

Volume 4 | Issue 1 | JUNE 2023

₹ 300/-

*A New wave in Education*

# EdCLAN

Empowering Educators, Nurturing Young Minds

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

*Phonics and Literacy  
in Early Years*

**Peaceful Humans ~  
Inculcating a  
Culture of Peace**



*Brain-Friendly  
Intentional Teaching*

**Self-Regulation Skills for  
Young Children**



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

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





## ED CLANNING

### A PUBLICATION OF:



#### FOUNDER/CEO/ EDITOR:

Dr. Vasavvi Acharjya

#### PROOF READING AND OTHERS:

Indrani Choudhury Deka  
Kunhi Saikia

#### DESIGNING TEAM:

Layout Design and  
Cover Page : Mridushmita Das

#### MARKETING TEAM

Sunny Choudhury  
Ujjal Jyoti Borah

#### PRINTED AND PUBLISHED:

BOOKBELL LLP  
#27, 2nd floor, opp. ICON  
Academy  
Rajgarh Main Road,  
Guwahati-781003

**Early Childhood Development  
Forum (ECDF) and D N Acharya  
Foundation for Children and  
Women Welfare (DNAF)  
Address: Krishna Magnum Opera  
Tower 1, Zoo Tiniali, R.G. Baruah  
Road, Guwahati-21**

Dear Readers

We are glad to present before you another issue of EdClan~ Empowering Educators, Nurturing Young Minds. The year 2023 has added many milestones to the ECDF journey. The first was the much-awaited book launch of the forum at the Press Club of India, New Delhi, followed by a mega-conference at the Leela Ambience Hotel, Delhi, which was indeed a very successful event. Our online webinars, courses, edu-talks, and other events happened at their usual pace and got a lot of appreciation from those who attended them.

This issue of EdClan consists of quality articles that will provide fresh insight into different perspectives of ECCE. The contributors come with a wide array of experience and expertise from different parts of the globe. This issue also features the awardees of the ECDF Earth Literacy Awards 2023 (3rd Edition) who were honoured for their incredible contributions to the field of Early Childhood Education.

I am positive that this issue will provide a great deal to early years educators and enthusiasts.

Wishing everyone a magnificent year ahead.

Signing off

Dr Vasavvi Acharjya

# CONTENTS

04 Brain-Friendly Intentional  
Teaching using the Brain-  
SET Environment Formula  
~ *Dr. Kathryn Murray*

The Unique Child  
~ *Dr. Sue Allingham* 07

10 Phonics and Literacy in  
Early Years  
~ *Fatima Atieah*

Self-Regulation  
Skills for Young  
Children  
~ *Sue Asquith* 13

16 FEATURE  
~ ECDF GLOBAL  
EDUCATORS WORK-  
SHOP AND AWARDS  
2023

ECDF EARTH  
LITERACY AWARDS  
2023 (3<sup>RD</sup> EDITION) 18



EDCF Book Launch -  
EARLY CHILDHOOD  
DEVELOPMENT  
~ Universal Perspective by  
Global Experts

21

24 Peaceful Humans  
~ Inculcating a Culture  
of Peace from Early Years  
~ *Dr. Vasavvi Acharjya*

Seeds of Culture and  
Social Fitness  
~ *Maria Scruby*

26

30 Raising Strong-  
Willed Children,  
The Way They  
Deserve  
~ *Neha Somani*

The More the Merrier  
~ *Gagandeep Kaur*

33

36 EVENTS  
(JANUARY-JUNE)  
2023

## EXPERTS SPEAK

Dr Kathryn Murray is passionate about creating opportunities to give children the best possible start in life. She is grateful to have the opportunity to work with early learning centres worldwide as the founder of Future Strong Education Consultancy. Kathryn is an environment design expert implementing her original Brain-SET Environment Formula©. Kathryn is an award-winning early childhood education specialist, highly sought-after public speaker, workshop facilitator, coach, and university lecturer. She has written numerous articles on productive environments, teaching practices, and parenting. Kathryn uses her 40+ years of experience, research, and intuition to support children, educators, teams, leaders, and parents to be all they can be.



**Dr. Kathryn Murray**

## Brain-Friendly Intentional Teaching using the Brain-SET Environments Formula©

### What do we mean by intentional teaching?

Do we mean being deliberate, purposeful, and thoughtful in what we do? Is it the decisions we make and the actions we take in the teaching we do? Is it carefully planning the learning materials that we offer the children?

Intentional teaching is professionally responding to what the children are interested in, their level of development, and the skills we are wanting to extend. It includes building on what children have already suggested and the things they already know.

### Intentional teaching

Does this sound familiar? You're out in the yard and you're sitting and talking with the children, and they see a caterpillar on one of the leaves of the plants in the garden. There's an opportunity for intentional teaching because you can talk about how the little caterpillar will turn into a butterfly; ask them open-ended questions to engage them in the conversation; and discuss the whole wonderful life cycle. The children and you can build on this discussion using books, YouTube clips, or research using Google to learn how the butterfly changes from a caterpillar and grows wings to fly through metamorphosis. This conversation can get bigger and bigger until the whole class is involved - all because a child saw a little caterpillar on a leaf.

That's intentional teaching. That's you thinking on your feet and engaging with the children with purpose and being quite thoughtful in what you're saying. You are extending the learning taken from the interest of the child.



Intentional teaching is teaching that has some sort of plan. You might even have thought earlier in the day, that when we go outside today there might be caterpillars on a particular tree or its spring so birds will be in their nests with chicks. You might already know that this could happen, so you start thinking about different questions to pose to the children for their consideration when outside - rather than over thinking the curriculum requirements and outcomes. Taking the lead from the children and intentionally extending their learning is our aim.

## Personal Inclination – doing what we’ve always done

Teaching using personal inclination happens when teachers teach from personal opinion or what they have always taught. There may or may not be a focus or real plan. It may not be terribly purposeful but it’s what you know. Whether the teaching flows and whether you’ll be able to build skills or not, isn’t intentionally designed, you just go with the flow - that’s a personal inclination. However, that’s not a productive way of teaching as a professional. We should be intentional teachers and think things through and find ways to build knowledge and skills for the children.

Obviously when we’re teaching and interacting with a group of children, social and cultural learning is occurring. It is centered around people interacting with each other and recognizing that learning occurs in social and cultural contexts. The way we talk to children and the interactions we promote are pivotal to the whole learning experience.

A sociocultural approach allows children to think outside the square a little, it allows them to take risks within the social group, it allows them to be imaginative, creative thinkers and collaborate with other people because their thinking is being challenged along the way and they are exposed to hands-on learning experiences. We’re getting them to think at a higher level because we’re engaging in systemic thinking and extending the conversation. We are being quite intentional in our teaching. We’re teaching with purpose; we’re speaking with purpose and we’re sharing information.

We use expert pedagogical approaches as part of those teaching and learning choices. It can include modeling, demonstrating, open questioning, speculating like ‘I wonder what will happen if there are no leaves for the caterpillar to eat?’; explaining things, engaging the imagination, problem-solving, and asking lots of questions so that children are thinking. It’s not our role to deliver information all the time. It’s better to be open to children’s ideas, question a little bit more and build on their ideas so we’re honoring them and being respectful - just as you would with a friend of yours.

## Intentional Teaching and the Brain-SET Environments Formula

I love this quote by Albert Einstein, “not everything that can be counted counts, and not everything that counts can be counted”; and that’s very much the way it is when building interactions and building relationships with children. Relationships, being intentional and purposeful in the way we design the learning environment adds to engagement and playful learning. A key way to do this is to mindfully and intentionally design the learning and teaching environment. The Brain-SET Environments Formula© takes an intentional teaching approach as part of your pedagogy.

If you are not familiar with Brain-SET, here’s a quick overview. The brain can be seen as having

3 levels – the Survival level at the brain stem, the Emotional level in the limbic system, and the Thinking part of the brain in the neocortex. When the survival and emotional levels of the brain harmonize in response to the design of the learning environment, the thinking part of the brain can shine. Memory is better, decision-making is easier, self-regulation is smoother, and adaptation of skills and knowledge to new contexts is seamless. So, it would seem that taking the time to carefully design the learning environment to promote intentional teaching and learning opportunities would be beneficial.

## How to design the learning environment

When we use the 3 Brain-SET Pillars of Design and the 16 Design Elements, we utilize a range of concepts that overlap throughout the environment in a purposeful way. Each learning space is small and defined and carefully curated with open-ended materials that are intentionally placed to develop and extend skills and knowledge. We include elements such as soft furnishings, plants and nature, soft lighting, smaller spaces, rounded edges, and more. We intentionally structure our environment so that intentional teaching and learning can take place naturally.

Planning, along with observations of the child underpins the design of the environment and facilitates the conversations and interactions between child and child, as well as child and teacher. Intentionally providing materials that relate to the interests of the children draws them into the learning spaces so that the teacher can facilitate and extend skill and knowledge development in a playful way. If we think about the caterpillar that was noticed outside, we can include caterpillar books and materials designed and selected to build fine motor or social skills within the space – the skills to be practiced are taken from your professional observations and goals for learning and the interest draws children into the space.

The Brain-SET Environments Formula guides the pedagogical approach to intentionally respond and initiate conversation in smaller interest-related, defined spaces. It builds literacy and numeracy awareness, resilience, solution-finding, confidence, self-esteem, self-regulation, creativity, imagination, collaboration, and acceptance of others in numerous ways across the learning environment. It provides the springboard for intentional teaching so that children have the best opportunity to thrive and blossom in an environment that considers their development, brain needs, and interests.







