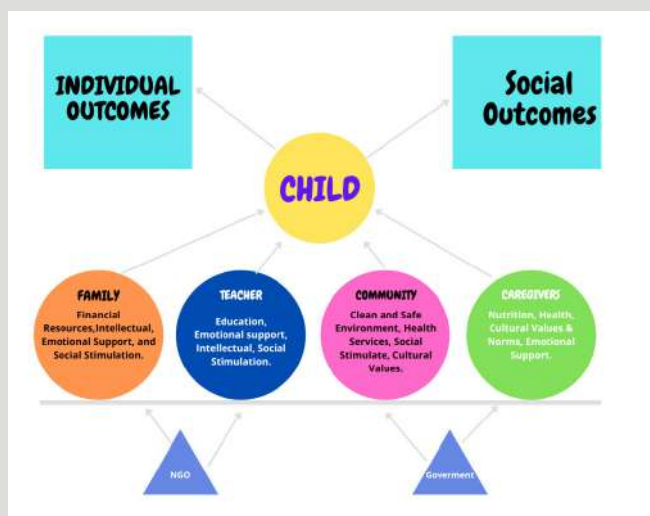
### Effective Resource


An effective resource is one of the most important tools for quality education in early education and these resources include materials for students, such as the school journal, and for teachers, such as the support materials that accompany the School Journal, 'handbooks' like Effective Literacy Practice. Effective educational resources make a positive connection with a child's knowledge, experience, and identity. Learning is an active process that involves many different kinds of connections and children learn best when they're able to connect


new learning with what they already know and they also learn best when they feel that someone is giving dedicated attention to them.

Effective educational resources interest learners to stimulate thinking and fuel their imaginations. They captivate both the mind and the emotions and build on the cultural and linguistic of the learners. A school is a place where children spend hours in different classes and if these classes have a lack of resources in the classroom, it can have negative consequences for children, but now you know


what to do. Be the beginning of the change in your community and ensure that the kids in your neighborhoods are getting the quality education that they deserve.








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EdCLAN 30



## Mohammad Arif

### WE CAN DO IT!!

This article is all about the scenario after lockdown, as schools are being reopened and students are coming into school while some are still afraid and few are enjoying the online classes, as they don't want to come out from the virtual world.

As educators, we need to observe how the students feel about coming to school as different children have different views about reopening, and most importantly we need to understand how the children are feeling- their energy, their emotions, their understanding of the situation. Here what is most important is if a student feels fearful and negative, we need to convert their negative energy into positive energy. We know that even saying good things to plants helps them grow into healthy shrubs and trees, but if we use bad words or say bad things to them, they start to become unhealthy. The same situation is with the children--love, kindness, a smile, cooperation helps them get rid of their negative energy like anger, fear, afraid and many more. Understanding which background, the child is coming from is also very important as in the online mode of

interaction we are only to tackle a few problems but there are many more difficulties in a physical meeting. Now that children are coming to school as we all observed that their lifestyle has changed, so have their behavior, their language, and their mentality. There are many problems but one solution, that we the educators need to connect to our students not only physically but also mentally to understand their problems, involve them in offline classes, make them comfortable and make them understand that they are not alone in any case.

We, at HMW ENGLISH HIGH SCHOOL, started a huge program that is reconnecting students to school for that we are with them all the time as a support system. It is important for students to believe that they can do it. At the same time, we also have to understand that covid will stay with us longer and we need to take necessary precautions. As of now, children need to build up resilience and be prepared for any kind of situation, and believe that "THEY CAN DO IT !!!"





*...Uninterrupted Learning for Children*

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## HIGHLIGHTS:

- STUDENT KIT SET
- WORKSHEET SETS
- LESSON PLANS
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Lead, Mumbai, Maharashtra.



