

January 2015



association for early childhood
education & development

Mumbai Branch

This issue

- 📅 Quality ECD in Mumbai: A Call for Collective Action"- Report

AECED Mumbai

- 📅 Take Another Look!

Pearl Mascarenhas

- 📅 Back to school

Aloka Dutta Gupta

- 📅 'National Conference on Concerted Action for Enhancing Childhood'- Brief Report

AECED National

Regulars

- Pen a Poem
- Quote Unquote
- Telltale
- Kid bytes
- Book Nook
- Print and Post
- Cook, Toss, Stir and Chomp!
- Food for thought

- 📅 The Final Word

From the Editor

Dear Fellow Brain Changers*,

What an exciting first half it has been in the academic year 2014. To start with- an emphatic **AECED seminar** in September calling out and uniting ECD professionals in Mumbai for collective action for quality ECD. A wonderful turnout, an erudite panel and super participation brought to board a list of must-do's in the areas of inclusion, child protection, play and harnessing technology responsibly. The move was from **Talk** to **Walk** with the promise to meet in 2015 to share movements made. A report in this edition will bring you on board with what ensued at the Seminar.

This was followed by a truly **National Conference** in November hosted by AECED National at Tata Institute of Social Sciences with a wonderful turnout from 13 states; a brief report on the same will give you a snapshot of the same.

An AECED friend from the land of the Maoris implores us all to **"Take another Look"** and recognize the image of each child as a unique one. Experienced and safe hands of **"Big Teacher"** as she is lovingly called in her school, guide us on gentle transitions for the very young from home to first time at school.

Few more interesting reads and regulars shall keep you glued and cued in. With the ECCE Policy 2013 out, the HRD ministry's guideline to increase the age of admissions to 3 years at nursery, work afoot on standards for ECD in India and ECD getting its focus prominently in the post 2015 MDG's, *its all happening folks.*

Let's keep our spaces for children truly safe and happy learning spaces.

Enjoy the read and do contribute,



Monisha Singh Diwan **

Guest Editor AECED Exchange

**Moniker given by Dr. Vidita Vaidya to folks contributing to ECD @ the AECED National Conference 2014*

*** Monisha contributes as an Executive Committee Member at AECED and at Aga Khan Education Services, India*

Quality ECD in Mumbai: A Call for Collective Action”

13th September of 2014
Report by AECED Mumbai

Association for Early Childhood Education and Development (AECED) reg.2008 continues the legacy of Indian Association of Preschool Education est.1964, as a significant organization working for the benefit of young children, teachers and parents. AECED, Mumbai organised a Seminar, “Quality ECD in Mumbai: A Call for Collective Action” on 13th September, 2014 at Juhu Gymkhana with a purpose to challenge thinking about Quality Early Childhood Development (ECD) especially in the integrated realm of Education, Health & Nutrition, Protection and Inclusion as well as responsible use of technology in the early years. The Seminar had an impressive turn out of key contributors to ECD in the city- School Leadership, Academics, Early Childhood Professionals, Nutritionists, Curriculum planners; NGO’s and corporate entities were well represented.

Dr. Rita Sonawat- HOD, Human Development, SNDT University introduced the theme of the seminar and emphasised that if child development is taken up seriously, then most of the child’s rights would automatically fall into place. The panel discussion moderated by **Dr. Vrinda Datta-President AECED National and Professor at Centre of Human Ecology, Tata Institute of Social Sciences** took off thereafter wherein she emphasised the interdependent and trans-disciplinary approach for ECE professionals and at the same time applauded the well-timed initiative by AECED at a juncture when the Government is looking into the importance of 0-6 years and globally there is a renewed focus on the Early Years.

Dr.Samyr Dalwai- Developmental and Behavioural Paediatrician, NHDC, and one of the four panelists speaking on Right to Inclusion categorically stated that “Every child can do better” and the need to move from “Label to Enable”. He shared that, “When the biological functioning is limited, new functions can be achieved with stimulation driven by the environment. Education is a part of development and inclusion leads to development”.