**DR SUE ALLINGHAM**

## EXPERTS SPEAK

Dr Sue Allingham is an EdB MA BA (Hons). She is a Consultant, an Author and a Trainer. She is the Consultant Editor for Early Years Educator EYE. Dr. Sue is the Founder of Out of The Box Consultancy, UK.

### REFOCUSING ON THE 'UNIQUE CHILD'

The Statutory Framework in England gives us four Overarching Principles, the first of which is The Unique Child. This is an interesting concept – how does this actually manifest itself? What does being 'unique' mean and what does it look like? How often is the child seen as an individual? How do we know? Why does it matter? In fact, why does it need to be pointed out? If we are working in Early Childhood Education and Care surely understanding that each child is unique is a given?

#### What does being 'unique' mean and what does it look like?

In a piece entitled Your Image of the Child: Where Teaching Begins, Lorus Malaguzzi writes –

The environment you construct around you and the children also reflects this image you have about the child. There's a difference between the environment that you are able to build based on a preconceived image of the child and the environment that you can build that is based on the child you see in front of you — the relationship you build with the child, and the games you play. (<https://www.reggioalliance.org/downloads/malaguzzi:ccie:1994.pdf>)

This is a powerful statement, and I have deliberately highlighted a 'preconceived image'. A few years ago, I was visiting a school where a very profound thing was said to me by a child. In response to me saying, 'Look, lots of little people' when I saw the line of children coming back from lunch, he looked up at me and said 'We aren't little people, we are children'. This was a real penny-drop moment for me as the boy was quite right. Children are so often othered, and this is particularly the case for the youngest. Unfortunately, it is all too easy to overlook that children have agency, ideas, opinions, thoughts, views, worries, fears – the list is endless. It is within the word 'preconceived' that the issue lies.

As adults, we have all been through one type of childhood or another in our various cultures, countries, places, and families. These will all be different, even if we live next door to each other, but they will all be equally valid to the make-up of the unique child. Some experiences of childhood may be positive, and some sadly will be negative, but it is crucial that all are understood.

The United Nations Convention on the Rights of the Child enshrines this thinking - Article 12 (respect for the views of the child) Every child has the right to express their views,

feelings, and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions, or the child's day-to-day home life.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 29 (goals of education) Education must develop every child's personality, talents, and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

(<https://www.unicef.org.uk>)

What factors do we need to consider?

There is a great deal to reflect on here, and it involves everyone who forms part of the Early Childhood environment – both emotionally and physically. And it is important that we do, as it is easy to overlook the unique child. In this way it is useful to use these three questions as a reflective framework –

What?

Why?

How?

And then apply them to the core elements of our work. For example -

People– This means everybody we work with, or who has an impact on our work, particularly the children and families

Places – This means the environment around our setting, and where the children live. It is also about our places and the affect they have on us

Practice –There are so many influences on our practice now. Social media and popular websites have a great deal to answer for these days

Provision – This is a similar point to the last one, as there are so many companies and people that want to tell us what is best for our children

Pedagogy – This is at the heart of the matter. A pedagogical approach is one that is well-informed and based on authenticity – the art of what we do that is informed by the children

But we also need to turn the 'what, why, and how' questions on to ourselves as teachers too. Teaching the youngest children is a huge responsibility as we are working with children at key sensitive times of brain development. When I work with teams I always make it clear why I use the term 'teacher' about us all. Whatever our background, qualifications, or experience. I use it because we are effectively 'teaching' the children from the minute they see us. Often before we



have spoken to them.

In this way, we must give serious time to reflecting on our own 'what, why, and how', we are also unique and we need to think about the impact that we have on the children and families.

It is easy to accept that children are all different and unique and that we should not plan for the 'preconceived' idea of what a child is, but then how easy is it to download a plan or a ready-made curriculum from a website? How does this reflect the children that we actually work with? Social media has a great deal to answer for in this context. So many ideas are shared, albeit with the best of intentions, but we must view these ideas through a critical lens – would they be appropriate in our setting? How would they benefit our children? Why do we need to do this? Why are the people promoting it doing it? How has it made a difference to their children? Have they explained that? Or is this just an idea an adult had, or saw somewhere else, that they liked and decided to do with no pedagogical analysis of how it might really make a difference for their children. Remember that our own agendas and background colour the choices we make for the children. We need to take a step back and think about how the rules, routines, and environment of our settings reflect the children we have, or whether they are all about what makes things easier for us or things that we enjoy.

Reflect on the UNCRC statements above. Whatever the framework for Early Childhood Education and Care in our country is, it is important that we remember these statements. My 'penny drop' moment made me really think and has been in my mind ever since. It is very easy to make assumptions about children based on our own experiences and the images presented to us over the years, but we need to challenge this.

The unique child is the center of the process. Or should be....



*ecd\_forum*



*ecdforum*



*EARLY CHILDHOOD  
DEVELOPMENT FORUM*



*earlyforum*



*ecdforum.org*



*early childhood  
development forum*



**Fatima Atieah**  
**Phonics Shed Education**  
**Ambassador for the MENA Region**

Fatima is an Early Years expert with over 13 years of experience in education. She is also, an instructor of phonics and literacy for eight years.

Phonics Shed is a narrative-driven, multi-sensory, systematic synthetic phonics scheme that has been approved by the UK DfE. The programme covers sound awareness in pre-school, into a full phonics scheme of learning that leads into Spelling Shed's complementary spelling system.

Created by qualified, experienced teachers, the scheme is designed to be relatable, fun, and engaging for children and easy to use for teachers. Every GPC is introduced by a Phonics Shed character, who also features in the teaching books, decodable reading scheme, letter formations, songs, flashcards, actions, and online games.

Assessment is made simple with our digital assessment tracker, data reporting tools, and phonics screening simulator.



## PHONICS AND LITERACY IN EARLY YEARS

Children are born as empty slates, also known as 'Tabula Rasa', and after birth, every child begins their journey, where experiences are formed from birth onwards (Macblain 2018). Society has evolved. Locke's theory is likely to be seen in today's era. Rousseau viewed children as 'tiny individuals' with emotions and feelings. However, his theory has been valued and developed further through practice (Macblain: 2018:).

The historical study 'Models of the Learners' by Bruner (1986: 198) refers to the well-known 'tabula rasa' (blank slate) theory indicating that the individual learns from experience. Bruner's (1986) theory emphasises that a learner has access to various learning strategies and can accomplish his or her objectives throughout education and life.

This article will examine the effectiveness of multi-sensory approaches embedded within phonics schemes such as Phonics Shed, a multi-sensory and narrative-driven scheme for children aged 3 – 7 (nursery, reception, year one, and year 2) in England and internationally. There is a growing body of literature that recognises the importance of phonics in the early years. A recent key aspect of Wyse and Bradbury's (2021:1 -2) review of education points out that phonics and reading have fundamentally changed in English primary schools. Throughout this article, older studies from 1975 to 2023 will aid in understanding the development of the chosen subject.

According to the National Literacy Trust (2020), the definition of phonics is a technique where children are



taught to read and write letters and sounds. In addition, groups of sounds are joined together to create a word as illustrated, 's-a-t' creates the word 'sat', which refers to the blending approach.

## History of Phonics

Historically, the term 'multisensory' has been used to describe different ways of learning using the five senses. Brooks 1975 emphasises the significance of visual, auditory, kinaesthetic, and tactile learning. To illustrate this, Brooks (1978:89) provides an example of a multisensory technique: tracing a letter with one's finger(s) while simultaneously recognising the letter's sound makes this a very effective technique for learning phonics.

In addition, according to Brooks 1975, a resourceful educator encourages students to uncover new information and surmount obstacles. According to Medwell et al. 2021, a resourceful educator can adapt the lesson plan and use resources in a way that develops the child's interest. This is demonstrated by the teacher's adaptation of phonic schemes to the student's learning style and requirements.

Although the SEN Code of Practise 2015 acknowledges that teachers are required to plan lessons to a high standard, such as ensuring that lessons are differentiated to the child's needs and that any learning barriers are identified, the SEN Code of Practise 2015 does not require teachers to plan lessons to a high standard. This may be difficult due to inadequate funding, staffing, or support for children with EAL and additional requirements. In contrast, Shapiro and Solity (2008) argue that educational institutions can save money if phonics is integrated into daily activities, thereby freeing up funds for additional teaching resources and child-centered activities.

## Phonic Schemes

Campbell et al. 2011 and the efficacy of commercial phonic schemes internationally

is an important study on this topic. The study polled 283 early childhood educators using a variety of statements (Campbell et al., 2011). Although commercial phonic programmes claim to be effective in advancing young children's literacy development, this is not the case. This may be accomplished through perusing books, tracing letters on a worksheet, or singing songs. The authors argue that the methods used in phonic schemes may not be applicable for all ages, particularly when developing literacy and language abilities (Campbell et al. 2011). Some children in the class may prefer the multisensory approach over commercial schemes, such as investigating play dough to form letters/words or listening to environmental noises. Stahl et al. (1998) argue that reading methods may inhibit the child-initiated balance and distract from the primary objective. They continue to emphasise that teachers must combine learning indirectly with the level and interests of the child. In practice, teachers may have less time to employ a multisensory approach when teaching phonology.

Traditionally, literacy classes were scheduled and planned, with the teacher having printed letter cards and giving examples such as 'a' for apple, 'b' for ball" for each card. Children would have to listen to the teacher saying the phonic sounds, and they would have to repeat after her, but I felt they were not learning, just memorising. Usually, children tend to look bored and frustrated, barely engaging in the forty-five minutes lesson.

