

# INDEX

We Fondly Remember...

**PAGE 3**

Learning to teach online:  
Effective Technology  
aids for Teachers

- Swati Bhatt

**PAGE 4**

Self-care of Teachers –  
Preventing burnout

- Sujata Sriram

**PAGE 8**

Emotional Regulation to  
Help Children Thrive

- Monisha Singh Diwan

**PAGE 11**

Music and Literacy

- Purnima Contractor

**PAGE 16**

The Fun of Parenting

- Alka Deshpande

**PAGE 19**

AECED Calendar

**PAGE 20**

AECED Updates

**PAGE 21**

Membership Details

**PAGE 23**



## FROM THE EDITORS

**BY DR.VIDHYA SATISH AND DR.SHOBHA BHARAT**

Dear Readers,

Happy and healthy 2021 to all of you. The year 2020 was truly significant for each of us. The COVID Pandemic and the subsequent lockdown brought the world to an almost standstill. One of the most affected was the education sector with an estimated 32 crore learners being stuck at home. Having said that, schools and colleges were the first to spring back, adopt new technologies and bring in the best teaching learning modalities under the given situation, proving once again that the teaching fraternity ought to also be considered as an important frontline worker.

The present issue of AECED Engage has pertinent articles for teachers and parents. Swati Bhatt's article on learning to teach online can be considered as step-by-step tutorial for "putting tech into teaching". From understanding the prerequisites for online teaching to creation and sharing of digital content, to effectively using multimedia to understanding varied authoring tools, this article is indeed the use of educational technology in a nutshell.

Sujata Sriram has brought out selfcare of teachers and important tips to foster it in the most exemplary manner. Right from setting work time boundaries, to journaling as an activity, to deal with our emotions, her suggestions are most

practical and need-of-the-hour for educators.

Monisha Singh Diwan has created a ready reckoner on understanding Emotional Regulation (ER) through her article. From identifying the sads, mads, glads and scareds as she calls them to helping children regulate ER, this is a go-to document to help emotional development in children especially with the six well-illustrated tips for fostering ER.

Purnima Contractor's article on Music and Literacy strongly resonates the words of Marilyn Mason who said that "Music is the strongest form of magic". Purnima has struck the right chords for us in bringing this magic into our classrooms by understanding the different ways of developing literacy through music and what's more, one can jump into the sea of music by clicking on the links provided.

Please do not miss the two cherries on our cake for this issue - a beautiful mind map on the Fun of Parenting and a thought-provoking monthly calendar brought to you by AECED. Every article has so many take-home messages or should we say devour the messages sitting at home today??

Happy reading!!

Stay safe and stay healthy,

Vidhya & Shobha

The editorial team of Aeced Mumbai appreciates and acknowledges the efforts of Ms.Nicole Viegas and Ms.Shruti Shewale for their contribution towards designing and formatting the newsletter.

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# FONDLY REMEMBERING...

## MARIE ABRAHAM

Ms. Marie Abraham, Former Head of Department of Pre - primary Teacher Training at Sophia Polytechnic, Mumbai, passed away peacefully on January 20, 2021.

Ms. Abraham was an Executive Committee Member of the Indian Association for Early Childhood Education ( IAPE), the earlier avatar of AECED and was involved in planning and organizing annual conferences, seminars, refresher courses. She was a valuable resource person for facilitating workshops and guiding professionals in the field.

After retirement, she continued to reach out to the youth and young children in difficult conditions using her vast knowledge and expertise with schools and non profit organizations.

The early childhood education community has lost a firm believer and promoter of facilitating young children's developmentally appropriate learning through wholesome teacher education.

We will miss you Marie Ma'am and your legacy shall sustain through those who were fortunate to have been guided and mentored by you.

On behalf of Nalini Chugani, our erstwhile President and AECED, we remember your contributions, your commitment and the inspiring person you were, with respect and fondness.

Rest in peace.