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**Mandy Worsley**  
Co - Founder Mini Minds Matter  
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**Ramandeep Kaur,**  
Content & Curriculum  
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**Ritika Grover,**  
Education Consultant,  
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Bright Beginning  
International Preschool,  
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**Kirti Pramod Kavale,**

Owner, Kinder Dreams  
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Principal, Kairos  
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School,  
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## EXCELLENCE IN SPECIAL NEEDS EDUCATION



**Ajitha Vinod Menon,**

Principal, Kochi,  
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**Nichole Tucker,**

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## AGNIVH PRAKASH BORA

STD VII, Sanskriti the Gurukul,  
Guwahati, Assam

# “Confidence Versus Knowledge”

I found this topic worth giving a thought and so I thought about writing about it in this issue of Ed Clan Well according to me, “Confidence Versus Knowledge” is something that cannot be juxtaposed they are independent terms and complement each other. Confidence and Knowledge are two sides of the same coin—they balance each other. As rightly said by Nelly Mazloum- “Confidence in oneself stems from the trust one has in knowledge”.

An example of this is, suppose you’re a comedian and are about to go up to stage for your first performance, you are scared, but you pull out the courage to confidently walk up to the stage and say your opening line with good posture and a loud voice, then you hear a few giggles in the crowd. That satisfies you immensely, but as you

move forward with your script you realize that the giggles are getting lesser and that is when you realize, that your content is not good enough. What happens here is, no matter how good you look while you speak or how fluently you speak, you won’t be interesting enough for anyone’s attention if you don’t have knowledge on the topic, you are speaking about. This is a case of confidence without knowledge.

Next, let us take another example, suppose you’re a student and you have just completed reading a chapter from your history book and you see that your teacher is taking a verbal test on the same chapter, and she asks a question to the class that you definitely know the answer to, but for some reason, you are not confident enough to stand up and answer so someone else



does. And you just think, “Ok maybe next time I’ll answer”. That is an example of knowledge without confidence, that is why I say that Confidence and Knowledge are interconnected terms and can’t be juxtaposed.

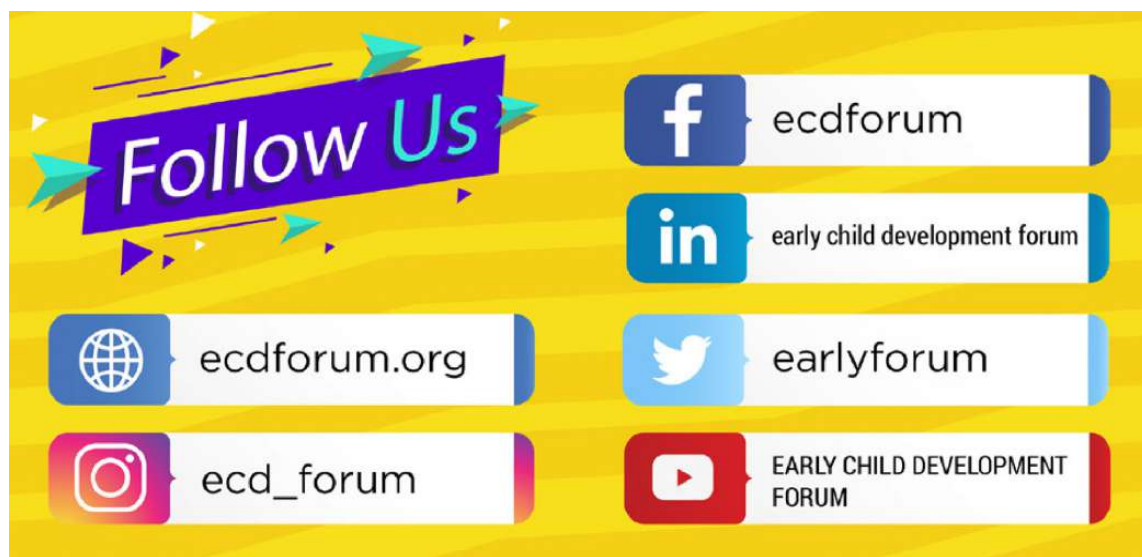
Now, in order to be knowledgeable, you have to have to be well-read from a young age, like read storybooks, or learn different facts or add new words to your vocabulary right from early years. This will also give them the thirst to learn more in the future. There is no end to learning new things. Every day is a new day that gives us the opportunity to gather knowledge. So, we should be open to new things.