Whitehead refers to this teaching method as "a fashion in the early decades of this century to name reading schemes- which were usually phonics-based-as if they were pathways to rapturous joy and happiness". (1999).

## Learning phonics with movement action, songs, and stories

In my setting, another way of teaching phonics was by using the head projector or smart board



most of the time to teach children the alphabet, stories, and nursery rhymes. However, children rarely engaged with any of the exercises, and when they did, they just memorised words.

Incorporating technology in the classroom is beneficial if it's not central to an activity. In other settings in the UK, I observed teachers using the head projector and singing along with the children. Activities such as these are essential in a bilingual environment because it helps children pick up a new language with ease: "Stories, rhymes and songs must be at the heart of a good oral curriculum which supports and extends young bilinguals and monolinguals." (Whitehead, 2007)

Furthermore, Whitehead, for instance, stresses the importance of reading aloud to children, stating, "The voice of the reader mediates and revitalises the written text for the child audience. "The reader's voice mediates and revitalises the written text for the child listener. All the subtlety and variety of a similar voice is brought to re-creating the meanings and intentions of the author behind the text." (2010) Through vocal tone, pitch, rhythm, facial expressions, gestures, and body language, stories, rhymes, and songs come to life more than using a head projector.

The multi-sensory approach to learning phonology encourages reading and writing with confidence (Campbell et al., 2011). Ariati, Padmadewi, and Suarnajaya (2018) argue that schemes such as Phonics Shed are highly engaging and effective phonics programme for students of all ages. This programme is narrative-driven and multisensory.

The DFE website (as of 2022) lists 23 confirmed phonic schemes, including Phonics Shed, based on DFE-established criteria. The website reminds educational institutions that additional phonic schemes may be added to England's validated list. DFE (2022) proposes that schools can choose their own phonic schemes.

In Campbell's article (2011), Castles, Rastle, and Nation (2018) argue that a language-rich environment is more likely to aid a child in learning the language. In the Statutory Framework for the Early Years Foundation Stage (2021), for instance, children are encouraged to build language through daily conversations, expand vocabulary, and develop a love of reading by exploring books and print in both settings and the home environment.

In one of the UK schools where I worked, I observed that most teachers were neither trained to teach phonics nor given any guidance. Most teachers lacked knowledge of phonics sounds and did not use a DfE-validated or-approved phonics programme. Every teacher taught phonics in their own individual method. This aligns with a study from Bold Beginnings (2017) showed that 22% of graduated teachers are trained in teaching phonics, whereas 78% are not trained properly. Although this data is over 5 years old, there needs to be more research on this subject. Another limitation of this study is that schools may place pressure on teachers to focus on preparing children only to read and write.

In a similar vein, The Hundred Review (2017) argues that more training needs to be available for child development and effective phonics training for all trainee teachers. A reasonable approach to tackle this issue could be for the government to raise more awareness and work alongside academics, educators, support staff (teaching assistants), children and families to place more emphasis on multisensory approaches in phonics and in primary schools. In turn, this allows children to learn phonics in a more stimulating approach and develop positive early reading and writing skills.

## EXPERTS SPEAK

Sue Asquith is an Early Childhood Consultant and published author. She authored the book “Self-Regulation Skills in Young Children” in which Sue provides a wider awareness of self-regulation in babies and young children. It emphasises the importance of giving children positive attachments and empathy and provides fun ideas of how to promote coping strategies for them.



Sue Asquith

# Self-Regulation Skills for Young Children

## What is self-regulation?

Self-Regulation is complex, but I describe it as the ability to manage your own energy, emotions, behaviours and attention, in a socially acceptable way.

Emotional regulation can be broken down into co-regulation (someone supporting regulation) or self-regulation (when we regulate on our own).

## Why is self-regulation important?

Self-regulation helps us to plan, think, problem-solve, interact with others, and control our own behaviour. If you have settled down to concentrate on reading this article, you are probably regulated. Adults have the skills and life experiences to help them self-regulate. However, we need to remember that babies are not born with these skills and the toddlers and young children in our care will need our help to learn them. We have all experienced challenging circumstances over the last few years, with the worldwide pandemic thrusting us all suddenly into uncertainty. Lockdowns and periods of self-isolating have led to children potentially missing a lot of experiences, such as visiting places of interest and socialising with wider family and friends. Children may have missing skills gaps due to not socialising with others, going to the park, beach or a restaurant

or not being able to attend kindergarten, nursery or school.

Physical and mental health and well-being are important; sadly, we are hearing more and more about poor mental health in children, young people and adults. Supporting children to build strong self-regulation skills in early childhood will help them with resilience skills and with their future relationships, teamwork and holding down a job.

During the pandemic, natural disasters and the cost-of-living crisis, we may be experiencing emotions more intensely than in the past. During change and feelings of uncertainty, we often find ourselves in survival mode — even if we're not aware of it. Worry and stress affect our mood, sleep, eating, patience and our ability to co-regulate children.

As adults it is okay to feel “fine”, “not fine” and then “fine” again — we can't be happy all the time. We need to support children with this too! Young children have some quite intense feelings about things seeming unfair, with sharing toys and those “I had it first” moments, as they develop and grow an understanding of other people having differing views, etc. Children need adults to co-regulate and also to acknowledge their feelings of frustration, anger, sadness, etc to help them understand what emotion they are feeling. Over time we can help them to decode why they are feeling



this way and possibly with strategies to apply.

## **What is co-regulation?**

Co-regulation is a crucial part of early childhood attachment relationships. From birth, infants need caring, attuned and consistent adults to respond to their distress (tiredness, hunger, loneliness, pain, etc). If responded to in a caring, timely way, adults are co-regulating and the infant learns that they are meaningful, that the feeling of distress or dysregulation can be managed and they can rely on others to help; this becomes the blueprint for self-regulation and for future relationships.

Despite adults having their own challenges and mixed/fluid emotions, children still need us to provide them with a sense of security and calm. Parents, teachers and early years educators throughout the world are experiencing children having more outbursts, or meltdowns as they express their uncertainty, frustration or confusion about the world they live in. All behaviours are communicating something and throughout early childhood, children communicate their feelings, frustration, fears and uncertainties by crying, kicking, throwing and screaming. These are all typical examples of all how young children communicate their feelings and are possibly due to children being in fight-or-flight mode. We can help by observing children to establish their likes, dislikes, fears and learning styles and noting any triggers to them feeling dysregulated. Children need calm adults to connect with them during these times, someone to acknowledge their feelings and try to understand exactly what they're communicating through their behaviour.

Try acknowledging and naming children's feelings. For example, with phrases such as, "it looks as though you'd really like a turn with that car" or "you look to be really cross about .....". It is also important to speak in an age-appropriate way about any life events that might change their family or about any routines

which may have to change. Give them a chance to process the changes, ask questions and address anything that is worrying them. There are lots of books and resources with ideas about helping children to understand about moving house, expecting the birth of a sibling or a long-term illness or bereavement.

Three easy things to consider:

- **Positive and responsive relationships:** children need reliable adults who show care and professional love, helping them to identify and respond to their basic needs and cues of distress. Strong key relationships with children and their families will also help with consistency, support and understanding if there are events happening in the child's life at home. Warm and responsive relationships show children that you respect their feelings and emotions and that you can offer unconditional positive regard.
- **Enabling environments:** careful thought and consideration need to be given to the classrooms (environments) and routines in early childhood settings. Positive relationships and enabling environments in your early childhood centre/setting can provide a buffer against any external environmental stressors. We need to create environments that are developmentally and sensory appropriate, as well as physically and emotionally safe. When our brains are relieved of stressors, we can relax, play, learn and explore. Consistent adults, environments and routines are like a security blanket for children.
- **Helping children to learn how to self-regulate throughout early childhood:** parents and teachers/educators need to support and acknowledge children's feelings and emotions. Through co-regulation, modelling language, building emotional literacy, coaching and building coping strategies, we are helping children on their journeys to self-regulation. It is also important that our expectations of how children behave are age and stage appropriate.



# FRANCHISE OPPORTUNITY



Be an  
**EDUPRENEUR !**  
Open Your Own  
**PRESCHOOL**

Partner with a  
**preschool brand**  
that cares..



**BEST PRE SCHOOL CHAIN  
OF NORTH-EAST INDIA**

 [www.tenderpetals.com](http://www.tenderpetals.com)  [www.facebook.com/innerifoundation](http://www.facebook.com/innerifoundation)

**SUCCESSFULLY RUNNING CENTRES IN INDIA**

**Corporate Office :** Krishna Magnum Opera Tower1, 3rd Floor, Zoo Tinaiali, R.G.B.Road,Guwahati (Assam)

**Zonal Office :** T06/12/A 08, Tower No III, Paras Seasons, Noida U.P India

**For Franchise Enquiry : +91 9864039655 | 9864233332**

The Early Childhood Development Forum organized the **Global Educators Workshop and Awards on March 25, 2023, in New Delhi at the Leela Ambience Hotel**. The event was organized for early childhood educators, education leaders, and enthusiasts. Various workshops were conducted by experts in the field that includes renowned international education leaders.

Dr Sue Allingham from the UK, Founder of Out of the Box Consultancy, conducted a workshop



on ***'The Unique Child'***. Another workshop titled ***'Designing Calm, Engaging Classrooms: The Brain SET Environments Formula'*** was delivered by Dr Kathryn Murray, the Founder and CEO of Future Strong Education, Australia. Following these workshops, a panel discussion on ***'The Integrated Approach: Giving Children a Meaningful Learning Experience'*** took place. The panel session was moderated by Smriti Agarwal, Academic Council Global Foundation ECER and the panelists were Dr.Vasavvi Acharjya, Founder of ECDF, Dr Nidhi Khurana, Founder and CEO of GoGlobalWays.Com, Veena Raizada, Educational Consultant, Former Director Academics of Next



Education and Neha Seth, Founder, and Educator at Neha Seth Academy and Parent Coach. The 45 min long workshops and an hour-long panel session were indeed very fruitful for the delegates as a lot about the latest practices in the domain of ECCE was discussed in it.