# LEARNING TO TEACH ONLINE: EFFECTIVE TECHNOLOGY AIDS FOR TEACHER

– SWATI BHATT

In today's connected world, a global classroom is now a reality. Technology has brought together students and teachers worldwide in a learning ecosystem driven by state-of-the-art tech tools for teachers with newer innovations every day. While technology and internet connectivity did open up online learning and teaching options in the past few years, what has driven the change for all to come aboard the online platform is the onset of the pandemic, leading to the closing of physical classrooms, pre-schools, schools, and colleges.


Educators worldwide began the new year with a challenge: keeping students engaged and learning at home, and largely online, during an extended school closure period. To teach online or to teach virtually was imperative, and we needed to learn how to use technological aids. Technology can be an enabler, and surprisingly, we do not need expensive equipment to create online.



courses or lectures. You need a smartphone or computer (ideal), a microphone or built-in speaker on your computer and a web-camera at the bare essentials. And of course an Internet connection. We all know how to deliver an engaging classroom experience, but how do we create engrossing online learning programs?

**PUTTING THE TECH INTO TEACHING** Online instruction can be real-time (synchronous) and anytime, anywhere (asynchronous interaction) when students access learning material at their convenience. So if we want to give learners/students access to our content(learning resources), the content needs to be accessible on the internet. We may want to restrict the content to learners and not give access to all. If possible, use an LMS or store content on servers with safety protocols. Our next question would be what kind of technology is needed to create online learning lectures or courses? Can we use Powerpoint or videos from YouTube?





**BEFORE WE BEGIN TEACHING ONLINE** Transitioning from face-to-face teaching to an online version necessitates a re-think of the way we teach – it is not just redelivering the learning differently but re-designing the learning delivery to fit the requirements of online. Success often depends upon taking the time to consider all of the different aspects of the online learning experience before beginning. Thus, how do we go about ONLINE Teaching?


Defining Learning outcomes and careful planning is a critical first step of virtual teaching. Write your learning outcomes (L.O.) based on Bloom's taxonomy and identify the category of your LO. Is it level 1 knowledge or recall or level 3 application ? We can cover all the learning styles through multimedia content, which allows students to engage and retain the information. We all are aware of the three learning styles, i.e., visual, kinesthetic, and auditory. We must include each learning style, even in our online teaching platform, to ensure that we support all learner types within our classroom. By creating a concept map and writing our LO's, we can quickly achieve this.

Apps like Popplet and Concept maps help create graphic syllabus along with capturing learning outcomes. A cumbersome first step that is often dropped, but if adopted reduces the creation time and rework. It also helps map teaching aids requirements – animations, videos, interactive tools, and so on.

**So how do we USE TECHNOLOGY TO MAKE CONTENT : Screen Recording**

- Use a PowerPoint/Keynote to create a training presentation. Embed videos and images in the presentation and use the Screencast technology, which records the presentation and what you do on the screen. This feature of recording a live presentation is also available in Office365 PowerPoint.
- Run the presentation in speaker mode while you conduct the class and record it.
- The platforms like ZOOM, GOOGLE also provide annotations and a whiteboard for you to write just as you would on the blackboard in the classroom.
- Use a video editor like Camtasia, Active presenter, and Quick time player to edit your recorded videos to add captions, edit clips, and audio.

Uploading a recorded 50-minute lecture as the content is not an effective use of technology to drive learning. Hence it is crucial to plan online content with interactivity, videos, and audio, especially if it is an asynchronous class.



**CREATING MULTIMEDIA PRESENTATIONS:** Adding interactivity is critical, and so is adding some animation to capture attention while creating a presentation. PowToons and Doodly apps can also help create compelling multimedia learning modules with graphics animations and even quizzes. Both the packages have a surprisingly large array of templates that can be easily modified to create content. Online video lessons can also be created using videos on YouTube, Khan Academy, and other websites. You can adjust the clips that you want to show to drive learning or add narration, quizzes and checks to ensure that content is not just being watched but is an effectual instructional tool.