Highlighting on the aspect of nutrition impacting biology, Dr. Dalwai spoke of the importance of micronutrients along with the balanced diet. He explained how we need to establish a balance between what the child needs and what the child gets as well as the quality of what the child gets. He also added the negative impact of sugar, preservatives and bottled and packaged foods on the brain development.

Kavita Anand-Director, Adhyayan, another panelist had her views on “Play and best practices”, jointly presented by **Monisha Singh Diwan, Ex. Com. Member, AECED** and **Dr.Sonawat** with expert examples, studies and experiences supporting the perspectives presented. Referring to various researches indicating 80% of the brain development that happens during the early childhood years, they also spoke of the global movement mentioning the millennium goals post 2015 where Quality ECD would occupy a prime spot in policy making. The educator’s O-A-P cycle (Observation, assessment and planning) provided valid insight into the educator’s role while facilitating play. Adding Albert Einstein’s quote “Play is the highest form of research” as well as Abraham Maslow’s “Almost all creativity involves purposeful play”; the speakers highlighted the value of play.

Pooja Taparia, Founder and CEO, Arpan spoke on Child rights and protection and explained how sexual abuse was different from inappropriate behaviour. Educating self, removing inhibitions, creating awareness and understanding the safety net with regard to sexuality and re-looking at the way parents and teachers can provide personal safety education was interestingly shared.

Sudeshna Chaterjee, Principal of Jamnabai Narsee School shared her views on the role of technology in the area of early childhood education. Quoting Daniel Goleman’s work on Emotional Intelligence, she shared how today’s children are turning more to machines than to humans thus, lacking in contact and communication, which in turn affects relationships. Often intrigued by thoughts on “How much is too much”, drawing a relationship between technology and obesity, use of digital devices and speech disorders, Ms. Sudeshna shared the Balanced Media diet that Steve Jobs followed with his family in spite of introducing the world to computers.

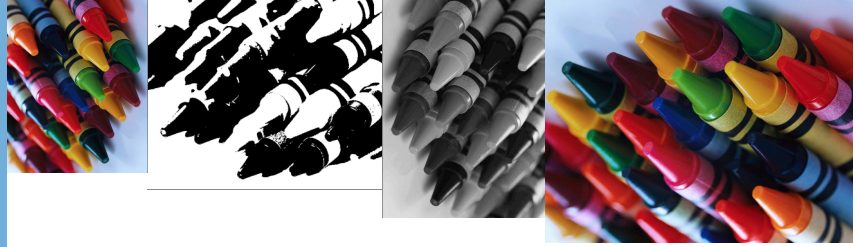


A SNAPSHOT OF THE SEMINAR PROCEEDINGS

The enriching presentations, stimulating thoughts and gaining perspectives led further to intense small group discussions on each of the four thematics and presentations on the same topics with Charters of Change to take ahead back to respective ECD spaces that participant's impact. The seminar organised by AECED, Mumbai was definitely one of its kind where everyone left with the thought, *"If it has to be, it is up to me"* and *"the Child always first and second to none"*.

Take another look!

Pearl Mascarenhas



*Once upon a time, there lived a four-year-old boy. He loved asking questions. He always wanted answers to “why” and “how” but **They** told him that curiosity killed the cat. He liked taking risks and was always looking to challenge himself but **They** told him he was cheeky and that he had better behave himself. The boy was puzzled. Who would really understand him?*

You may be familiar with this story; in fact, this child is probably one of the twenty or thirty that you have this year. As you begin a year filled with curricular, extra-curricular and co-curricular activities, I'd like to provoke you to reflect on your role as an early childhood educator by sharing with you a pedagogical model that is widely used in the early childhood field in New Zealand; a socio-cultural approach to learning and teaching. An important part of this approach is a deliberate reflection on what learning is taking place by recognising the learning dispositions of the child (learner).

Dispositions refer to how children approach learning and consist of their prior knowledge, skills and attitudes to learning. We all have dispositions to learning. Have a think of what yours could be. The most commonly known learning dispositions are:

- Taking an interest
- Being involved
- Persisting with difficulty, challenge and uncertainty (perseverance),
- Expressing a point of view
- Courage and curiosity,
- Trust and playfulness,
- Confidence and responsibility

As an early childhood educator, take another look at each child in your class. Take a moment to plan for the child through consciously *noticing*, *recognising* and *responding* to their interests!