After the session, a lavish lunch was served to all the delegates, speakers, and awardees of the event. In the post-lunch session, Simran Balani, the Pedagogical Director of CCE Finland, conducted a workshop on ***'Play-based learning in the early years and its real-time implementation'***







**and impact’.** The final workshop of the day was conducted by Amrit Nagpal, an Education Consultant, and Storyteller, on the topic of **‘Brain Development in Early Years: An insight into Neuroscience.’** The workshops were packed with hands-on activities and provided valuable takeaways for all the attendees.

The insightful sessions of the day were followed by **the ECDF Earth Literacy Award 2023(3rd edition)**, which recognized individuals, schools, and institutions that made significant contributions to the field of Early Child Care and Development. Delegates from Delhi, Pune, Ahmedabad, Mumbai, and

Bengaluru attended the event.

Dr.Vasavvi Acharjya, the Founder and Chairperson of ECDF, expressed that this international event was the first of many to come in the following months and years. **The day-long event was inaugurated by Dr. Rabiaah’ Bhatia, Founder and Director of ED Web Studio Channel, and Mr. Gagandeep Singh, the Director of EU Media, as the Chief Guest and Guest of Honour respectively,** who raised the curtain by lighting the ceremonial lamp and also delivered their keynote addresses.



The event was supported by EKUpdesh Media, K12 News, wonderLearn, SKOODOS, Tender Petals Preschool Chain, and IMTTA, as partners, for which the organizers expressed gratitude.

All the delegates received certificates of completion, and their feedbacks were highly positive. The awardees were honoured with trophies and certificates to commemorate their achievements. Several news portals covered the event, further contributing to its grand success.



# ECDF EARTH LITERACY AWARDS 2023 (3<sup>RD</sup> EDITION)



## INDIVIDUAL AWARDS CATEGORY: OUTSTANDING EDUCATIONIST



**SONIA WADHWA**  
HEAD OF SALWAN  
JUNIOR SCHOOL,  
DELHI



**DR. NEENA GULABANI**  
HUMANISTIC COACH,  
FOUNDER OF ANUBHAV  
LEARNING CENTRE  
(ECCE CENTRE),  
NEW DELHI.



**NIRMALA MALIK**  
PRINCIPAL, ROYAL  
PUBLIC SCHOOL,  
DELHI-KARNAL ROAD



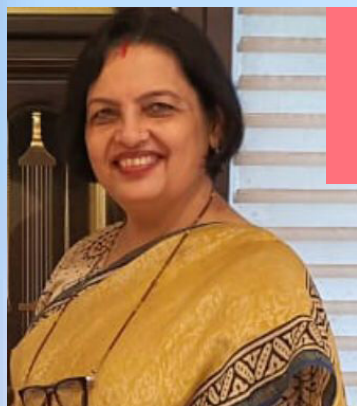
**NEHA SETH**  
FOUNDER OF THE NEHA SETH  
ACADEMY, GREATER NOIDA, UP



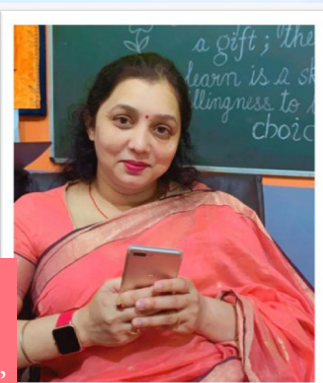
**DR. REETA SHARMA**  
PRINCIPAL, B.K. SENIOR SECONDARY SCHOOL,  
JAHANGIRABAD



## INNOVATIVE CURRICULUM DEVELOPER (INDIA)



**DR. MAYURI DUTT**  
ACADEMIC ADVISOR, DON  
BOSCO SCHOOL, MALDA,  
WEST BENGAL



**SNEH GOSWAMI**  
ZONAL COORDINATOR, EKIDZ,  
NARAYANA GROUP OF SCHOOLS,  
HARYANA

## BEST PRESCHOOL EDUCATOR



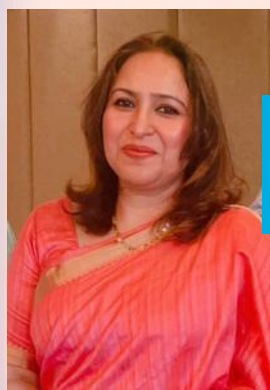
**HETAL ATODARIA**  
FOUNDER OF TODDLER  
ORBIT, AHMEDABAD

## INNOVATION IN EARLY YEARS EDUCATION



**PRIYANKA SINGH**  
ASSOCIATE DIRECTOR,  
THE CRAYONS, NOIDA, UP

## BEST EARLY CHILDHOOD MENTOR



**DR. NISHI PHOGAT**  
TEACHER FACILITATOR AND  
RESEARCHER, NEW DELHI



**RITU GUPTA**  
PRINCIPAL OF MYSTIC ICONS  
PRESCHOOL, NEW DELHI

# ORGANISATION AWARDS CATEGORY

## INNOVATION IN EARLY YEARS EDUCATION



**SALWAN JUNIOR  
SCHOOL, DELHI**



**BOOST MY CHILD,  
PUNE, MAHARASHTRA**



**GOOD LUCK  
PUBLISHERS PVT  
LTD. - DELHI**

## INDIA'S BIGGEST SCHOOL SEARCH ENGINE



**SKOODOS - GURUGRAM**

## BEST K12 NEWS NETWORK



**K12 NEWS - PITAMPURA,  
DELHI**

## BEST EXPERIENTIAL LEARNING NETWORK: PODCAST



**KYAA MATLAB NETWORK -  
GURUGRAM AND BENGALURU**

## BEST INFRASTRUCTURE IN EARLY CHILDHOOD EDUCATION





## EARLY CHILDHOOD DEVELOPMENT ~Universal Perspectives by Global Experts compiled by Dr. Vasavvi Acharjya

**“The book is a positive step towards the fulfillment of India’s New Economic Policy goals, one that aims at integrated learning and inculcating the 21st-century skill needs among children,” says Vasavvi Acharjya**

The Early Childhood Development Forum (ECDF) launched its maiden book title, *Early Childhood Development – Universal Perspectives by Global Experts* at a function held at The Press Club of India on 22nd of March 2023, New Delhi.

The book was launched by Jiten Khanna, social activist, author, and motivational coach, in the presence of a widely attended gathering, followed by a panel discussion by renowned international and national early childcare experts. *He said that “Reading is an essential habit that needs to be inculcated in children from their early years through story-telling. Stories trigger imagination, develop memory and teach them problem-solving besides language development.”*

The distinguished panelists included Dr Sue Allingham, an education consultant of the UK, Dr Kathryn Murray, CEO of Future Strong Education, Australia, Simran Ballani, Pedagogical Head of Council for Creative Education, Finland, Amrit Nagpal Vohra, Former Preschools and Early Childhood Care and Education, Head of Birla Open Minds Educational Services, and Renu Kaul, Director of Vitasta Publishing House.



Dr Vasavvi Acharjya, Chairperson of ECDF and the editor of the newly-launched book, said: “The early years are the most crucial period, and determine future success in life. If children are given the best care and taught the core skills early on, they grow up to become successful individuals and live fulfilling lives.”

*“The book is a positive step towards fulfillment of India’s New Education Policy goals, one that aims at integrated learning and inculcating the 21st-century skill needs among children. This is for the first time that Early Childhood Education has been approved and included in the formal education system in India,” Dr. Acharjya said.*

Covering diverse topics such as ‘Neuroscience of Storytelling’, ‘Socio-Emotional Development’ and ‘Conscious Parenting’, the book is a wealth of knowledge and experience from around the world. “All these elements are part of India’s

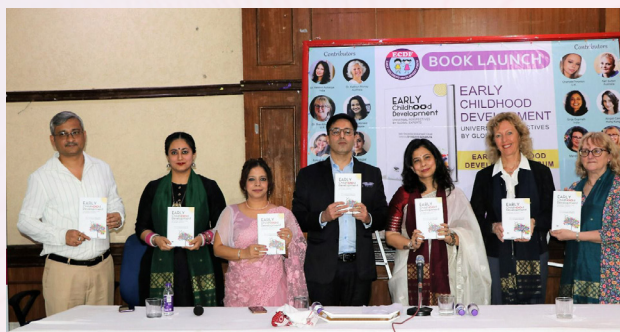




New National Curriculum Framework. The range of this book will definitely offer fresh insights into early childhood development for both professionals and parents” she added.