There are advanced technological aids called **AUTHORING TOOLS** available to create online content. An authoring system is a program that has pre-programmed elements for the development of interactive multimedia software titles. In simple terms, it is "a developmental environment where one can merge several media into a single application." You can create content with quizzes that evaluates the retention of learning embedded in the learning resource.

There are different types of authoring tools available. Some of the popular ones are Lectora, Elucidate, I-Spring suite, Adobe, Captiva. PowerPoint from Office 365 that have powerful authoring tools and allows to record videos and embed multimedia. PowToon's, Flip grid, Doodly are some other template-based presenter tools that help create content.

**SHARING CONTENT /GIVING ACCESS TO LEARNING RESOURCES** After creating our learning material, we need to share the content and this is also technology dependent. To ensure that we can access our content in the way we have planned and store our content we use a Learning Management System (LMS) technology aid. LMS is a software-based platform that facilitates the management, delivery, and measurement of e-learning programs. The type of LMS you select also depends on the kind of sessions you plan to conduct. For example, will it be

- a) Synchronous or Asynchronous
- b) Free or Paid
- c) Structured: Linear or hierarchy-based
- d) Tree-based or free of structure (anything can be viewed anytime and not necessarily following a path).

For synchronous content, you may not need LMS software, but it helps as it takes away the pain of scheduling classes and sending reminders to students. LMS support activities such as mobile learning and gamification to help achieve greater engagement and boost productivity. Some LMS packages even have built-in e-Learning authoring tools that support the development and creation of online training materials without additional third-party software.

Though nothing can replace the experience of being together in person, effective and successful technology integration can enhance learning programs and boost productivity. In the years to come technology will play an ever-increasing role in education, both in the classroom and when moving to online learning. So, it is essential we adopt it.

## Elementary School



**Swati Bhatt is the founder director of The Learning Curve – a preschool and daycare chain. She is a management graduate from SIBM Pune with over 2 decades of experience in management and education. A qualified instructional designer she has been in the field of Learning and Development for over a decade.**



# SELF-CARE OF TEACHERS – PREVENTING BURNOUT – SUJATA SRIRAM



Teaching is an intensive job, where teachers invest a great deal of the self in the interactions with students, parents, colleagues and administrators. Burnout is a reality that teachers and schools have to be aware of, and self-care is necessary for avoiding burnout, and ensuring good mental health of educators. Self-care enables teachers to be effective and efficient in interactions with all stakeholders.

## What is self-care?

Self-care is any activity that allows individuals to improve health and well-being. Self-care helps build resilience. According to the National Institute of Mental Illness (NAMI), there are six elements to self-care:


- Physical
- Psychological
- Emotional
- Spiritual
- Social
- Professional

In an ideal world, self-care activities should address all of these aspects every day, so that we can arrive at optimum wellbeing. Self-care activities encompass a range of things, small and big. Packing lunch that you can enjoy, listening to music

that you enjoy, to making time for yourself - ALL these count as self-care activities.

Most teachers feel guilty when they think of making time for themselves. Self-care does not mean self-indulgence. Self-indulgence has more transitory feel-good effects as compared to regular self-care regimens, which are necessary to allow people to thrive.

Most caring professions have a high risk for compassion fatigue, and for burnout. These are professions where the self plays a large role in everyday transactions, with children in the classroom and outside, parents, administrators and colleagues. Teaching is high up in this list. Teachers spend a good deal of time extending themselves to the people they interact with, often putting their own feelings aside, to deal with those of others. In today's situation, with the pandemic, there is additional fluidity in the circumstances, which increases the feelings of stress and ambivalence. Apart from dealing with their own family circumstances, teachers are additionally expected to deal with preparing for online teaching, something that most of us have never been exposed to, on a regular basis. The fact that we cannot gauge the impact of what we are saying, to our audience, increases the feelings of isolation and uncertainty. For those of you whose schools have reopened, you will be negotiating new ways of transacting curricula, designing assignments, and scheduling time. Assessing the needs of children in your classrooms provides its own stress in the virtual classroom. And all of this will be in addition to dealing



with your own families and friends. In these situations of uncertainty, the need for self-care increases. Good self-care results in decrease in anxiety and overall good mood.


