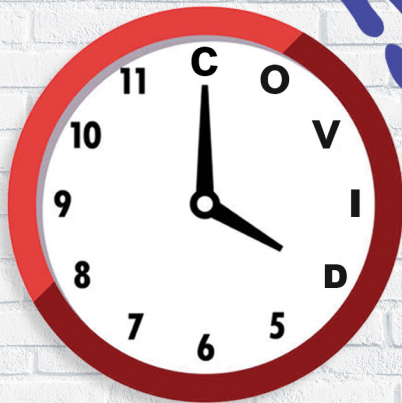


A NEW WAVE IN EDUCATION

# EdCLAN

Empowering Educators, Nurturing Young Minds

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



The New Face  
of Education  
in **COVID TIMES**



**ECDF 1<sup>st</sup> ANNIVERSARY ISSUE**

## EXPERTS SPEAK

# ATTACHMENT AND FOSTERING CHILDREN'S MENTAL HEALTH AMID UNPRECEDENTED TIMES.

## LYNSEY LOGAN

Lynsey is an Early Childhood Education Specialist who is passionate about embedding attachment knowledge and practise within Early Years provision, and improving knowledge of early child development, the impact of childhood trauma, and a child's emotional development in all education professionals. Having been inspired by the work of Dr Suzanne Zeedyk in attachment-based practise, Lynsey believes that, by embedding an understanding of attachment in education, it will help us see how relationships influence children's development and shape the neural connections in their brain. She believes that all childcare should be grounded in the science of connection and attachment and that larger societal problems, like rates of imprisonment, outcomes for children in the care system, mental health crisis and poverty, can be tackled in the long-term by paying closer attention to the emotional needs of young children. Lynsey comes from a wide variety of educational experience including teaching in the international sector, local authority schools, private education, and management of childcare services. She has taught in the UK, Czech Republic, Ghana and Tanzania. She is currently Early Years Leader at the British Vietnamese International School Hanoi, Vietnam.

When the COVID-19 pandemic swept across the world in early 2020, it affected everyone's lives. Countries were put into lockdown to control the spread and schools, colleges and universities closed with many moving to a remote version of learning for the foreseeable future. Within this period of collective trauma and in the coming days of reopening under new, strict health and safety guidelines, how do we foster secure attachment and good mental health in our children?

### What is Collective Trauma?

Collective trauma refers to the psychological impact that is shared by a group of people who experience the same event. This type of trauma can affect groups of people of any size, including entire nations. Examples of this include war, famine, environmental disasters, and pandemics. The stress and impact of COVID-19 on the mental health of our population are yet to be fully measured, but it will have a long-term impact on both adults and children. It is important to recognise



## EXPERTS SPEAK

# A VILLAGE WITHOUT ELDERS



**LITA HADDAL**

M. A. Early Childhood Education, originally from Winona, MN, resides in Moss, Norway. She worked for almost 20 years at the Wisconsin Child Care Information Center in Madison, WI, USA, where she mentored early childhood workers by matching resources to their workplace challenges, producing and editing the statewide newsletter (an annotated bibliography of resources) and participated extensively in the professional development movement. As a long-standing member of OMEP (The World Organization for Early Childhood Education), she is a champion of children's rights and was editor of the OMEP-USA National Newsletter before moving to Moss, Norway. She recently retired from her position as lead teacher in a small preschool. She is now an elder in her own village with children and grandchildren.

On March 12, 2020, due to the looming outbreak of the Covid-19 Corona virus, Norwegian schools and preschools closed, beginning a 2-month period of strict shutdown. A risk group was identified based on the pattern the outbreak showed. Age and existing health challenges indicated a vulnerability to contracting the illness. Admonished to have no contact with children, if in the risk group and vice-versa, people stayed home and far apart. Society stopped. It was like a vast snowstorm without snow.

Suddenly, children could no longer have contact with older adults. Older pre-school professionals had to stay away from children. Grandparents could have no contact with their grandchildren and even their children. Parents were abruptly on their own. The "village" it takes to raise a child (1), so often alluded to in childcare rhetoric, was inaccessible. It had become a village without elders.

**Impact on children-** feelings of disequilibrium and stress

Initially, children perceived the separation as an extended vacation. The staff rallied to create chat groups and websites to deliver messages and activity ideas to their homebound classes and parents. Contact

## EXPERTS SPEAK

# CHILDHOOD 2020

As the largest social enterprise group in the UK, the London Early Years Foundation (LEYF) played our part in supporting the UK respond to the Covid-19 pandemic by joining forces with other childcare settings and contributing to the national infrastructure response. I called us the 4th Emergency Service!