Notice: observe what children are doing and what they are saying. It is through the process of observation that you will be able to see what children are interested in and what they are able to do. Take on a credit-based approach rather than a deficit-based approach to observation. That is, celebrate what they are able to do rather than what they have not been able to do.

Recognise: This means going a little bit deeper than observation. It means recognising and acknowledging the learning taking place or the learning dispositions that the child has exhibited.

Respond: to what you have noticed and recognised. Plan to celebrate the interests that you have noticed and the learning that you have recognised. Consider whether the curriculum could be modified to suit each child's learning.



So as you start another year, take another look!
Celebrate the curious child, the persistent child, the courageous child, the confident child, the playful child!

Pearl Mascarenhas is an Early Years Teacher Educator presently stationed in New Zealand and a contributor at erstwhile IAPE and present AECED



School reopens – New children come to a new environment, the tough task to get them familiar to new surroundings falls on us – the teachers.

This transition from home to school is a very difficult period, lot of responsibilities lie on the staff. Each child is different & has to be handled differently....in the span of 34 years of handling children at such a tender age has taught me a lot...an experience which has given me a vast knowledge that no book or theories could have given!!

Earlier things were simpler, children came in when they were ready to take instructions from teachers – sing, dance, listen to the stories – enjoy everything that is done in a playway method. Any readiness activity would make sense to them & they would grasp easily. – But alas! Times have changed.

The world has come up with the concept of playschool – a flourishing business proposition (which formally was done at home). Now even before children are emotionally equipped to adjust to a new environment, they are pushed into preschools sometimes without even a caregiver! There are places where children come in from 1 year onwards!! (Such a horrifying thought!) Seeing the needs of the changing society, we at Greenfields have designed a programme for toddlers of 2 years and above.

ORIENTATION:

It is absolutely necessary to have orientation for both the parents – to familiarize them with the methodology followed by the school. (I am not using the big word “curriculum”).

To begin with, children need to come to school with any one parent for at least six working days to familiarize them with the school environment...to explore the space – do whatever simple activities are prepared for them along with their mothers.

Music is a must everyday during this transition period – sing some simple songs such as Thumbkin I can dance or machali jal ki rani hai – let the teachers go down to the children’s level...wish, shake hands & say hello to each child taking their names – this way each child will see the face of the teachers & slowly get used to that face. All this to be done in the presence of the caregiver as children need to be reassured time & again by the caregiver.

Back to School

Aloka Dutta Gupta

In the mean time, teachers must slowly plan a lot of exciting activities – outdoor play such as swings, see –saw, slides, trampoline & ball pool –rolling the balls, throwing the balls etc. – just to remove the fear from the children’s mind - that school is a fun place !! That there is nothing to fear in school.

PARENTS ROLE:

The parents need to be guided to prepare the child at home that the school is a wonderful place, where teacher loves you, and that she is now big enough to go to school alone & that Mumma will BE COMING BACK TO FETCH HER. THIS REASSURANCE IS OF PARAMOUNT IMPORTANCE. That Mumma is going to come back.

First few weeks without mothers:

Difficult – very difficult. The parents are to hand over the children to the teachers at the entrance. At this stage No parent is to be allowed inside. Teachers should be competent enough to handle the howling children. After the initial week of settling in, ask the mothers to make their exits warm and consistent. Let the mothers quickly say bye to the children & give assurance that they will be back to fetch them.

Depending on their mental & emotional stability - some children come gladly while others don’t – ...some come straight from their mother’s lap – some are extremely insecure emotionally – some are stubborn -- throw tantrums – scream, howl, roll on the ground – try to scratch themselves – bite other children next to them – vomit – try to run towards the door (teachers try to stop them & you will be surprised to see how strong they are & what immense physical strength they have!)

Now teachers’ role:

I strongly believe that the children who are howling & crying should be separated from the other children. Teachers should be assigned to give special attention to these children....with my experience I have realized those who are stubborn & cry out of sheer stubbornness – they should be allowed to vent their emotions – teacher has to be around & see that they do not harm themselves (as sometimes they bang their heads on walls or on the ground) & do not harm others! Under no circumstances they should be left alone. Their timings should be staggered till they settle down.