And all of this is complicated by the fact that teachers feel guilty about requiring self-care. If we have to be effective teachers, we have to make time for self-care, and on a regular basis. This is not a sporadic, once in a while activity. Self-care activities need to be sustained, planned and acted on. Research has shown that teaching and nursing are two activities with very high levels of stress. Stress for teachers can come from multiple sources – lack of resources, classroom behavioral problems, administrative issues, interference from parents, problems of assessment and grading, the list is long. However, the stress can end up with poor wellbeing outcomes, both physical and emotional. This in turn impacts our interactions with the children we work with, our colleagues, and our families. If we want to be successful teachers, with students who thrive, we need to learn to take care of ourselves. This could be by eating well, sleeping enough, exercising, and finding other ways to take care of ourselves. All of these can help in maximizing individual potential.

### **How to incorporate self-care?**

Incorporating self-care does not mean turning individual schedules upside down. It is a question of adapting schedules to accommodate a routine for self-care. And additionally, each of us have different stressors, and different needs, so the routines for self-care will also be different. Each of us needs to identify what brings about wellbeing. But there are certain things that we can keep in mind in order to ensure wellbeing.

The coronavirus pandemic has created a major stir in all that we know as familiar, recognizable and understood. This can lead to feeling overwhelmed. Many of us have to come to grips with technology which we don't have enough time to understand and play with. We have to think about whether the content we have available is going to work for online teaching. We have to accept that the feedback that we took for granted from the children we teach is no longer so readily available. In this situation, self-care for teachers becomes even more important. Some of the things that teachers can do to ensure self-care are:

- **Setting and maintaining boundaries.** When we work from home, the separation between work and home can become blurred and indistinct, and work begins to bleed into home. In such a situation, setting and maintaining boundaries is vital. Lay out a schedule for yourself about when work starts and ends, schedule breaks, prioritize tasks. Think about turning off your computer, especially during meal times. Let parents (and your bosses) know when you will be available if they need to contact you. Make a calendar and share it with parents so that they can schedule time with you.

- 
- Recognize what is within your control, and what is not in your control. In the present situation, there are likely to be more questions than answers, which can generate considerable anxiety. Recognizing what you have control over will help you recognize what can be dealt with, and what is beyond your capacity, at least for the present. You can't control internet connectivity, but you can control the content that is being uploaded on the LMS. If it helps, make a chart to list this out, work on what you can control. It's OK to have some things that are not in your control. Ask your boss to help deal with some of the issues not in your control, with the assumption that they may have some answers. Relax, you don't have to be Wonder Woman and be in control of everything.
  - Pay attention to what you are feeling; recognize, allow, investigate, nurture emotions.
  - Be thankful for everything. Express gratitude. Look for things that make you smile, that make you happy for being alive, share these with others - students, colleagues, family. Practicing gratitude is known to reduce anxiety. Think about those in your life you are grateful for, and let them know; this is something we often forget.
  - Keep a journal. Journaling can help us clarify for ourselves what is happening and how we are feeling, and can sometimes lead to helpful problem-solving. Journals can also help in dealing with emotions which you don't want to or can't express out loud. Somewhere down the line, you might discover your COVID journal and wonder about what life was like back then. Try and maintain regular mindful practice, it could be a breathing exercise or yoga. Research shows that a regular mindful practice triggers hormones that relieve stress and anxiety, while improving our mood, self-awareness, mental concentration and emotional self-regulation. They can also help us regulate psychological and emotional swings.
  - Be kind to yourself. Self-compassion is important. Let's please remember that. If we keep some of these elements of self-care in mind, we may be better equipped to deal with children in our classrooms, and with our families. We might be better human beings.