During the panel discussion, **Dr Sue Allingham, said:** *“The emotional and physical environment has a profound effect on the youngest children. As educators, we are responsible for understanding this, and we, therefore, have to be sure that our work is informed by neuroscience, attachment, and child development.”*

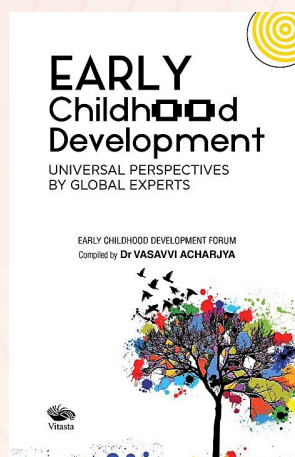
*“Early years educators are encouraged to place storytelling at the heart of our learning programs. There is an art to telling a good story, and we all know a good story when we hear one. But there is also a science behind the art of storytelling”, said Amrit Nagpal Vohra.*



*“Social-emotional learning is the process by which children and adults learn to understand and manage emotions. Research suggests that helping children in the early years through the process of social-emotional learning and setting them on the path of social-emotional competence is an important role of the adults involved in their lives,” said Simran Ballani.*

Education experts who contributed their writings to the book include Dr Lidia Tavani (Italy), Mandy Worsley and Julie Robinson (UK), Abigail Carr (Hong Kong), Kari Sutton (Australia), Azura Abrasid (Malaysia), Charlotte Thronton (UK) and Girija Gopinath (India).

The book is available on Flipkart and Amazon for interested readers. This book is widely accepted and many copies have been sold already. Schools have procured copies of the same for their library. You may grab your copy!!





# IMTTA

INTERNATIONAL MONTESSORI TEACHER  
TRAINING ACADEMY

## FRANCHISEE OPPORTUNITY

**OPEN YOUR OWN MONTESSORI  
TEACHER TRAINING INSTITUTE**

### LAYERS OF SUPPORT



**Interior Support :** Site survey, site visit, interior setup support, etc



**Marketing Support :**  
Launch & post launch



**Recruitment Support :**  
Trainers, Counsellors , other staff



**Training Support :** for teachers, counsellors as well as for partners



**Operational Support :** Monthly feedback, progress reports, resolving issues, training updates & much more..

- **Low Investment**
- **High ROI**



**For more details**

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

**Contact : 7896887051 / 9864039655**



**Dr. Vasavvi Acharjya**

## EXPERTS SPEAK

Dr. Vasavvi Acharjya is the Founder and Chairperson of the Early Childhood Development Forum and the Founder and Managing Director of Tender Petals Preschools. She is an author, a trainer, a mentor, and a multi-awardee. Dr. Vasavvi is presently working on a peace pedagogy for children in their early years.

# Peaceful Humans

*~ Inculcating a Culture of Peace from Early Years*



## What is peace?

Peace is a state of calm and an absence of violence or conflict. Peace of mind denotes a state of existence that is free of anxiety, fear, unrest, chaos, or conflict. A mind that is peaceful is always conducive to thinking in the right manner, taking the right decisions, and working at an optimized level. A peaceful mind is also a creative mind that can explore endless possibilities. If we want to understand the essence of peace first, we need to look into the sources of peace.

There are three sources of peace:

- Inner peace,
- Social peace, and
- Peace with nature.

Therefore, to imbibe a culture of peace all three sources need to be worked upon.

**Peace education in early years:**

**Mahatma Gandhi once stated, “If we are to reach real peace in this world we shall have to begin with the children.”**

*In order to create a world where peace is a choice over conflict, we need to imbibe the*

*value of peace right from the start. Children absorb the most in the early childhood years and in this period their brain architecture shapes up with the experiences they have from the environment, their caregivers, and the people they come in touch with. Peace may depend on educating future generations about the competencies, perspectives, attitudes, values, and behavioural patterns that will enable them to build and maintain peace in the 21st century.*

**Inculcating Peace Culture in the early childhood settings:**

- **Indoor & Outdoor Settings:** A peace corner may be set up within the school premises where children turn to when they feel restless or fearful et al. This corner should consist of things like toys, a low seating arrangement with soft cushions, books that promote peaceful behaviour, and things from nature like pebbles, twigs, shells, stones, leaves, etc. The corner may have a peace table where the child can express their state of mind through art and craft and express their feelings. Here the facilitator may converse with the child and help her/ him label their emotions thereby enabling them to be in control of their emotions. A social-emotional corner with soft toys may be placed for the



children to come and express their feelings to their toy friends. These nurturing elements help a child calm down when in an anxious, angry, fearful, or when in disturbed state of mind.

The wall of the classroom should be painted with soothing colours. A small reading rack/shelf with books can be installed in the peace corner or any other area in the centre. The books kept there should foster positive self-esteem, values and ethics, good behavioural traits, et.al.

A congenial school should promote a green environment where children get a scope to interact and learn from nature besides becoming: nature-positive people who are conscious and aware of their responsibility to conserve nature. The school should promote green areas where pot plants are kept and nurtured. A flower and vegetable garden or planting area need to be available so that children get a scope to grow vegetables and flowers and learn to take care of them by watering and tending to them. Pets may be a part of the school settings so that children are able to love and take care of them and develop a sense of responsibility towards fellow - creatures. The play area should have child-friendly play types of equipment that are adequate for every child. In the outdoors during play, children naturally learn skills of negotiation, learn 'my turn', values and ethics, peer skills, empathy, anger management, and learn about how to deal with their feelings.

- **Facilitator Mindset:** For children to understand the concept of peace, the facilitators need to create an atmosphere and a classroom climate that promotes peace. First of all, they need to model peaceful behaviour, speak the language of peace, declare the classroom a 'peace zone', keep the environment free of any kind of bias or discrimination, and create a learning environment that fosters it. Peace educators should reflect on their own potential biases and reflect on the practices that cultivate

inequalities in the classroom. It is important for them to focus on the exchange of knowledge between student and teacher, as a tool for collaboration and connection. Practicing self-care can be in the best interest of everyone in your classroom. Self-care is all about taking care of one's health, both mental and physical, and making sure that they have everything they need to thrive as a facilitator and arrest burnout.

- **Practices:** Also, facilitators need to be extremely mindful of their own behaviour while dealing with the children. Mindfulness practices may be introduced in small capsules for the children to be in the present and to be able to regulate their emotions. Slow eating, slow breathing, and observing nature are simple ways in which children can learn to start living in the moment. Many activities and exercises related to mindfulness may be introduced to children so that the practice becomes their way of life. Children should be encouraged to feel and label their emotions so that they are able to deal with them and regulate them. The facilitators may help them understand their emotions by talking to them about their feelings and by showing empathy toward the child. Another very important aspect of peace is gratitude and empathy. A child should feel grateful for every day and learn to appreciate the little joys of life. Facilitators should introduce them to the core skills like empathy, compassion, gratefulness, and so forth so that they grow up to be aware, responsive, and compassionate individuals.

**Peace education needs to be a part of every early childhood learning environment if we envision building a peaceful world.**

***Dr. Maria Montessori very rightly said, "Establishing enduring peace is the work of education, all politics can do is keep us out of war."***

## EXPERTS SPEAK

### SEEDS OF CULTURE AND SOCIAL FITNESS - EARLY YEARS FOUNDATION STAGE - AN ART HISTORIAN'S PERSPECTIVE

Having navigated my way through a career in education, teaching, lecturing, and mentoring, spanning more years than I care to state encompassing a variety of avenues and areas, some specialist others pastoral. Roles applied over all age ranges in some capacity including not only Senior Roles but time serving on a Youth Services Offending Panel. Personal reasons sadly halted the enjoyable and satisfying role of University Lecturer and Assessor for F.E. and H.E. Early Years Foundation Stages Degree in Early Years and Education during the first years of its development.

Taking a short period from work I made the decision to embark upon a pathway also close to my heart Art and History. I therefore conjoined the two and gained a Masters Degree in Art History.

Wishing to apply this newly gathered wisdom together with the skills and knowledge of previous career roles to a useful purpose, I was fortunate to be offered the opportunity to work on a Lottery Funded Research Project for my local History Centre, the National Trust (UK) and County Archives, this led to more work with the County Archive some of which involved researching topics within the archives and translating them into learning plans and materials for local schools.

The Statutory Early Years Foundation Stage (UK) lists some 28 apposite terms demonstrating the value of the Arts in Education. ***'The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate'***.

Art Historical studies comprise- observation, research, and project management skills, objective analytical study of objects and ideas, critical evaluation of theories, interpretation of contextual knowledge involving various historical periods, hypotheses and ideologies in history, communication skills, visual literacy, (making sense of visual information) technical



**Maria Scruby**, Teachers Cert, BA (hons), PGCE, MA (Art History), Cert. Brain Story

Maria is an Art Historian and Independent Researcher working for the Dorset County Archives and History Centre (UK), the National Trust (UK), and a Charitable Trust in Wiltshire (UK), her work involves research projects from which she devise learning resources and lesson plans for local schools.

She trained as a teacher initially for PE and English but subsequently diversified into a variety of subjects taught to all ages in Pastoral as well as Specialist roles eventually working as Lecturer and Assessor for Early Years students at Bournemouth and Poole College and Bournemouth and Winchester Universities (UK) on the Foundation Degree course in Early Years Education. Her teaching experience spanned over 40 years.

Maria achieved a Master's Degree in Art History after leaving lecturing, presently researching and creating lesson plans and resources.

She is a strong and passionate advocate for opportunities for lifelong learning, enabling everyone to achieve their full potential whilst she continues to keep abreast of Early Years Education contributing where she can. She supports working for justice for children in the Family Courts through 'Change for Children'.



computer skills, communication skills, and imagination. Using vision with curiosity, investigations into- What, Why, How, and Where, lay behind creations of the past. Social, political, religious, economic, and cultural movements all being relevant. How objects and art were produced. Ultimately the stories lie behind the finished works.

How then can these skills be applicable and transferable to the foundation stones of early learning?

Research substantiates a richer learning experience occurs where activities are immersive, experiential, and wide-ranging. As Early Years Educators we are well aware of the value of Play as a fundamental conduit to learning about life and developing interests, skills, and knowledge. The benefits ripple through to supporting physical, emotional, and social growth and fitness. The process of such learning is acquired through play. playful activities, playful resources, and experiences with meaningful themes.