Teachers must smile & greet children (no one likes a grumpy face!)Have that healing touch to assure these children that their mothers will be back. No amount of diverting their minds will really work. They need to be pacified...it might remain for quite a few days till the child understands there is nothing to fear & mammas are going to come back....those who are extremely insecure or pampered at home will take longer time & will stick to one particular person for a long time. Let them beOnce the howling period is over – the child should be kept someplace near where activities are going on ... & definitely the child will come & try to join in. ...learning is continuously taking place by observing. At this stage the children mostly observe & grasp silently.

The teacher must build a rapport with the children – can comment on their personal belongings – their water bottle – badges etc. When one child's shoes is praised or commented upon – you will see so many of them eager to show their shoes. .the clothes they wear... the designs on their clothes- Are they flowers, Mickey mouse, Superman, ducks, rabbits – comment on them – children will be thrilled!! Hold children's hands, make them sit on your lap (the most comforting)...let them sleep on your shoulder ...give them assurance you are there for them.....concentrate on their emotional security – other developments will soon follow...slowly & steadily the child will bloom from a bud to a flower!.

Give them time to settle:

Some take days – some weeks – some months – but finally they will settle!! – a lot of co-operation is also needed from the family - lot of positive thoughts. Teachers must play with them at their level...what works with one child may not work with others...they are individual beings & hence treated accordingly!

I had a unique experience with one child. Lets call her Mishka -she was just 2 years old – she would always hide her face in my chest & only cry – “mujhe mummy chahiye” – since her mother was breast feeding her, she found that comfort in my bosom. Then her demand was – mujhe godi (lap) mein le lo. I did for quite sometime...then one day I put her down & told her she now has to walk – then her demand was “ mera haath pakro” (hold my hand) – this phase was for sometime till I was firm & let go of my hand. – immediately she looked for someone to hold her hand, while keeping an eye on her, the teachers encouraged her to slowly participate in the activity which was going on & only then would hold her hand. It worked! When she realized her ways were not working, she participated and slowly began sitting for circle time, singing taking part in all activities. It took almost 8 months – but finally Mishka came happily to school!

Teachers don't get panic stricken when children cry. It is very natural that they cry because that is the only language they know to express their emotions!!

30 years back my daughters went to school at the age of 2.10 months. After so many years I still remember on the first day when I went to fetch them.... the joy on their facesthey simply loved the school...and were ready to go the next morning



Aloka Dutta Gupta, Vice Principal, Greenfields Pre Primary School, Juhu, Mumbai. Aloka has 35 years of rich experience of working with little children. Children love her & call her “Big Teacher”

‘NATIONAL CONFERENCE on CONCERTED ACTION FOR ENHANCING CHILDHOOD’
AECED in collaboration with TISS (Tata Institute of Social Sciences) and sponsored by UNICEF (India)
7-8 November 2014 @TISS, Mumbai
Brief Report by AECED National

AECED in collaboration with **TISS** and **UNICEF** conducted a two-day National conference about Concerted Action for enhancing childhood on 7th and 8th November 2014 at TISS Campus in Mumbai.

The conference dwelled on themes that have emerged as very important and significant in the context of child rights and education. The conference saw experts from across professions and fields come to discuss and widen people’s horizons about holistic development of the child. The common position and stance of UNICEF and TISS to work for children, belonging to the marginalized sections of the society was emphasized, in the light of the new programs and services offered by both organizations, committed to the cause. 250 participants from all over India attended the conference plenary sessions, thought provoking discussion forums and skill building workshops.

The day one Plenary session on Committing to a Future for Children had keynote speakers like Prof. Renu Singh from Young Lives India who spoke about Addressing Early Childhood through ECCE Policy and RTE Act, which are both vital governmental policy initiatives that impact the lives of young children in India in manifold ways. Another keynote address was delivered by Dr. Vibha Krishnamurthy, Founder & Medical Director of Ummeed Child Development Center, Mumbai on “The First 1000 Days”. Recent findings from neuroscience and brain research were used to drive home the importance of the early years in later life development. The first 1000 days, from conception onwards, is when most of the brain development takes place. The importance of maternal, infant nutrition, role of responsive care giving in development was illustrated with research examples.