Now confidence can be built in many ways, socializing with different people can be one way, this is also a great way to avoid social anxiety later, recognizing what you are good at, building positive relationships, and learning to say no are other ways to improve confidence or self-esteem. Also, parents and educators who deal with the

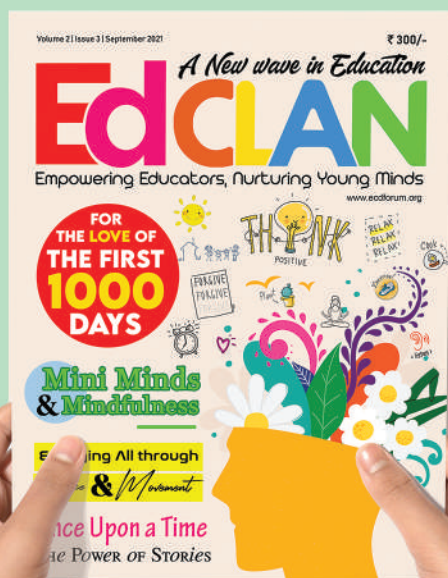
children in their early years can develop their self-esteem to a huge extent. They need to be motivating and positive while dealing with children.

Knowing where to use your knowledge using good communicative skills and a confident attitude will surely help one to become successful. And as I said Confidence and Knowledge are co-dependent terms, one without the other is useless. Lastly, I would like to end with the words of Julius Caesar-

“Without training, they lack knowledge; without knowledge, they lack confidence and without the confidence they lack Victory.”







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# 05



## EVENT

October to  
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# ECDF 3<sup>rd</sup> ANNIVERSARY CELEBRATION

## 22ND & 23RD OCT



### ECDF ED AHEAD & PINNACLE EDUCATION AWARDS 2021 (3<sup>RD</sup> EDITION)

22nd & 23rd Oct 2021  
4pm - 6 pm IST



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### WORKSHOP 1

22nd Oct 2021 | 5:00pm-5:45pm IST  
Neuroplasticity in the Classroom

### MANJULA V

Neuropsychology and Education  
Researcher, President and Founder  
Trustee IBRRF



### WORKSHOP 2

23rd Oct 2021 | 4 pm-4:45pm  
Organic Storytelling - Marrying Storytelling,  
Process Drama and Improvisation for a  
Journey Within

### PRIYANKA CHATTERJEE

An International Story Consultant, Award-winning  
Storyteller, an MBA (Gold Medalist), an alumna of  
International Institute of Storytelling, Emerson  
College, UK, Founder Wild Strawberry - an Art  
Exploration Organisation



### WORKSHOP 3

23rd Oct 2021 | 4:50pm - 5:35 pm IST  
Whole Language Approach

### DR. SUJA KOSHY

Child Development & ECCE Consultant,  
Former Head, Department of Human  
Development, SVT College, SNDT  
Women's University, Mumbai



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### INAUGURAL ADDRESS

**DR. VASAVI ACHARYA**  
Founder, Chairperson ECDF and DNAT, Founder  
MD Tender Petals Preschools

Topic: A look at the trends in Early  
Childhood Education around the World

### KEYNOTE SPEAKER

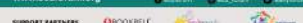
**TOYIN (OBAYELU) AWOFESO**  
Global Education Influencer, Nigeria

Topic: Early Childhood Development:  
A Critical Investment

Time: 4 pm IST

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### ECDF ED AHEAD & PINNACLE EDUCATION AWARDS 2021 (3<sup>RD</sup> EDITION)

### PANEL DISCUSSION

Topic: **PRESCHOOL IN A BOX**  
22nd Oct 2021 (Fri) | 4:20 pm - 4:50 pm IST



**Moderator:**  
**SMRITI AGARWAL**  
Pre-primary content lead AMPERSAND  
Group, ECDF Zonal Head India(West)

### Panelists



**TIJAY GUPTA**  
Co-founder & COO  
at BACHPAN Play  
School & Academic  
Heights group of  
schools

**AMRIT NAGPAL**  
Birla Open Minds,  
Head of Preschools  
and ECCEA  
Member ECDF

**SHILPA POTNIS**  
ECCE Curriculum  
Planner, Teacher  
Trainer

**WENDY WHITE**  
Founder My Mood  
Stars, Play Based  
Learning Expert, UK

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# ECDF WEBINAR CUM WORKSHOP 18<sup>TH</sup> DEC 2021