On the 23rd of March, we locked down the LEYF nurseries, a date that will always be tinged by a sense of surrealism. However, we decided to keep 15 nursery hubs operating a localised service for essential workers and vulnerable children. Since then we have reopened 35 of our 39 nurseries across London and all 39 will be opened from the 3rd of September.

Most of the staff who led the nurseries through lockdown offered to stay in work. They saw it as their duty to support the city through the crisis. Their altruism shone a light on them and they gained the admiration of many. Running the nurseries became a master class in health and safety and during lockdown none of the 200 children or staff got ill. In fact, the staff would say that the increased hand washing, cleaning



## JUNE O'SULLIVAN, MBE

**Chief Executive,  
London Early Years Foundation**

As CEO and creator of the UK's leading childcare social enterprise, June continues to break new ground in the development of LEYF's scalable social business model. She remains a tireless campaigner, looking for new ways to influence policy and make society a better place for all children and families.

June has developed the LEYF Pedagogy and champions of community-based, multi-generational early years education as the basis for greater social and cultural capital to deliver long-term social impact. She continues to advise Governments as well as a range of organizations, services and academics at home and overseas about how best to implement a social enterprise vision for Early Years.

June is a fellow of the Royal Society of Arts, Director of Social Enterprise UK, Trustee of The Book Trust, and Member of the London Mayor's Child Obesity Taskforce. June was awarded an MBE in the Queen's Birthday honours in 2013, for her services to London's children. In 2017 she was delighted to receive the Most Influential Person In Early Years Award and joined the top 10 of the WISE100 – an initiative from the NatWest SE100 Index, which recognises 100 of the most inspiring and influential women in social enterprise, impact investment and social innovation.



## **SIMRITI** **SINGH**

# Predictability and Security- A connection for young children

Simriti is an Early Years Practitioner and is the coordinator of Lakeview School, Shiv Nadar University. She is also the founder of Inaayat – a place for little people (2016). Focussing on creating emotionally safe learning spaces she works with children and families of children with special needs. A licensed Montessorian from the Association Montessori International she is also a trained play therapist. She firmly believes that ‘Inclusive world begins with an Inclusive classroom’

Have you ever seen a child request for the same story again and again? The same exact story that she can narrate word by word, explain the characters and the end too. Have you ever wondered what makes the child want to hear the same story repeatedly?

Anyone who has been around children may have experienced this at least once in their lives. The hordes of toys, story books and puzzles remain untouched as particular story/toy deepens. Does this make you wonder? Do you also find it amusing that the child finds immense happiness when she can almost narrate the story along with you? The happiness comes in from predictability and it in turn leads to security.

Now let's understand what are predictability and security?

**Predictability** is the degree to which a correct prediction or forecast is made. Predictability reduces stress because familiar patterns are calming to an

individual. Patterns do not require the child to wonder what is going to happen next or then to feel some level of anxiety in preparation for something unexpected to occur to or around him or her. Thus, helping her to feel calm and in control.

Security ensures a feeling of stability, consistency, regularity and familiarity. So, when a child feels this way, it means that the child feels that his or her caregivers are dependable, reliable, and begins to trust them.

As adults, also, visit to a new place, trying a new cuisine requires us to be prepared beforehand. It allows us to calm ourselves and ensure appropriate reactions and the ability to appreciate new situations. Imagine if a planned itinerary works well for an adult how wonderful would it be for a child to know his routine as well

Toddlers appreciate predictability because a reliable



## EXPERTS SPEAK



### REBECCA DUVALL SCOTT

Rebecca Duvall Scott, author, speaker and intervention strategist, is passionate about helping others gain a deeper understanding of sensory processing disorder (SPD) through experiential research, intervention strategies and a positive mindset. Her family's success story following her son's SPD/ADHD diagnoses inspires and empowers parents and professionals to leave no stone unturned in their quest to maximize strengths and minimize weaknesses of the individuals with special needs in their lives and professions. Experienced in applied behavioral analysis therapy, occupational therapy and individualized education plans, Rebecca also helps connect children with special needs of the community, while building a positive culture of acceptance for the children who need it most. Her self-help style memoir, **Sensational Kids, Sensational Families: Hope for Sensory Processing Differences**, has hit bestseller lists and ranked in the Top 10 Amazon Hot New Releases three times in the categories of "Special Needs Parenting" and "Children's Health."