Play is inclusive and non-threatening. ***‘In the play there is something ‘at play’ which transcends the immediate needs of life and imparts meaning to the action. All play means something’. (Huizinga, 1950).*** It is, therefore, a significant function and as such underpins and encourages future curiosity, lateral thought, and wider appreciation and awareness of the wider dimensions of many and most subject areas, that is... a richer view of life.

Can the use of these studies be relevant to all individuals – a future interest in art, culture, or creativity? Well Yes. The 15th-century artist, Leonardo da Vinci is generally widely known for one ‘archetypal’ masterpiece, the ‘Mona Lisa’, produced the most innovative, influential, and extensive mathematical designs for his age, to be observed in his abundant sketchbooks.

With deliberation and thoughtful adaption, whilst planning Early Learning Goals, the development of creative opportunities helps cultivate these important wider experiences. I would urge boldness and confidence during these considerations.

### **Communication and language**

The ability to communicate effectively using relevant and meaningful language skills is an essential component for successful future social capital.

Art forms of various genres use specific terminology particular to their categories as well as general vocabulary. This terminology from sculpture and pottery, tapestry, carving, and painting music for example, lends itself to wider vocabulary, greater expression of ideas, explaining by observations and use of imaginative verbal construction. By using an extensive variety of sensory descriptors, an initiation is created into the beginnings of extensive communication and thought.

### **PSED**

The Arts, inclusive of Art History can be an unquestionable support for children’s emotional development, self-esteem, and confidence contributing to the development of self-regulation. Quantities of scholarly work have been published on the subject of Art as therapy (art in its widest sense). The importance of playful acting becomes evident when children initiate realistic or imaginary fantastical scenarios. Fantasy worlds allow the release and expression of emotions and can be stimulated and enriched by the use of images of extraordinary imaginative historic



artworks for example portrayals of myths and legends. Painting, sculpting dance, and music all lend outlets for self-expression. Understanding complex human relationships whilst working together set the foundations for cooperation and future stability. Creating self-portraits whereby comparisons can be observed of earlier portraits of children and families fosters time for reflective thought with discussion.

Artists work to overcome adversities and errors in their respective fields all the time and throughout time, yet this process of creation can produce the occurrence of unexpected and inventive results leading to further experimentation with confidence.

### **Physical Development**

It may be an obvious assumption that Physical Development benefits from the Performing Arts. Dance with rich traditions and diversity has now unfortunately become an underrated form whereby both athleticism with finesse would be cultivated. Self-regulation in the form of discipline (within the field), perseverance, focus, and working with others, is typical for developmental goals. This may be as physical support as well as narratively and dramatically. Cultural differences with their traditional historical roots come into play expanding horizons.

Exploration of early childhood games many of which continue into the Modern World such as 'Blind Mans Buff', 'Ring a Roses', 'Living Statues', Maypole Dancing (a UK example of which similar representations apply worldwide), encourage investigation to background stories with further projects. Also, a great source of fun.

***<https://joyofmuseums.com/museums/europe/austria-museums/vienna-museums/kunsthistorisches-museum/childrens-games-by-pieter-bruegel-elderelder/>***  
***<https://blog.britishnewspaperarchive.co.uk/2021/05/19/an-exploration-of-the-history-and-importance-of-play/>***

**Fine motor skills** are fundamental in mark-making writing, drawing, painting, and sewing with countless instances of past historical differences, accomplishments, and techniques for investigation, for example, historical writing styles and techniques, always mindful of adaptation for use of age-appropriate materials.

### **Mathematics**

Early mathematical concepts in a practical sense at this stage are conceivably simpler to encourage with simple dedicated resources but it is to be acknowledged that Art with History plays a large part in mathematical theories. Classical architectural principles can be produced in 2D and 3D models (the Colosseum, Palladian architecture, Parthenon) sculptural monumental designs with scale.

Counting in complex early decorative Tapestry patterns, the 'Golden Triangle' and 'Golden Ratio' of art ***[https://en.wikipedia.org/wiki/Golden\\_triangle\\_%28composition%29](https://en.wikipedia.org/wiki/Golden_triangle_%28composition%29)*** Alberti's Perspective treatise ***[https://en.wikipedia.org/wiki/De\\_pictura](https://en.wikipedia.org/wiki/De_pictura)***, Modern Spot paintings (Damien Hurst).

### **Understanding the World**

Art History provides a rich cornucopia of resources for cultural, historical, religious, social, and

natural world comparisons inspiring an Understanding of the World, taking the forms of paintings drawings, and objects promoting curiosity and investigation. Local History centres and archives contain vast collections of primary sources for children to touch, view, and be involved with, advancing skills whilst learning insights into their communities.

Using resources from different periods in Art showing wider perspectives can motivate inventive, creative art and design work. based on early designs. Medieval Manuscripts to Modern Installations. Interior design and Material Objects in Public Art can be inspirational. Exploring old methods, printing, or writing, making paper. Construction of, for example, Victorian Children's Theatre and puppets, weaving or rudimentary thumbprint patterns in clay work.

**Illustrations** used in story books are vital and powerful in assisting assimilation and understanding scenarios and concepts in Early Years. For some children serving to continue to aid comprehension and meaning when reading difficulties are apparent.

Churches that are adorned with paintings of religious stories based on scriptural texts were specifically created in pictorial form to inform the local population, most of whom were unable to read or write, to understand the biblical teachings of priests at masses.

**Pictorial narratives** through symbols and scenes have always been fundamental to populaces.

Self-esteem. self-confidence, cooperation, play, problem solving, self-expression, emotional perception is profuse in performance arts. Simple tales re-acted or created can be the seeds to the discovery of skills and abilities eventually embracing appreciation of culture the arts and social fitness. The Italian *Commedia dell'Artes* mirrored in the British Pantomime, allow depth to the imagination - and humour. Included too are the many multi-cultural storytelling dramatic traditions.

Using Museum and Art Galleries undoubtedly enrich children's experiences, an exercise worth arranging for all age ranges beginning in the Early Years but is by no means a barrier to obtaining resources for knowledge and discovery of fascinating arts artifacts, and ideas. Extensive volumes of valuable information are readily available at our fingertips through digital media resources.

This exceedingly brief glance into the wide world of Art History, its adaption to Early Years learned skills, and my thoughts on its significance, is by no means definitive as it is too broad a spectrum of knowledge to incorporate all avenues or levels of engagement. I have merely brushed the surface of showing an appreciation and application of using the worlds historical, ancient or otherwise, past achievements to pique curiosity.

The Arts and their histories are global and timeless giving myriads of opportunities for exploration. The foundations are there waiting to be laid, and by doing so children will ultimately benefit with diverse, broad-based, playful, and meaningful skills.

***'History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity so that we can better face the future.'* Robert Penn Warren.**



## EXPERTS SPEAK



### NEHA SOMANI

Psychologist and Personal Growth Catalyst

Neha Tinwalla Somani is a Psychologist and Personal Growth Catalyst. She mentors people helping them live the best version of themselves. She has a major in Industrial Psychology and a Post Graduate Diploma in Counselling. She has over 1000 hours of counselling experience. Her key result areas in training are Communication Skills, Interpersonal Skills, Peak your performance, Self-esteem and efficacy, Motivation and Goal Setting.

She is a guest faculty at ICAI Ahmedabad and has also been associated with its Nashik Chapter in the past. She has imparted training workshops to reputed organizations like Datamatics Global Services, AKES, Technoflow Industries, Orbital, Slidewell Milleur, Maruti Automotive and Savvy Institute of Fashion Technology, Ashoka Universal School, Shanti Hopscotch, I And Insurance etc.

She is also a certified professional in Psychometric Testing and Career Counselling. She has been shaping the lives of many youngsters who are clueless about what to do with their lives post-school. She also helps working professionals make as they work and wade their way through their competitive professional and ever-demanding personal lives. Neha has recently started her own venture called 'Life Boat'.

## RAISING STRONG-WILLED CHILDREN, THE WAY THEY DESERVE

**T**he joys of parenting are plenty. Although the journey seems daunting, tiny bursts of hope and happiness light up the way.

How do I raise a well-behaved child?

How do I inculcate the best values in my child?

How do I make the child listen to me?

Is my child extremely strong-willed? Will they turn into a rebel?

It's ok, Mommy and Daddy. I hear you.

The strong-willed child is often misunderstood. Through our concave lenses, we mistakenly perceive them as impolite and stubborn.

The tug of war every day with your toddler will make you want to tear your hair out but hang in there. Strong-willed children are not to cave into your seemingly overpowering presence and pressure as a parent (read authoritative figure). As they age, they will likely carry and nurture the same attitude when interacting with significant others.

What you see as demanding, someone else may see as decisive. Where you see a rebel, others may see a non-conformist.

## Are you raising a Strong-Willed Child?

Let's take an example. Making your child understand the importance of following a bedtime routine is a power struggle. They would not take your advice to heart. They will want to hit the sack when sleepy, not because the clock struck 9.

Your 7-year-old has emptied the entire wardrobe to find something to wear. Your child ends up combining two outrageous colours. Your clarification on why that will not work with them. You will end up leaving the house fashionably late, or not be able to leave at all, or walk out of the house wearing what your child wanted to wear in the first place.

### Qualities of a Strong-Willed Child:

1. It is important to them to be heard.
2. They are internally motivated.
3. They are resilient.
4. They push the envelope and encourage others to do so.
5. They are go-getters and risk-takers.
6. They are empathetic and compassionate.
7. They often have high regard for emotional safety.
8. They are curious and love to practice what they have learnt or observed.