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**Theme : Effective Implementation of NEP Curriculum in Early Childhood Program**

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- Speaker sessions
- Workshop
- Activities

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**SPEAKER**

**DR. VISWANATHAN JAYARAMAN**  
Chairman and Director  
Trustee of IIRRI, a not-for-profit organisation

**DR. VASAVYI ACHARIYA**  
Chairperson ICIE, DNAP, CTRIC and M.D. DPT, Tender Point Preschool

**TOPIC : THROUGH THE NEURAL LENS - THE ORCHIDS AND DANDELIONS**

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**SPEAKER**

**SOUMITRI DATTA**  
Head of Publishing South Asia,  
Cambridge University Press

**TOPIC : DISSECTING NEP FOR EARLY CHILDHOOD EDUCATION**

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**Festival and  
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Educator, Sunbeam school  
Lahartara, Varanasi



**Narinder Kaur**  
Educator, St. Soldier  
International Convent School, Mohali



**Sneha Gupta**  
Educator, Sunbeam School  
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**Mamta Khanna**  
Educator, Sunbeam School  
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Educator, Manav Rachna  
International School, Gurgaon



**Ramandeep Kaur**  
curriculum developer  
Bengaluru, Karnataka.



**Suprabha Singh**  
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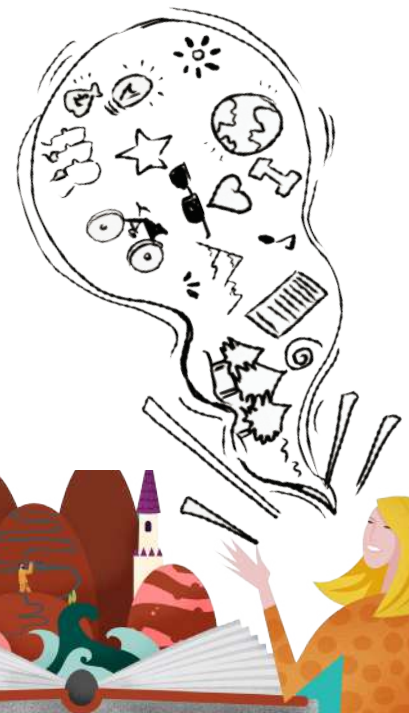


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**Convenor:**



**Amrit Nagpal**  
\* Bala Open Minded, Head of  
Preschools and ECCED,  
Member ECDF  
\* Storyteller  
\* Member ECDF West Zone

**Panel of Judges**



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StoryBox by Niyati, she  
has a YouTube channel  
too.  
\* Multi Awarded



**Debra Weller, Founder, DNAF**  
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professional storyteller and  
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\* IAS President of the California  
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29th Oct Friday, | 2021 at 4 PM (IST)

**VIDYA NESARIKAR**

- A children's writer and a certified storyteller from Kathalaya. Her stories and articles have been published in The Hindu, Champak Magazine and ParentCircle.
- She won the Silver Award at the India Film Project Season 9 storytelling challenge.
- She performed at many prestigious events such as Levi's Lounge 'Best of Kommune' and Spoken Fest Mumbai.