**Sujata Sriram is a Professor at the School of Human Ecology, Tata Institute of Social Sciences, (TISS) Mumbai and is on the National Executive of AECED. She enjoys teaching and her research interests are many out of which mental health and wellbeing are of special interest to her. She is eternally curious, and enjoys trying to find out what makes people tick. She is also a member of the International Stress Management Association.**

# EMOTIONAL REGULATION TO HELP CHILDREN THRIVE – MONISHA SINGH DIWAN

Let's start at the very beginning, a very good place to start...HOW ARE YOU FEELING? Stuck for words? Paradoxical feelings co-existing? Maybe you struggled for words? Maybe you had loads of feelings spilling forth...

## WHAT ARE EMOTIONS AND FEELINGS?

They are two sides of the same coin and we so use them interchangeably. However, emotions are more to do with bodily reactions activated through neurotransmitters and hormones released by the brain (e.g., palpitation, shortness of breath, dilation of pupils), and feelings are the conscious experience of emotional reactions. A feeling, hence, is the side product of our brain perceiving an emotion and giving a certain meaning to it which is shaped by our memory, perception, beliefs, experiences... For children, we can teach them four different types of emotions. Let's call them the SADS, MADS, GLADS, and SCAREDS. Most feelings can fit under one of these categories and we can have gradations as we build children's emotional vocabulary (Psst! and ours too). Even a toddler can get familiar with these four ideas, and how people look or sound when they're having these emotions, and how those four emotions feel in their own bodies.



**WHAT IS EMOTIONAL REGULATION?** As a child, maybe you were sent to your room during a tantrum to think about your actions and cool off? Before a big performance perhaps like a presentation or a training you may have tried to psych yourself up or maybe tried to calm yourself. Some of us take a walk, run, breathe deep, “blow off steam”, or distract ourselves with something when faced with overwhelming emotions. These are all some examples of common ways we may have used to regulate our emotions, but what exactly is emotion regulation?

**Emotional regulation (ER) is the ability to monitor and modulate which emotions one has, when you have them, and how you experience and express them** (Gross et al. 1998). The definition of ER encompasses all the sads, mads, glads, and scareds, along with how we can strengthen them, use them, and control them. Emotional regulation involves initiating actions triggered by emotions, inhibiting actions triggered by emotions and modulating responses triggered by emotions. The third component is the best way to make the most of the regulatory processes and the most complex as well. We continue to develop and hone these through our lives.

**WHY IS ER IMPORTANT TO DEVELOP IN YOUNG CHILDREN?** Recent advances in neuroscience suggest that learning ER may be most optimal prior to age six, when school typically commences. Ninety percent of the brain develops in the first 5 years and given that brain development is a function of the interaction between biology and experience, children's social and emotional experiences play a critical role in the growth of the brain's architecture. Supported and directed through a secure attachment with a caregiver, these social and emotional experiences inform and shape brain development and are central to behaviour, learning, and health (National Scientific Council on the Developing Child, 2010). Learning to regulate emotions is a key milestone in child development and impacts relationships, learning and mental health in the following manner:

- ★ **Relationships:** A child who cannot regulate emotions and throws tantrums puts a strain on his/her own self and relationships with caregivers and the climate and other children around and this could lead to a negative spiral. He/she is unable to understand his/her emotions or others and are unable to express his/her emotions well and can have a harder time making or keeping friends. The inability to regulate emotions can also lead to traits such as - anger, aggression, anxiety, excessive shyness as well. This can lead to more issues where children could end up being bullied, rejected by peers, may show more negative adjustment traits as well.
- ★ **Learning:** Good ER in children positively impacts relationships and is a strong predictor of learning. It allows children to focus, have better attention and problem-solving abilities, and perform better on tasks involving delayed gratification. This effect carries on throughout life. An adult with poor ER enjoys less job satisfaction or general well-being.
- ★ **Mental Health:** Children with good ER can better handle and bounce back from trauma or adversity and show signs of better resilience. Many clinical disorders in children are closely related to ER or, rather, the lack of it.

**HOW DO CHILDREN DEVELOP ER?**

Dr. Dan Siegel's hand model illustrated below explains this lucidly. Children's brains organize from bottom to top, with the lower parts of the brain (brainstem aka "survival brain") developing earliest, and the cortical areas (thinking brain) much later.