The day two of the conference had plenary session on Linking Research and Practice, Brain Development and Language Learning in Early years. The conference also conducted café chat which was a round table small group discussion on issues like Digital Technology and Young children, Assessment of Children in Early childhood programs, School Admissions Today, Hurried Child, Reflective practices.

The conference provided an opportunity for organizations like Aga Khan Education Services India (AKES, I), Akshara Foundation, Jingle Bells School, implementing innovative programs for young children to present to the larger audience some of the initiatives carried out to enhance children’s care, education and development.

The following workshops were organized for the participants Safeguarding children, Attuned to Nature, Exploring Self through Art, Communicating with children to understand and be understood, Promoting Emotional Intelligence in Children, Music and Eurhythmy, Able to Enable. There were six exhibitor participants at the Mela who had demonstrated their commitment to provide quality toys and educational materials for young children.

The AECED conference also presented an opportunity to felicitate and celebrate the achievements of the mentors and stalwarts from the field of early childhood education.

Pen a Poem

The Little Boy by Helen Buckley



He was quite a little boy
and it was quite a big school.
But when the little boy
found that he could go to his room
by walking right in from the door outside
He was happy;
and the school did not seem
quite so big anymore.

One morning
when the little boy had been in school
awhile,
the teacher said:
"Today we are going to make a picture."
"Good!" thought the little boy.
He liked to make all kinds;
Lions and tigers,
Chickens and cows,
Trains and boats;
and he took out his box of crayons
And began to draw.

But the teacher said, "Wait!"
"It is not time to begin!"
And she waited until everyone looked ready.
"Now," said the teacher,
"We are going to make flowers."
"Good!" thought the little boy,
He liked to make beautiful ones
with his pink and orange and blue crayons.
But the teacher said "Wait!"
"And I will show you how."
And it was red, with a green stem.
"There," said the teacher,
"Now you may begin."

The little boy looked at his teacher's flower
then he looked at his own flower.
He liked his flower better than the teacher's
but he did not say this.

He just turned his paper over,
and made a flower like the teacher's.
It was red, with a green stem.

On another day
when the little boy had opened
the door from the outside all by himself,

The teacher said:
"Today we are going to make something with
clay."
"Good!" thought the little boy;
He liked clay.
He could make all kinds of things with clay:
Snakes and snowmen,
Elephants and mice,
Cars and trucks
And he began to pull and pinch
His ball of clay.

But the teacher said, "Wait!"
"It is not time to begin!"
And she waited until everyone looked ready.
"Now," said the teacher,
"We are going to make a dish."
"Good!" thought the little boy,
He liked to make dishes.
And he began to make some
That were all shapes and sizes.

But the teacher said "Wait!"
"And I will show you how."
And she showed everyone how to make
One deep dish.
"There," said the teacher,
"Now you may begin."

The little boy looked at the teacher's dish;
Then he looked at his own.
He liked his better than the teacher's
But he did not say this.

He just rolled his clay into a big ball again
And made a dish like the teacher's.
It was a deep dish.

And pretty soon
The little boy learned to wait,
And to watch
And to make things just like the teacher.
And pretty soon
He didn't make things of his own anymore.

Then it happened
That the little boy and his family
Moved to another house,
In another city,
And the little boy
Had to go to another school.
This school was even bigger
Than the other one.
And there was no door from the outside
Into his room.
He had to go up some big steps
And walk down a long hall
To get to his room.
And the very first day
He was there,



The teacher said:
"Today we are going to make a picture."
"Good!" thought the little boy.
And he waited for the teacher
To tell what to do.
But the teacher didn't say anything.
She just walked around the room.