29<sup>th</sup> Oct (Fri), 2021  
4 p.m. - 4:30 p.m. IST

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## Story ka Pitara

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

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**PRIYANKA CHATTERJEE**

An International Story Consultant, Award-winning Storyteller, an alumna of International Institute of Storytelling, Emerson College, UK. Founder 'Wild Strawberry' - an Art Exploration Organisation

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# ● WEBINARS ●



## CHILDREN'S DAY SPECIAL

### CREATING A SUSTAINABLE WORLD

14<sup>th</sup> Nov 2021 (Sunday) | Time 5:30 pm IST onwards



**DR. VASAVI ACHARJYA**  
Founder Chairperson ECDF and DNAF, Founder MD Tender Petals Preschools



**HOST**  
Fiza Jasani, Educator UK

**YOUNG VOICES**



Shamirath, Sri Lanka



Shrey Ashraf, Kenya



Iffat Thum, India



Aadithya, Sri Lanka



Nayan Kashyap, India



Tushani Kumar, India



Ellen Zuhayra, Malaysia



Dimanya Ekanayake, Sri Lanka



Sahana Daswar, India



Agnish Prakash, Borno, India



Ane, India



Ayesha Riaz, UAE



Constance Mwa, Kenya



## WEBINAR

### Children's Day Special



**Topic : Preschool at the Doorstep : The Magic Box of Learning**



**Dr. Vasavi Acharjya**  
Chairperson ECDF / DNAF / CEDRC and M.D. IIFPL / Tender Petals Preschools

**14 November**  
2021 (Sunday)  
**4:30 pm - 5:30 pm IST**

Meeting ID: 893 8362 749  
Passcode: 735702

**MODERATOR**



**Smriti Agarwal**  
\*The primary Content Lead, Artisan Group.  
\*ECDF Zonal Head India (West)

**SPEAKER**



**Dr. Monika Dewan**  
\*Advisor, Khatun Public School, Khatun World School, CEO, Adarsh Educational Solutions  
\*Former Educator, American Embassy School, New Delhi, India.

**SPEAKER**



**Geeta Punjabi**  
\*Curriculum developer  
\*Founder of The Magic Box solutions  
\*Brain Gym Trainer  
\*Specialist in school set up, School Consultant

**SPEAKER**



**Aanchal Vasandan**  
\*An early childhood educator since past 20 years  
\*Vice President in Amperand Group heading the pre primary content department for ECE curriculum  
\*Vignor group of schools

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## WEBINAR

### CATASTROPHIC CLOSURE OF CHILDHOOD: PAST • PRESENT • FUTURE

Meeting ID: 871 3839 7373  
Passcode: 512987

**9<sup>th</sup> Oct 2021, Saturday**  
4:30 pm - 6:00 pm (IST)

Moderator:  
**Simran Baitani, India**  
Pedagogical Head CCE Pervant, Zonal Head ECDF (South) India



**Dr. Vasavi Acharjya**  
Chairperson ECDF / DNAF / CEDRC and M.D. IIFPL / Tender Petals Preschools



Moderator:  
**Simran Baitani, India**  
Pedagogical Head CCE Pervant, Zonal Head ECDF (South) India

**PANELISTS**



**Dr. Sue Allingham, U.K.**  
Founder, Out Of The Box Consultancy  
**12:00 pm - 1:30 pm**



**Dr. Kathryn Murray, Australia**  
Founder and CEO Future Strong Education Consultancy, Australia  
**9:00 pm - 10:30 pm**



**Lesley Berrington U.K.**  
\* NNEB qualified and the former owner of 'Stepping Stones Day Care Ltd.'  
\* Opened 3 Nurseries and 2 Kids Clubs  
\* Created 'Hattie and friends' a series of books.  
**12:00 pm - 1:30 pm**



**Azura Abrasid, Malaysia**  
Head of Early Childhood Programme, Vercas University College, ECDF Zonal Head KL  
**7:00 pm - 8:30 pm**



**Alice Ball, New Zealand**  
\*Director of Play-Led Places  
\*Awarded with Outstanding Academic Achievement by Leeds Beckett UNI  
\*Professional Supervisor ECDF Zonal Head New Zealand Chapter  
**12:00 am - 1:30 pm**



**Shamila Nazim, UAE**  
\*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.  
**3:00 pm - 4:30 pm**





Support partners:
















## WEBINAR

### TOPIC: The Importance of Outdoor Play in ECE setup

Join us  
 **LIVE** [ecdforum](https://www.ecdforum.org)

