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## From the Editor

Hello Educators and Caregivers,

A year of Reflection and Action-2015, that's what it has been! Thought provoking work-shopping with the inspirational mind- KB Jinan, report gives a download to all you who missed it.

"Knowing is a natural process over which we have no control. It is not only the conscious mind but also the whole being that learns and responds- the subconscious, the body, and each and every cell. KB Jinan. Archana invites us to explore busy hands through her musings and reinforces Jinan's thoughts.

"Knowing is a gradual process, each time uncovering more and more of the unknown". KB Jinan. Aloka and Purnima's workshop -*Learning through Games*, brings forth child's natural ways of learning which need to be explored.

Children are born equipped with all tools and skills for learning, just need conditions for awakening. KB Jinan. *Baby Brain Builders* guide parents and caregivers on creating some of those conditions...

Director, Arya Global reinforces the need for more robust Parental Involvement in ECE through the ecosystemic lens and also shares some initiatives towards the same.

AECED is also happy to announce **AECED Certification** for ECD centres, an initiative to support our growing family and fraternity of ECD. A poster on the penultimate page gives you the needed information.

Warm regards and best wishes for a memorable festive season ☺

**Monisha Singh Diwan**  
Guest Editor AECED Engage

Head-ECD AKES,I

EC Member AECED & Steering Com. Member- ARNEC

# AECED Workshop Report 1

Topic: Sensitivity towards children- Biology of learning

Resource Person: K.B Jinan

Date: August 8, 2015

Reported by: Rekha Menon

Education Coordinator Mumbai Mobile Crèches & EC Member AECED

*“ Children learn from experiences.....  
You love children, they learn to love  
You trust children, they learn to trust  
You feed the child, the child feeds  
You teach the child, the child teaches  
You are a learner, the child learns!”*

## Setting the stage

The workshop began with a few questions to the participants by the resource person Mr. Jinan.

1. What is the colour of sky? Chorus answer: BLUE
2. What is the colour of a leaf? Chorus answer: GREEN
3. Where is Delhi, up or down? Chorus answer: UP

On second thoughts the participants did want to correct those answers however it was too late ☺

These initial answers pointed out the conditioning done by our schooling system which is one of the reasons for us as educators to need to **REIMAGINE SCHOOLS!**

## Main features

Radical thinker and researcher Mr. J.B. Jinan using various videos, pictures and narratives highlighted the natural being of a child and validated the need for being sensitive towards children.

- Children are born equipped with all tools and skills.
- Children need freedom to explore and learn whereas society needs conditioning of children.
- Humans are universal being and knowing by being is inherent.
- To be contended is natural being of a child.
- Children are independent and spontaneous.
- Children see and observe form and process around them; they copy the form and process around and present it in their own way.
- Science is the grammar of living and children try to understand and implement in their learning process.
- Children do not understand trial and error method they simply just do things.
- Lastly they have selfless expression rather than self expression.

## Deeper Inputs

While establishing the natural being of a child the resource person brought out the profound contradiction that is currently being practiced by educational institutes, society and government under the ambit of education.

Mr. Jinan clarified just as digestion is a biological process and comprehension skill is too. He suggested a family with three children is ideal as it facilitates peer learning and leads to balancing the equation among siblings and adults. He mentioned that the children and adults are operating in two different paradigms. The conflict of modernity is between mind and body. He said we are born as 'ardhanarishwar' as we switch between roles of a male and female. The characteristics of a male are used when we lead, command, control or show authority whereas of a female is depicted when we show compassion, tender care, motherliness. Natural intelligence can be observed all around among animals and human beings for us to observe and learn. Among the two processes, conditioning and awakening our schooling system has chosen the former one that will develop a generation of standardised human beings. Whereas awakening environments and education systems would create individuals with independent thinking. He recommended David F, anthropologist's book as a good read. In the 15th century printing press was invented and reading became a new activity. Reading also started influencing our sense of being. Knowledge started being written down. Thus literacy became very important and the education system started focusing on the ability to read and write. It is important to note the ability to write is required only to communicate.