When she came to the little boy
She asked, "Don't you want to make a
picture?"
"Yes," said the little boy.
"What are we going to make?"
"I don't know until you make it," said the
teacher.
"How shall I make it?" asked the little boy.
"Why, anyway you like," said the teacher.
"And any color?" asked the little boy.
"Any color," said the teacher.
"If everyone made the same picture,
And used the same colors,
How would I know who made what,
And which was which?"
"I don't know," said the little boy.
And he began to make a **red** flower
with a **green** stem.

Editors Note:

Many times we want our children to do things the way we believe is the correct one. Are we right? The poignant plight of a young boy being "schooled" and reflect on whether our learning spaces "school" similarly...

Common Creativity killers observed at home and school are –

- Overbearing scrutiny where children feel always watched over
- Evaluating children constantly on how "well" they are doing or how "good" they are
- Overdose of rewards
- Putting children constantly in competition
- Over-control
- Less OR no choices
- Performance pressure

Add to the list and discuss and reflect on the poem with your peers at work and in your families. Our children need their self and their uniqueness to be nurtured. Lets junk the Red Flower and green stems and invite children to explore, discover, express as they want to and they need to ...

"QUOTE UNQUOTE": Inspiring quotes

No printed word, nor spoken plea
Can teach young minds what men should be.
Not all the books on all the shelves-
But what the teachers are themselves.

ANONYMOUS

It is before they get to school that children are likely to do their best learning.

Grownups never understand anything by themselves, and it is tiresome for children to be always and forever explaining things to them.

THE LITTLE PRINCE



To see a child's work, one must be gifted with inner sight. The child has an idea. He is going to create a lovely perfect thing. The crude crumpled thing he holds to your view is the incarnation of his dreams. He sees the dream and you just call on your inner sight to see it with him. Otherwise there arises a great wall between you and you and he are strangers.

ANGELO PATRI

Telltale

This is a piece written by **Anoushka Chandra 14yrs old, student of Sanskriti school Delhi**. This is what she wrote after the Peshawar attack, when her grandmom asked her what did she feel when children her age were gunned down in their school.

"Guns don't kill people, people kill people. Banning guns won't produce much results because extremists will always find a way to get hold of any weapon of destruction. The problem we are dealing with isn't to do with weapons, but with this saddening ideology. Terrorists aren't born, they are created.

The only way to restore the falling sense of humanity in this world would be to spread love and peace. We must not fear these human beings but feel sorry for them and hope for their humility to shine through them.

The Peshawar attack showed us how ruthless and cruel people can be, but this isn't the first time innocent civilians have been targeted in order to prove some vague notion of superiority. Tens of hundreds of people die everyday in Syria and Iraq. The females of Nigeria constantly fear being abducted.

The only thing stronger than fear is hope. So we must have hope, we must have faith in humanity and humans that can't see the light at the end of the tunnel yet."

Contributed by Purnima Contractor, Secretary AECED Mumbai and EC Member AECED National

Editors Note:

Have conversations about the Peshawar Incident in your staff room and discuss perspectives. At the same time focus on safety policies and procedures for your set-up. Make a beginning...

Share stories of reflection and discussion with us...

Kid bytes

From *Kids Say the Darndest Things*, an American comedy series hosted by Bill Cosby

It is always heartening to see kids using the Bible as a guide to good behavior.

"Do you try to do the things that Jesus told you to do?" I asked a boy of nine named Peter.

"He didn't tell me to do nothing," Peter fervently replied.

"I mean things like turning the other cheek."

"What's that mean?"

"When somebody hits you, you don't hit him back."

"Jesus said be a wimp?"

"No, not a wimp, a lover of peace."

"It don't sound too smart. Why don't the guy who hit me love peace *first*?"

"Well, that's the whole point of Jesus' message: You have to be bigger than the other person."

For a moment, Peter fell into reverent reflection.

"If you are bigger," he then said, "you should definitely hit him back."

Not *all* Peters are saints.

Any kid will tell you that mothers have *all* the ideas. To a boy of six, I once said, "When you're in trouble, which parent would you go to?"

"I'd go to my father," the boy replied, "because he'd have to get permission from my mother to punish me."

Fatherhood redefines ceremonial office.

Children learn early what I learned considerably later in life: I am not the boss of my house. I have seen the boss's job and I don't want it.