Now, let's talk about how to parent your spirited child without losing your parenting joy.

#### 1. Make them feel in Charge:

Strong-willed kids are interested in something other than hearing your opinion about what to wear-where and why or when it's time for bed. As a parent, you do not have to give in. Since they prefer to make their own rules, put your heads together and chart a set of guidelines that work for both of you.

#### 2. Don't make too Many Rules:

When it comes to rules, less is more. Too many regulations can be overwhelming and confusing for children. When it comes to rules, less is more. We are raising children, not taming convicts. Choose "This is what we had worked out together." Over "Because I said so".

#### 3. Offer multiple Alternatives:

Since strong-willed kids enjoy being in Charge, use it to your advantage. Rather than saying, "Finish your assignment now," ask, "Do you want to finish your assignment now or within this hour? Make sure your assignment doesn't override your playtime. Ok!"

#### 4. Create and Nurture a Communication-Fuelling Environment:

Nurturing kids in an environment that respects different opinions and points of view and has open communication channels at home will be extremely rewarding in the future. This goes beyond handling their intense wildness. When you empower kids, you raise empowered individuals.

A nurturing environment like this helps kids feel protected and safe. They know they always have something to fall back on without being judged. This will also help minimize power struggles and



headstrong behaviour from both sides.

5. Practice Positive Reinforcement:

Positive reinforcement is a tangible or non-tangible reward system. Eventually, it increases the likelihood of an individual adopting a new practice. These rewards are not bribes. Connect these with the rules you have set beforehand. For instance, you can give them stars or points, praise, or clap for them, allow them extra time to play, enjoy screen time etc., depending on their age and interests. If one of your rules around tidying up the room after art or playtime, reward them when they clean up.

6. Make Appreciation and Gratitude a daily practice:

Eventually, you can space out giving rewards and praise. Nevertheless, ensure that the parameters for earning rewards are clear before you start. Even when they do something unexpectedly or out of their rule book, do not miss an opportunity to shower them with appreciation. “Wow, I am so happy you took the lead in picking up these books from the table. I had been extra busy managing the kitchen. I really appreciate this gesture. Why don’t we watch your favourite show together?”

7. Define and Respect Boundaries:

Children need to understand how boundaries work. Also, it is vital to appreciate that boundaries work both for them and the parents. When a child demands a toy and orders (in a loud or disrespectful tone), “Give me a new toy,” or “I won’t eat that,” tell them that they have crossed the boundary of respect. Encourage them to assert themselves and ask for what they need politely. More importantly, tell them that as a parent, you, too, will speak appropriately, respecting their boundaries.

8. Empathise as you go along:

Centre conversations around the areas where you feel boundaries need to be defined. It could be respect and courtesy, a sugar intake or junk food limit, screen time, playtime etc. Ask your child how they feel when you are bossy, speak sternly, or are impolite and completely disregard their demands. Tell them how it makes you feel when they do not limit their screen time or sugar intake.

Remember, it takes two to tango. The parent and a strong-willed child create a beautiful symphony. James Dobson, the author of *The New Strong-Willed Child*, puts it beautifully. The objective for the toddler years is to strike a balance between mercy and justice, affection and authority, love and control.”

**Happy PAIRenting !!**

Gagandeep Kaur has been an educationist for the past 17 years. She has a Bachelor of Education and is a certified Montessori educator. Her passions are training teachers and counseling parents.

## EXPERTS SPEAK

She began her career at a play school and is currently the Head of the Pre-Primary wing at a prominent school. She is passionate about creating learning environments that are engaging, meaningful, and fun for children.

She has developed a core curriculum and lesson plans for the three-year-old age group. She has observed and recorded each child's academic progress, emotional behaviours, and social abilities in order to provide assistance as needed.

She has also organized spaces within the Learning Center to help them become more efficient. She is a firm believer in happy classrooms.



**Gagandeep  
Kaur**

## THE MORE, THE MERRIER : FOSTERING COLLABORATIVE LEARNING IN CLASSROOMS

The archaic days of students working independently from textbooks at desks neatly arranged into perfect rows, a drift in the white marks of the chalk on facilitator's board, are long gone! We are operating in a century of technology and innovations where human beings relate to each other. The gap between the skills people learn and the skills people need, is becoming more obvious, as traditional learning falls short of equipping students with the knowledge they need to thrive. Thus, in today's classroom, you are more likely to see students (as peers) standing or sitting together around tables or huddling on the rug, gesturing, and talking excitedly, drawing diagrams on tablets, sketching ideas on whiteboards, or gathered around computers.

***The more we get together, the happier we'll be!***

***The more we team together, the more goals we'll achieve!***

Collaborative learning is a 21st-century skill that is at the top of most districts' curricula. When students work collaboratively, they become involved in a process that promotes cooperation and builds community. New ideas

are generated as students give one another feedback. Collaboration creates a culture that values every student's strength and an environment that believes that every one can learn from one another.

When students come together to execute tasks given to them, they not only explore different ways to accomplish the goal, rather in addition, learn to respect a bunch of perspectives as well as upskill their communication. The common thread is that students engage in activities where they can learn together and learn from each other, often under the guidance of an educator to provide instructional scaffolding. Collaborative learning activities can involve groups ranging from dyads (pairs) and triads to large groups that encompass the entire class or cohort.

***"Group learning is about getting students to work together well, in carefully setup learning environments"***

From a student experience perspective, collaborative learning activities that are well-designed and adequately supported can provide opportunities for students to reach



learning out comes while building 'softer' skills. These so-called 'soft' skills or attributes include abilities to work in teams toward common goals, communicate with new people, listen to others critically, value skills that others bring to teamwork, ideate, and create solutions to problems, critically review team work effectiveness, manage inter personal difficulties, and develop leadership potential.

Connection is the key! The theory underpinning collaborative learning is that of 'connectivism' that focuses on helping learners make deeper connections with the content and peers(ofcourse!); furthermore, with the ways to achieve desired results. It changes the dynamics of the classroom by requiring discussion among learners, where students are encouraged to question the curriculum and attempt to create personal meaning before the educator interprets what is important to learn. In classrooms that support this type of ideology, the student is an active participant in learning rather than a passive recipient of traditional chalk & duster methodology, contemplating in the tick-tock of the clock. Studies have shown the entire process allows participants to achieve higher levels of thought and the information is retained much longer than when learned in a non-collaborative setting. Students learn how to think critically and quickly while intaking new information and adjusting their own viewpoint as new ideas are introduced.

***You and I work as 'we' This is how it's going to be.***

***We will listen, take turns, and share. And work to agree, fair and square!***

***We all will work well together, For a happy class learns better!***

Collaboration doesn't necessarily come naturally to students. It is something that requires direct instruction and frequent practice. Let us throw light upon some attributes to foster an environment of collaboration and teamwork in classroom set-up.

### **#When Work is Play**

When work is play, it is enlightening. It brings out our best qualities and makes us feel good. Play is what we choose to do, not what we have to do, so the more students experience a sense of choice about learning, the more they will experience it as play. One of the best ways to train your students to work collaboratively is through game playing. Cooperative classroom games help students become critical thinkers, learn to work with one another, and establish a positive classroom environment. Players are free agents. They not only choose freely to play the game or not, but they also choose how to play it. They must follow the rules, but within the guidelines of the rules, each move must be their own which further helps students channelize their decision-making, analytical and social skills. It is imperative that students engage with each other in meaningful ways to discuss strategies in order to solve the given challenges. Cooperative games such as Picture Talk, Vocabulary Circle, Treasure Hunt, Team-building exercises, Story role plays and alike.

### **#Spotlight on All**

While weaving collaborative activities into the lesson plans, it is crucial to acknowledge varying degrees of intellectual abilities and special needs. Thus, while conducting such activities, each member of the team must have equal rights and roles. Students must be given an equal chance to express themselves creatively and amplify their voices. The opinions and ideas of each team member need to be valid and valued. For children with learning disabilities, buddy mentoring can play a pivotal role as it would help in boosting their confidence and a sense of belongingness. Each member of the team must feel important and be recognised.

### **#Be a Listener first, and then a Speaker!**

We've all witnessed the group activity where the students with the strongest verbal skills or personalities end up taking over the conversation, crowding the rest of the



students out. Teaching your students how to have meaningful conversations by introducing the rules of collaborative conversation and giving them specific language to articulate their ideas is a valuable investment. Thus, the strategy of 'Be a Listener first, and then a Speaker' is especially helpful for modeling and reflecting on what a "good discussion" looks like, for making sure that no one is left out of the conversation, and for providing a structure for discussing controversial or difficult topics. Effective communication is a signature element of the collaboration process. Without open and effective two-way communication, there wouldn't be any collaboration. Effective collaboration happens when the listener actively listens to the speaker with the intention of understanding and not only responding.

### **#REFLECTION: A Powerful Protocol**

To address the problem of group learning, a team must develop the ability to reflect on itself. Without intentional reflection, members of a team are unlikely to develop a collective sense of what is working and what is not, making improvement unlikely. What would this reflection look like? It is common to see student teams repeat the same mistakes over and over again. Whether it is due to a lack of communication, imprecise language, failure to draw on the insights of all team members, or deficient or unclear team processes. These can have severely negative impacts on a team's ability to grapple with complex content, explore meaningful questions, and learn deeply. In fact, these are a few reasons why so many educators avoid group work in the first place. Here comes 'Reflection' to the rescue! Whether an educator helps students reflect on their team's experiences, or whether teams learn to use their own protocols for doing so, the important idea is that teams only learn through intentional and deliberate reflection. Without the time, space, and discipline to reflect on their experiences, teams likely won't develop a collective and explicit understanding about what they're doing that's working and what they need to change.