## Conclusion

Some take aways from this workshop were as follows:

- Do not permit modern education and the limited interpretation we have had thus far to short circuit the learning fun, enjoyment and process. Let the children ask questions like 'what' instead of the regular 'why's'.
- Trigger the senses of the child and the teacher.
- Follow the child rather than lead the child.
- Learning environment should have some fundamental features like unconditional freedom, autonomy by nature of being, trust, love, scope for imagination, scope for innovation, multi grouping, care & sensitivity, patience to let children repeat, etc.
- Allow children to learn from the real world and its forms. Let them explore how the world looks & works and understand the properties of the materials around them.
- We need to replace 'right to conditional thinking' by 'Right to cognitive thinking'.



*More about the inspirational Jinan K.B. at <https://about.me/jinankb>*



# Baby Brain Builders



8 Magic Mantras for Parents and Carers- to do Each and Every Day

1. Your baby needs you to **Respond** each and every day
2. Your baby needs you to **Cuddle** each and every day
3. Your baby needs you to **Talk** with her each and every day
4. Your baby needs you to **Smile** each and every day
5. Your baby needs you to **Read** each and every day
6. Your baby needs you to **Sing** each and every day
7. Your baby needs you to **Count** each and every day
8. Your baby needs you to **Play** each and every day

**MOMENTS EVERYDAY, FOR A LIFETIME STAY!**

*Remember, everyday moments are rich bonding and learning opportunities.  
Enjoy the magic of these moments with your child...*

***Focus 0-3 years  
Editor- AECED Engage***

## WHOSE HANDS ARE BUSY?

*Archana Jamdar*

*“Hands are considered pathways to brain development”.*

Imagine an Early Years setting - twenty eager learners with one teacher. Teacher has planned a lesson called “Under the Sea Creatures” and has made some beautiful flash cards showing under water scenes with colorful fishes and other animals.

She starts the lesson with the help and support of these aids.

Children, listen!

Whose hands are busy and whose voice is being heard?

This is the average scenario in most pre-primary classes - teachers prepare their material and teach while children listen, as passive recipients of knowledge that is being passed on for generations.

Now imagine another setting. Teacher has brought some real fishes that are kept in plastic trays on a table, along with magnifying glasses ready to be used.

Children walk in and see the new class arrangement.

Small workstations have been created for 4 or 5 children around every table. Teacher invites them to see what is on the table.

They pick up the magnifying glasses and start using them to observe the fishes under the lens. Think of the conversations that would start:



“Teacher, look, I can see some white stuff on the fish.”

“Meri mummy machli cook karti hai”

“Teacher, I have many small fishes in my house in an aquarium.”

When children start their investigations, possibilities emerge. You can hear their excited voices as they begin to look for details.

The teacher notes down their responses and starts a discussion about fish and other sea creatures.

Quite a few children will have some experience with fishes and they might begin to share and narrate – hence rich vocabulary begins to emerge.

On day 2, Teacher asks the children to examine the fish under the magnifying glass and describe some of the features they have seen - the color, the shape, the names of some body parts.

Some children seem to know significant details and the teacher builds on this knowledge.

Later she asks the children to draw a fish – the start of symbolic representation. She asks them to look for more details and the children add these to their drawings.

On day 3, Teacher has some books about different types of fish handy kept on tables, and she reads out a story.

Over the course of these days, the teacher is always linking new knowledge with what has been observed and shared by the children.

Later, she brings out a collection of shells – big and small, plus some starfish and pieces of coral. The children want to know more. All around the room animated voices are heard, sharing their experiences. New words are being spoken; the children are busy examining the new materials around them.

***Whose hands are busy?***

***Whose voices are being heard?***

***So what needs to be done?***

1. **Observe children's interests** - Acknowledge and support their interests.
2. **Start with the physical environment** – The Teacher's first job should be like that of a Stage Manager. Plan the setting; provide the resources, the time and space.
3. **Adults as playful learners** - When teachers become learners, they foster a playful spirit in the children. By doing activities that are also her own interests she models learning and enthusiasm.

**4. Drawing as a medium for exploration and representation** -Using drawing as a medium for communication and creativity has huge potential.

*"Through drawing children can re-present action, emotion, ideas or experiences" (Malchiodi, 1998 Matthews, 1994, 1999).*

**5. Use clay, wire, foil and paper** – Keep those hands busy!

Provide children with a range of materials to help them represent their unique and individual perception of the world.