"When you get into trouble," I said to Calvin who was seven, "would you rather deal with your mother or father?"

"My father," he replied, "because fathers, they're not *real* parents."

To satisfy my daughter, I have been digging deeper into the science of why boys and girls are t distinctively weird.

"What's the difference between a boy and a girl"? I asked a girl of eight on the show. "I mean, a girl is a boy who can have babies, right?"

"It's their *chromosomes*," she replied, using a word that I hadn't heard until college, when I'd thought it meant colour wheels. "My dad taught me about them. The chromosomes tell the body if it should do boy things or girl things."

"You mean if it should go to war or lose its sense of direction."

"You see, the boy is XY and the girl is XX. Like the X-files."

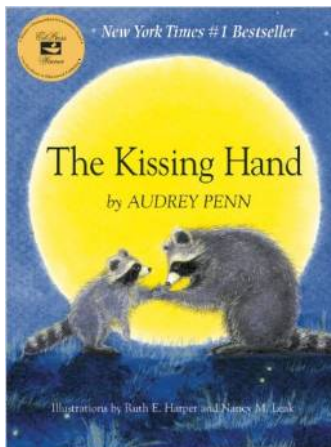
I'm never sure what the subject is when I am talking to a kid – I was in discussion about older people, those over ten, with a girl of seven named Marjorie, who suddenly decided to enlighten me about a woman's biological clock – and considerably more.

"When people get old," Marjorie said, "they can't bear children and sometimes children can't bear old people either."

Contributed by **Aika Deshpande**, ECD educational consultant and
E.C. Member AECED Mumbai

Book Nook

Section focusing on book reviews and tips on reading



Book: The Kissing Hand	Publication: Child Welfare League of America
Author: Audrey Penn	Age Group: 2-4 years
Illustrator: Ruth E. Harper & Nancy M. Leak	Price: INR 508.00 – 649.00 depending on binding
Language: English	Digital Version: Kindle & YouTube

This book is aimed to encourage the child who is stepping on to his first stair of educational ladder; ‘first day at school’. Chester, a raccoon is being prepared by his mother to go to school. Chester is not willing to go to school and wants to be home with his mother and play with his friends.

Chester’s mother gives him a secret by kissing the centre of his palm. This loving kiss, she explained that will stick around even when he washes his hands. This assures the little Chester and he gets ready to go to school.

Chester empathises with this mother and gives a kissing hand to her too, in case she would miss him while he is away at school.

If children are prepared for their first day at school, they may be able to settle easily and adjust to the new preschool setting. All they need is their parents’ reassurance that they are there for their child and will be together after school is over for the day. This book can use as preventive therapeutic purpose through story telling (bibliotherapy) of reducing preschool anxiety in the first few days.

by Dimple Chhotai

Dimple heads Curriculum Development & Delivery system for Shanti Juniors and is an EC Member with AECED Mumbai. Working on curriculum development with a developmentally appropriate perspective, she is also passionate about teacher training and interactions with parents through workshops.

Editors Note:

Read aloud sessions will create a community of readers! Reading aloud creates a cosy space where the “book” is valued and also encourages emergent and beginning readers to read on his own. Few ideas.

- Play storybook hide-and-seek. Each day, hide a “surprise” book in a different spot. Children have to search for it in the defined area. When they find it, its “Story Time”.
- Read the daily newspaper comic strip such as *Peanuts* or *Garfield* and then paste it for children to engage with.
- Read from children’s magazines, cereal boxes, advertisements, instruction booklets, **Read, Read and Read...**

Print and Post

Links related to Early Childhood Education

Universal Access to early childhood education

<http://www.mychild.gov.au>

Early Childhood Education: ECE Lead

<http://www.lead.ece.govt.nz>

Earlychildhood.org

<http://www.earlychildhood.org>

National Association for the Education of Young Children

<http://www.naeyc.org>

Centre for Early Childhood Education and Development

<http://ceced.net>

Early Childhood Care and Education Now!