***"The true strength in our classroom lies in the collaboration of learners, not in the knowledge of one expert."***

The challenge of designing good collaborative activities is ensuring that all students, even those who struggle, play an important role. Collaboration should not just strengthen students' existing skills but ensure that their interactions stretch existing knowledge and expand one another's expertise. If, for example, a student is much stronger in one skill than her peers in her group, she can teach others and her grade can be contingent upon how much her peers learn.

In collaborative activities, we want to ensure that students don't just occupy the same physical space but that they share an intellectual space — that they learn more, do more, and experience more together than they would alone. As educators, we can promote real collaboration by shifting our role from instructor to coach—promoting team autonomy, checking in on students and providing instant feedback, motivating them to reflect, and helping them increasingly learn to work together productively to attain a common goal.

Through collaboration, a group can achieve a lot more than what individual team members can achieve by themselves. Collaboration needs to deeply seep into the school culture and climate, for it to be successful. Empower your students to collaborate and simultaneously hone their life skills of critical thinking, questioning, negotiating, problem-solving, compromising, and decision-making. So, have a motto for your classroom, ***"Alone we are SMART, together we are BRILLIANT"***

#### References:

- Collaborative Learning - Teaching & Learning | University of Tasmania (utas.edu.au)
- 5 Strategies to Deepen Student Collaboration | Edutopia
- Collaboration in the classroom: a learner's road to success | British Council
- 8 Fun Ways to Help Your Students Collaborate in the Classroom (weareteachers.com)





# EVENTS

**(JANUARY - JUNE)**  
**2023**

# ECDF GLOBAL EDUCATORS WORKSHOP AND AWARDS 2023









# COURSES



## 1 DAY ONLINE INTERNATIONAL CERTIFICATE COURSE

**TOPIC : Art and Play - The Key to a Happy Childhood**

### Course Highlights :

- \* Importance of play
- \* What are the benefits of Play in ECE
- \* Types of Play
- \* Why Art is important in your classrooms
- \* Perspectives of professionals on the impact of Art and Play
- \* Role of Art and Play in creating a Happy Childhood

**29th April, 2023 (Saturday)**  
4:00 - 5:30 PM (IST)

www.ecdforum.org



**SUKAINA HUSSAIN  
EBRAHIM (Pakistan)**

Remedial Therapist | Special Needs  
Educator Students' Counselor |  
Registered Behavior Technician (BACB)

**FREE  
ONLINE COURSE**



## 1 DAY ONLINE INTERNATIONAL CERTIFICATE COURSE

**TOPIC: START WITH THE STORY !  
STORY-BASED LEARNING**

### Course Highlights:

- \* USING STORY + PLAY
- \* HOW TO CHOOSE STORIES TO MEET LEARNING OBJECTIVES AND GOALS
- \* ADAPT AND MODIFY STORIES FOR YOUNG LEARNERS
- \* CREATE STORY-BASED LEARNING CENTERS AND CURRICULUM ACTIVITIES
- \* DEVELOP A PROGRAM OF STORIES THAT SCAFFOLD LEARNING ELEMENTS

**18th** February 2023 (Saturday)  
4:00 pm - 5:30 pm (IST)

**Course Fee : 499/- only  
REGISTER TODAY !!!**

www.ecdforum.org



**Nicolette Nordin Heavey**  
(BOSTON, U.S.)

- \* Stories at Play program implemented at numerous early education centers
- \* 18 years as a professional storyteller and teaching artist
- \* Developed literacy outreach program, Stories in the Streets



## 1 DAY ONLINE Certificate Course

**TOPIC: "MESSY PLAY HELPS DEVELOPMENT"**

### Course Highlights:

- \* Understanding the importance of Messy and Sensory play in early childhood
- \* Educational benefits of messy play
- \* Benefits of Messy play for preschoolers (Age 3-5 years)
- \* Benefits of Messy play for children (Age 5-8 years)
- \* Ideas and Examples for messy play
- \* Embrace the mess! Strategies for educators for messy play

**6th** January 2023 (Friday)  
4:00 - 5:30 pm (IST)

**Course Fee : 399/- only  
REGISTER TODAY !!!**

www.ecdforum.org



**DRISHTI CHUGH**

- \* Child Counsellor
- \* Parenting Expert
- \* Worked in Melbourne, Australia as Mental Health Therapist.



## 1 Day Online International Course

**TOPIC  
Story-Based and Multi-Sensory  
Phonics Schemes in Early Years**

### Course Highlights:

- \* Understanding the significance of storytelling and multisensory activities in teaching phonics.
- \* The benefits of using stories, songs, and multisensory activities in the early years.
- \* Learning all about the phases of phonics.
- \* Exploring different systematic synthetic phonics teaching programmes (SSP) and the effectiveness of synthetic phonics schemes.
- \* Ideas and examples of lesson plans for phonics activities in the early years and primary grades.
- \* The educational value of stories, songs, and multisensory activities for children 3-7 years old.

**Fees : 399/- REGISTER TODAY**

**3rd | 2023** (Saturday)  
4:00-5:30 PM (IST)



**Fatima Atieah (UK)**

- \* Early Childhood and EAL specialist in the UK.
- \* Reed courses/UK-Course content writer/creator/ instructor/ facilitator in phonics and Literacy.
- \* Online Teacher trainer in phonics and Literacy.
- \* Works as an educational Ambassador for Phonics Shed in the MENA region.

www.ecdforum.org



## 1 Day Online International CERTIFICATE COURSE

**TOPIC : Let's Apply NLP in Early Education**



**Tanvi Sukhija, Canada**

- \* Certified NLP Practitioner, International coaching federation certified Life Coach.
- \* Works for Newcomers in Canada focusing on Diversity, Equity, and Inclusion practices.

### Course Highlights:

- \* Communication as a backbone of Neuro Linguistics in Early Education
- \* Building an early base for generative success in the future.
- \* Importance of constructive feedback for young learners.
- \* Including consistency in results using NLP techniques.
- \* Working on the internal representations and reframing beliefs.
- \* Reframing presuppositions through META learning.

**Course Fee : 499 /-**

**REGISTER Today**

**18th | 2023** (Saturday)  
MARCH (SAT) 5:00-6:30 PM (IST)

www.ecdforum.org



## STORY KA PITARA

**NANDITA AHUJA**

- \* Educationist for the past 35 years
- \* She reads books to blind children and also does story telling

Join us **LIVE** ecdforum

**20th May** 2023 (Saturday)  
Time - 5:00pm to 5:30pm (IST)

www.ecdforum.org

**Latha Ananth**

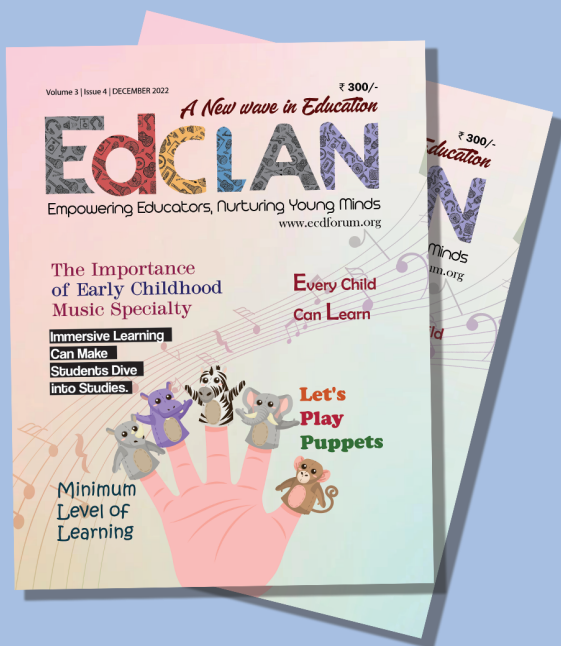
- \* Professional Storyteller
- \* Passionate Educator
- \* Jolly Phonics Trainer
- \* Soft skills trainer

Join us **LIVE** ecdforum

**9th JUNE 2023** (Friday)  
5:00 - 5:30 PM (IST)

www.ecdforum.org





## NEW SUBSCRIBERS DISCOUNT 10%

TERM	SUBSCRIPTION FEE	DISCOUNTED FEE
1 YEAR	1200	1080
2 YEARS	2400	2160
3 YEARS	3600	3240

Name: Mr/Mrs.....

Address:.....

.....

.....Pin.....

School/Institute Name:.....

Principal Name:.....

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

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

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

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

Bank Name: YES BANK

Account Number: 103694600000092

IFSC Code: YESB0001036

Branch: Zoo Road Tiniali, Guwahati

### Terms & Conditions

Rates and offer valid in India only. Subscribers are requested to allow us three to five weeks to process the subscription details. Please mention your name and contact details on the reverse of the cheque/DD. DNA Foundation does not take any responsibility for postal or courier delays. For suggestions and complaints, please contact DNA Foundation at [ecdinfo2019@gmail.com](mailto:ecdinfo2019@gmail.com)

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

# IMTTA

INTERNATIONAL MONTESSORI TEACHER  
TRAINING ACADEMY

**Admissions Open for Diploma  
and Certificate Courses**

## IMTTA ADVANTAGES

- ◆ NEP 2020 Aligned
- ◆ Certified Trainers
- ◆ Communication Skills
- ◆ Study Materials
- ◆ Internship Opportunity
- ◆ 5000 + Alumni
- ◆ Online Courses



**FRANCHISE OPEN ACROSS INDIA - 7896887051 / 9864233332**





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

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