**6. Practice the pedagogy of listening** - to understand children's theories about the world around them.



***Archana Jamdar***

***Early Years consultant, founder of Inspired Learning & EC Member AECED***

***Visit: [www.inspiredlearning.in](http://www.inspiredlearning.in)***

## AECED Workshop Report 2

### Topic: Learning through Games

**Resource Persons: Alok Dutta Gupta and Ms. Purnima Contractor**

**Date: September 12, 2015**

**Reported by: Shruti Shah, Sr. Manager- Shanti Juniors & EC Member AECED**

According to the UN Convention of Child's Rights (Article 31), it is a child's right to play freely and to informal recreation. Games are fun and children like to play them. That in itself is a strong argument for incorporating them in the classroom. Playing games is a vital and natural part of growing up and learning. Also, games can make lesson planning and conduction easier for the teacher to teach as well as become interesting for the children to learn apart from the routine learning.

Every child is born with the gift of imagination and inventiveness. Children are playful by nature and they call it their work. Play is how children begin to understand their world. Children learn through play which is an important and natural process and they gain a strong foundation for learning.

But the question that changed all the participants' outlook and thoughts about play was whether play is restricted only to outdoors or it can become a part of the classroom setting to enhance children's learning. The lively, interactive, hands-on workshop was based on the fundamental principle that learning opportunities can be directly weaved into play and games to cover all the areas of development which the teacher can implement in the classroom environment.



This was put into action when the participants were made to play simple games using the most basic materials that would be available in the classrooms of every school like using balls, beads, pictures and so on. Balls were used for language development, to introduce themselves and each other in different manners; beads were used for numerical concepts like sorting, one to one correspondence, recap of value, number names etc; colour recognition. Variations of the games in terms of their difficulty were suggested according to different age groups of children.

An interesting game tool was the usage of bean bags for learning about the different parts of the body. The facilitators provided valuable insights on how to make economical bean feely pouches for children. The simple game of passing under and below the rope that was played innovatively, and the parachute play where groups were given big pieces of cloth and were asked to do different actions as a group while holding onto the cloth, taught the participants on how to teach children team building as well as team co-ordination.

Other games like memory i.e. matching a picture to the same picture, then matching the picture to its shadow and outline were also played practically with the participants to make them understand about the sequence of increasing difficulty levels that can be used for the children while playing such games in the classroom. Picture dominos and their variations like picture to word, word to word, sentence to sentence, pictures of the same letter, pattern dominos were introduced as a feeder to the participants to make them think of the different possibilities of creating dominos. The Bingo game was very exciting and provided innumerable options of recap of all previously learnt knowledge in a fun and challenging manner.

Another meaningful insight provided during the course of the workshop was to play games in small groups if the strength of the class is big. This also meant that children, who had received their turn or were waiting for their turn to play, would also get involved by cheering and encouraging their friends while they played the game to ensure that children learnt sportsmanship.

The workshop also provided the stages of play a child goes through. Young children start by playing using their senses. They first play by themselves and then begin playing with others. They play with joy and it leads to positive learning. Until the age of 2 years, a child plays by himself and has little interaction with others. Soon after, the child watches other children play, but may not join in. By the age of 3, they play with children who share similar interests. By 4-5 years, they play together in groups. Also, there are different types of play like solitary play – where a child plays alone; parallel play – where a child plays with other children side-by-side but in his/ her own world; and co-operative play – where children play with other children together. Also, there are different categories of play – unstructured or free play, structured play i.e. play with a purpose, dramatic play, manipulative play, physical play, creative play and many more.

The entire workshop was experiential, kept all the participants on their feet with the lively fun games that the facilitators made them play and provoked them to think of the abundant possibilities for integrating games into the classrooms to enliven them for the children as well as the teachers.

A wonderful thought provoking quote to end the workshop was, “When asked me what I did in school today and I say ‘I just played’. Please don’t misunderstand me. For you see, I am learning as I play. I am learning to enjoy and be successful in my work. Today I am a child and my work is play.” – Anita Wadley, 1974.