<http://globalactionweek.org>

Bernard van Leer Foundation (Quality Early Learning)

<http://www.bernardvanleer.org>

The Asia-Pacific Regional Network for Early Childhood (ARNEC)

<http://www.arneec.net/>

Schoolchoice.in

<http://schoolchoice.in>

Pratham UK

<http://www.pratham.org.uk>

Association of Early Childhood Education and Development, Mumbai

<http://www.mumbaiaeced.org>

Cook, Toss, Stir and Chomp!

Shrikhand

Sweet Surprise by you and me

Ingredients:

1 cup hung curd (strain off the whey)

3 - 4 spoons of powdered sugar

2 pods of cardamom

1 big bowl and medium spoon

4-5 pieces of cashew to garnish

Mortar Pestle

Procedure:

Provide the hung curd in a big bowl.

Ask the children if they want to make the Shrikhand

Name each ingredient used in the recipe

Let children touch, smell and taste each ingredient

Add powdered sugar

The children can be given the ingredients in the bowl to blend and beat with the medium spoon.

Once mixing is done, let it stay still for a while, till sugar dissolves and you and the children are grinding the elaichi (cardamom)

Ask the children if they would like to use the mortar pestle as we need to coarsely grind the elaichi to add flavour to the Shrikhand. If the children are willing, let them shell and grind the elaichi.

Serve it in dessert bowl garnish with cashew and relish it with your class ensuring that you appreciate their effort



Food for thought

Emotional Health Key to Happiness

To keep the heart unwrinkled, to be hopeful, kindly, cheerful, reverent – that is to triumph over old age.
-Thomas Bailey Aldrich

The Guardian recently posted this provocative headline: "Emotional health in childhood is the key to future happiness." The article reports ...

"Richard Layard and his colleagues at the Wellbeing Research Programme at the London School of Economics Centre for Economic Performance conclude that a child's emotional health is far more important to their satisfaction levels as an adult than other factors, such as if they achieve academic success when young, or wealth when older. The authors explain that evaluating the quality of a child's emotional health is based on analysing a range of internal factors in a person's early life, including whether they endured unhappiness, sleeplessness, eating disorders, bedwetting, fearfulness, or tiredness....

"Many people have assumed income is the most important factor in an adult's life satisfaction. But the academics say their data makes clear this is far less important than emotional health – both in a child and in an adult. Income only explains about 1% of the variation in life satisfaction among people in the UK – one-sixth of the fraction explained by emotional health, they note. Or, to put it another way, money really cannot buy you happiness."

Courtesy -Exchange Everyday

<http://www.childcareexchange.com/eed/>

A good site to subscribe to for regular updates supporting early childhood education professionals

The final word...

Readers share:

- ✓ It looks and reads superb. Kudos to all who helped and created this first look of E news letter. Moon Devdas, Preschool Principal, Thakur Public School.
- ✓ It looks so classy and such interesting reads too :) I thoroughly enjoyed reading the newsletter. Excellent work! NandKumar Jhadav, Navnirmiti
- ✓ Congratulations! the newsletter looks fabulous! Dr. Samyr Dalvai, New Horizons
- ✓ I am happy that it came out beautifully and contents are also of a high standard. In fact in totality it is a good piece of news letter to read. Dr. Reeta Sonawat, Professor and Head, Human Development, SNDT University



Disclaimer: The views and opinions expressed in this newsletter are those of the authors and meant for general information and sharing only.

Engage...

Issue 1: 2015

Mailbox

To submit feedback or articles, anecdotes, queries related to the early years that you would like to share with other members for the next edition, email

aecedmumbai@gmail.com

Visit us on:

<http://www.mumbaiaeced.org/>

Follow us today on Facebook:

<https://www.facebook.com/aecedmumbai>



The Annual Membership (April to March of a financial year) of AECED Mumbai (2015 – 2016) is open to individuals and institutions. If you are not a member, get networked now by becoming a member...



Individual Membership

1 year – Rs. 500/-

3 years – Rs. 1,200/-
(consc. Rs. 300/);

5 years – Rs. 2,000/-
(consc. Rs. 500/-)

Institutional Membership

1year – Rs. 1,000/-;

3 years – Rs. 2,500/-
(consc. Rs. 500/);

5 years – Rs. 4,000/-
(consc. Rs. 1000/-)