## Sensory Processing Disorder: What It Is and How Sensory-Smart Interventions Can Help Your Child at Home and in the Classroom

The hidden disability of sensory processing disorder (SPD) challenges many of today's children at home, school and ultimately life. That hyperactive child who bulldozes through his environment, leaving a wake of destruction may have SPD. That quiet child in the corner who has removed her shoes and socks for the umpteenth time and sits with hands over ears may also have SPD. It can accompany attention deficit (and hyperactivity) disorder (ADD/ADHD) and autism spectrum disorder diagnoses – or it can stand alone... but what exactly is this sensory processing disorder everyone is talking about?

To understand SPD, you have to first understand that everyone has a sensory system (a part of your nervous system) that takes in sensory input from your environment, organizes it in your brain, and outputs a behavioral response so we can function appropriately within our surroundings every day. When that system is disordered, there is a misinterpretation of communication in how sensory input is being processed through the body and brain, and inappropriate behavioral responses are often the result!

# ECDF GLOBAL ONLINE CONCLAVE, CONFERENCES, WEBINARS, ONLINE COURSES AND AWARDS



ECDF organized the **First Global Online Conclave for Educators and Stakeholders**, themed **The Essence of Future Readiness: Empowering Early Childhood Learning Post Covid World** on 9th and 10th June, 2020. It was a 2 day long online event conducted on Zoom. Early Childhood Experts from all around globe discussed on various issues related to ECCE. The training program was attended by participants from all over the world.

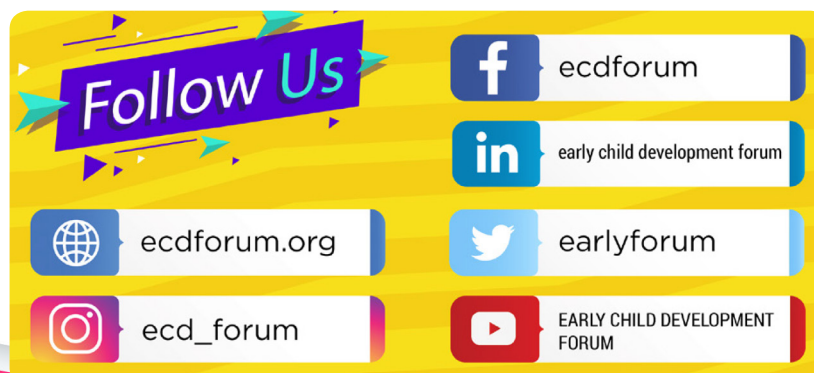
**Ed Ahead 2020#2, An International Early Childhood Educator Training Program and Paper Presentation**, themed: **Making Teaching More Effective and Engaging**, was a 3 day long online event organized by ECDF on 11th, 12th and 13th August, 2020. The training for educators was conducted on 11th and 12th August by trainers from India, USA and UK. The paper reading was held on 13th of August, which was judged by ECCE Experts **Dr. Sue Allingham** from UK, **Dr. Kathryn Murray** from Australia and **Dr. Vasavvi Acharjya**, **Founder Chairperson ECDF & DNAF**.

**Edu Intel 2020: An International Paper Reading Event for Early Childhood Educators, Principals, Edupreneurs, ECE Researchers and Students of the discipline**, a 2 days online paper reading event organized by ECDF on 10th and 11th September,

2020. There were participants from different parts of India, and the papers were judged by **Dr. Kathryn Murray** and **Dr. Vasavvi Acharjya**.

**ECDF Worldwide Digital 2020**, a free Educators Training Program. A 5 day long online event was held from 20th-26th October, 2020, to mark the 1st Anniversary of Early Child Development Forum. On the inaugural day of the event the winners of **ECDF Pinnacle Education Awards, 2020 (2nd Edition)** were announced. There were speakers from San Francisco, Australia, UK, Malaysia and India who spoke on relevant issues related to ECCE. The program was widely attended in Zoom and Fb live.

During this testing time for all educators and parents, ECDF came up with **1 day Online Certificate Courses for Early Childhood Educators, Parents & Stakeholders**, which helped them to upgrade their skills and also engaged them in a productive manner. And soon when the schools reopen they can apply their newly learnt skills in their classrooms. The certified training program were conducted by experts from UK, Australia, UAE, Singapore and India, who were glad to share their knowledge and got a wonderful response from the participants.







## EARLY CHILD DEVELOPMENT FORUM (ECDF)

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