# PARENTAL INVOLVEMENT IN ECE

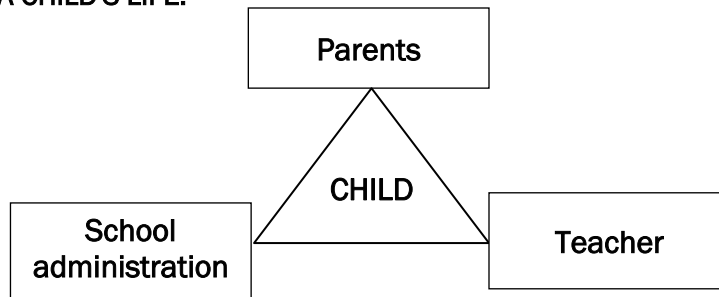
By Sudha Srikanth  
Director of Studies for Aryan Global Research and Training Institute,  
Director- Little Aryans & EC Member AECED

Parents of young children often believe that preparing their child for school readiness plays the most important role as parents. In recent years, discussions of cognitive development have taken precedence over discussions of social-emotional development. But beyond good nutrition and a safe environment, the child's most important need is a dependable, loving relationship with an adult whom they know and trust. Children need to feel secure before they can do anything else. Social and emotional development is the key to all other learning because it serves as the foundation for relationships and interactions that give meaning to children's experiences.

The emotional bonding that begins in the first weeks of life becomes the primary source of a child's security, self-esteem, self-control, social skills, and learning. Parents and caregivers can play a primary role in shaping children's positive social and emotional development by being highly consistent, warm, and nurturing in response to their infants' needs. It is necessary for parents to create an environment of love, affection, tenderness concern for other living beings, appreciation for the good and the noble and aesthetic beauty. Children who have a close relationship with a nurturing parent are better able to explore alone, separate when necessary, and operate independently from that parent. Social interactions and their emotional links drive learning in the first five years.

Gottman and Declair (1997) wrote, "Parents have to do more today than to provide kids with basic nurturing, a good education and a strong moral ethic." Today's families must also concern themselves with some of the most basic survival issues." In their book, 'How to raise an emotionally intelligent child,' they noted that parents must be aware of their child's emotions, recognise emotions as opportunities for teaching, validate children's feelings, listen to children empathetically, helping them understand and identify the emotions and setting limits when trying to solve different situational problems.

As Goleman (1995) has rightly pointed out "Family is our first school for emotional learning. A close emotional bonding and adequate communication between children and parents with clear specifications for behaviour, can make children emotionally and socially competent, responsible, independent and confident." This highlights the importance of family and specifically the role of parents in bringing up emotionally intelligent children. Though parents want to help their children to successfully move through different developmental stages, they may not be certain about what form and to what extent they need to involve themselves. A perfect team work of parents and teachers can bring about the best development in the child.

**INFLUENCES IN A CHILD'S LIFE:**

A child's world includes his/her parents, family, school and society. When the parents, the administration and teachers work together with the common goal of education, a great deal can be accomplished. All are active participants and such a programme will unite the family and school to create a strong backbone for the child's growth.

**Role of the parents:**

Everyone knows that when parents take an interest in their child's education, the child performs better. Involving parents in short term as well as long- term activities such as Parent-teacher meetings, project displays, special activities, festival celebrations and excursions allows regular interaction between the teachers and the parents. Such interactions help to know what the child is learning. Self-rating scale for parents to measure themselves in their role of parents provides them with an honest way to retrospect and analyse their own behaviour and performance. Lectures, demonstrations and discussions with children by parents in their specialties should be encouraged. Workshops, orientation lectures and interactive sessions on parenting can be organized, which calls for healthy participation from parents. Counseling for parents and issues regarding parenting can be provided.

**Role of the school administration:**

The school administration plays a very important role in decision making and in deciding which programs are beneficial for their students. They are major players in creating an open atmosphere for dialogue between parents and teachers. For example, when performing a cultural program or celebrating a festival, invite a knowledgeable person (can be a parent) to talk to the children about its relevance today and discuss different aspects, would be a great initiative by the school administration.

A better understanding of the problems and constraints faced by teachers and for a better understanding of teaching trends, attending to the suggestions and resolving complaints by the parents is the responsibility of the school administration for the welfare of the whole organisation.

**Role of the teacher:**

The teacher's role is paramount as a facilitator who utilises the opportunity to re-evaluate their ideas of education and rededicate themselves to this very important service. Thoughts should flow through them and not from them.

Some of the years interesting initiatives to bring teachers, parents and all together at Aryan Global- Matru Pitru Puja is organised once a year to reinforce the bonding of the parents and child thereby strengthening the bond. This helps in keeping the culture and tradition alive irrespective of religion, caste and creed.



Manthan, an interschool art, craft and science fair is organised in the month of August every year at Little Aryans, to strengthen the bond between the child and the parents. This year, the topic being TRITATVA- soil, water and light saw a wide variety of models, displays, street plays and charts, where there was a collaborative effort of children, teachers and parents. The Manthan experience brought forth integrated and experiential learning to the fore as well as beautifully provided an opportunity for the family and school to work together.