**11<sup>th</sup> 2021**  
December (Sat)  
**4:30-5:30 pm (IST)**



**Dr. Vasavi Acharjya**  
Chairperson ECDF & DNAF and M.D. Tender Petals Preschools.



**Smriti Agarwal**  
Moderator ECDF Zonal Head (West), Pre-Primary content lead Amperand Group

**SPEAKERS**



**SWARA PATEL**  
\* Dance therapist certified by CID France & CMTAI  
\* Kinesthetic Training Expert  
\* Founder - Agile Kids & Rhythmus HappyFeet



**KONSTANTINA MOUSTAKA**  
\* A Professional development and EYFS coordinator at a nursery school in London.  
\* She has a great interest in staff professional development as well as staff and young children's Mental Health.  
\* Enthusiastic about emotion coaching, emotion regulation and emotional literacy in early years.



**CINDRELLA VINCENT**  
\*Early Years Educator  
\*Certified Soft Skills Trainer  
\*Writer and Storyteller

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




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# WORKSHOPS

## FREE WORKSHOP

**Theme:**  
**Decoding and Demystifying Drama in Education**

**SONIA BHARADWAJ**

**Early Years Educators, Parents and ECE Enthusiasts**

- Sonia Bharadwaj, has over 27 years of work experience.
- Teacher, Trainer and Franchise Owner at Helen O Grady Drama Academy for over 15 years.
- She has taught speech and drama to thousands of students across India. Sonia has developed a Language and Creative expression program for children from the age group of Nursery to Class 4.



**8TH OCT 2021(FRIDAY)**  
**TIME**  
**4 PM TO 4:30 PM IST**

Contact details  
78968 8705 / 88768 92812

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**1 DAY ONLINE**  
*Certificate Course*



**Topic : Decoding and Demystifying Drama in Education**

**SONIA BHARADWAJ**

- \* Early Years Educators, Parents and ECE Enthusiast.
- \* Franchise Owner at Helen O Grady Drama Academy for over 15 years.

### Course Highlights:

- \* How these aspects help in overall development of the child.
- \* Importance of speech and creative expression
- \* How to develop confidence and vocabulary through recitation, elocution and more in a fun exciting manner for the teacher as well as the student.

**18th November, 2021**

**4:00 PM - 5:30 PM (IST) Thursday**

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

**REGISTER Today!!!**

POWERED BY



*1 Day Online*  
**CERTIFICATE COURSE**  
**TOPIC : Mindfulness : An Introductory Session**



**GIRIJA GOPINATH**

- ECS Operations- Ampersand Group
- Mindfulness Practitioner
- She managed 100+ preschools and 29 K12 schools in India, Maldives, Dubai and Qatar KKE.

### COURSE HIGHLIGHTS:

What you can expect to gain? By the end of this session, you will learn to integrate mindfulness in your daily life. Mindfulness will help you

- \* Stay in touch with the present moment
- \* Be less caught up in negative thoughts
- \* Deepen your awareness and respond skillfully to events in your life
- \* Reduce and maintain at low levels... anxiety depression and stress

**REGISTER**  
*For Free!!!*

**09th 2021** **TIME:**  
**DECEMBER(THU) 4-5:30 PM (IST)**

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## ECDF CHILDREN AND COMMUNITY WELFARE INITIATIVE 'NABA UDAY' SISHU SIKSHA VIKASH ABHIYAN - 2021

ECDF has adopted a village at Khetri in Sonapur District by the name Habigaon, 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 of the pandemic, as the people do not have access to devices for online classes. The village children have been mostly idle for last two years and have not been engaged in a meaningful way.



After the last activity in the village again on 28th Nov 2021 (Sunday) ECDF Founder Chairperson Dr. Vasavvi Acharjya along with other volunteers of the Guwahati Chapter Mr. Shekhar Dutta and his family, Mr. Debajit Bora visited the children and started their first class on literacy skills. They also distributed clothes to children aged 2-5 years.

A big thank you to all the members and well wishers of ECDF for their support and faith in the organization.







## **EARLY CHILD DEVELOPMENT FORUM (ECDF)**

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