These two microsystems working closely and cohesively together through celebrations, festivals and special events talks volumes of the wholesome learning experience...

# Pen a Poem

## First Day



*By Anonymous*

**E**very one has a “First Day”  
When they feel sad and all alone.  
It can be so scary  
When you’re out on your own.

Take my hankie, dry your tears.  
You’ll find lots of things to do  
And you’ll probably make new friends.  
I promise we’ll be together  
When the kindergarten day ends.



Here comes the teacher,  
Blow your nose and be brave.  
Come on now wipe your eyes,  
This is no way to behave.  
“Well, good morning teacher.

We really must beg your pardon.  
No, MOMMY doesn’t always act this way.  
But it’s my first day of ...**KINDERGARTEN!**”

## "QUOTE UNQUOTE"

"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives"

--Robert John Meehan

What is essential is to realise that children learn independently, not in bunches; that they learn out of interest and curiosity, not to please or appease the adults in power; and that they ought to be in control of their own learning, deciding for themselves what they want to learn and how they want to learn it.

~ John Holt

Education should not be a race.

Too often educators focus on preparing children for *tomorrow* without considering the child's needs *today*.

How can we expect children to be ready if we haven't paid attention to their needs *today*?

How can we expect children to be ready if we haven't supported each individual for who they are *today*?

Who is blamed when the child falls short of unrealistic expectations? The child?

We must advocate for educators to be present *today*. After all, that is the best preparation for *tomorrow*.

The Inspired Child

[facebook.com/inspiredchildteaching](https://facebook.com/inspiredchildteaching)

# PRINT AND POST

## The holiday season has begun, here are some Tips to reduce the Holiday Stress

with the little ones scampering about 😊😊



### Tip #1

Remember your “presence” and focused attention is the greatest present you can give your children. Years from now, they won’t remember the gifts, but they WILL remember your times together. Ironically, this is the time of year when parents are the most preoccupied with preparations or involved with social activities outside the home.

### Tip #2

Look for opportunities to praise! Notice any positive child behaviors and label them with approving words. As you have guests over during the holidays, praise any cooperative, polite and friendly behaviors you notice between your child and others. Don’t forget to praise yourself as well for staying calm and taking time for yourself!

### Tip #3

Remember, when you are interacting together - be it playing a game, wrapping presents, cooking, doing laundry, or cleaning up - use your persistence, social, and emotion coaching methods. For example, “You are really helping just like a team. We are all working together. I feel the joy of holiday time.”

### Tip #4

Unplug the Diwali Lights!  
(Metaphorically!) Reduce your expectations for yourself, your family, your in-laws and your children. Don’t expect “best company behavior.” Remember most children are “wound up” at this time of year. Most parents get themselves too stressed! Schedules may be less predictable. Expect relapses in your child and yourself –accept mistakes and try again.

**Ref: *The Incredible Years***

## **FACEBOOK TOP POST**



This AECED post reached out to more than **5000** Educators, Caregivers, Parents, and all interested in the Early Years through the AECED Facebook Page...

It resulted in 48 forward shares demonstrating the passionate response that “Reading to your Child” evokes...

Join The AECED Facebook Page –  
<https://www.facebook.com/aecedmumbai>

and begin contributing in a community of contributors and motivators for Early childhood...

**NEW...**

## **2015 Asia-Pacific Regional ECD Conference**

*'The transformative power of ECD for  
equitable development'*

October 21-24, 201 - Beijing, China

[www.arnec.net](http://www.arnec.net)



# ANNOUNCEMENT!



Association for Early Childhood  
Education & Development

## Become an AECED Certified Center

Association for Early Childhood Education & Development announces Quality Certification for Pre-schools, Day cares, Early Learning Centers & NGOs in ECD.

**Enhance & Improve quality in centers by getting certified by AECED**

### Some Certification highlights:

- Coaching for heads to identify opportunities for improvement
- Suggestions for purchase of educational materials, equipments & other resources
- Guidance to teachers to improve teaching-learning methods
- Specialized assistance from a team of experts in Child development

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# The final word...



Engage...

Issue 2: 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](mailto:aecedmumbai@gmail.com)

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**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...



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(consc. Rs. 300/);

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

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