**Flip the Lid (Hand Model of the Brain)**



Figure 1. A model of the brain.

Make a Fist with your thumb tucked inside your fingers. This is a model of your brain.

**Thumb** = Midbrain (Stem & Limbic) = Emotional Brain. This is where emotions and memories are processed. This is where the fight, flight & freeze is triggered.

**Fingers** = Cerebral Cortex = Rational Brain. Houses our ability to think and reason.


**Fingernails** = Prefrontal Cortex = Problem-Solving

When something triggers us, we are prone to "Flip our Lid" which means the Prefrontal Cortex (Fingernails) have a very poor connection with the Midbrain (Thumb), and we're not able to access the logical, problem-solving part of our brain. Our emotions are overriding our ability to think clearly.



Figure 2. Flipping your lid.

-Dr. Dan Siegal



Traumatized children's brain become stuck in the brainstem, and they therefore swing between their survival modes of fight/flight/freeze/collapse, it works with adults as well. When we do not have good ER strategies, and in conflict/trauma-real or imagined, we flip the lid (move to the lower brain or survival mode) and in that state the brain functions sub-optimally not allowing for its normal healthy functioning. Continued "flipping the lid" and not having the skills to bounce back through awareness and regulation of emotions do not allow children to thrive in their environments.

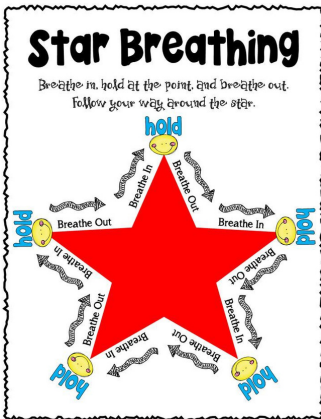
**HOW TO HELP A CHILD REGULATE THEIR EMOTIONS?** It's also important to foreground here, that some children do have a harder time learning emotional regulation skills, while it comes more naturally to others. Researchers have found that some babies' temperament is innately more capable of self-regulating than others. However, all children can learn to manage their feelings, given an appropriate environment. A study in a Romanian orphanage illustrates the importance of the environment. In the study, some orphans were randomly assigned to foster homes with high-quality care, while others stayed in the orphanage. The adopted children showed a significant improvement in emotional regulation over those that stayed. While many factors, including teachers, schools, neighbourhoods, peers, culture, and genetics, can influence a child's ability to regulate, parents, family and adult caregivers including teachers who spend a considerable amount of time with children, do play a central role. Let's look at the four main factors that influence a child's ability to control their emotions.

- 1) **Modeling:** The caregivers' own ability to practice self-regulation is among the first emotion-related modeling children see.
- 2) **Parenting:** Responsive, warm and accepting parenting practices can help children develop good emotional self-regulation.
- 3) **Fostering a Positive Emotional Climate:** When the emotional climate is positive, responsive and consistent, kids feel accepted and secure.
- 4) **Teaching:** If it looks like adult caregivers - parents and teachers need to do more than the kids to regulate their emotions, you're right. Young children rely on adults to learn self-regulation.

**HOW TO PLAN ACTIVITIES TO EXPLICITLY NURTURE ER?** ER can be nurtured using the following strategies like coping skills (e.g. count to 10, take a deep breath, breathing exercises, mindfulness), redirecting attention (e.g. look, here is a red block!), reappraisal by reframing the situation (e.g. we can turn this into a rocket), make-believe play (e.g. through dramatic play children use more mature mental functions and practice skills in a safer space), conversations (Adult-Child conversations prepare children for difficult experiences), structure (Structure in the daily routine helps children anticipate events, prepare for transitions, reduce anxiety and uncontrolled behaviour). Activities need to be Relational (offered by a safe adult), Relevant (developmentally-matched to the child rather than matched to their actual age), Repetitive (patterned), Rewarding (pleasurable), Rhythmic (resonant with neural patterns), Respectful (of the child and family). Let's refer to these as the 6 R's.

**HOW DO I START NOW AS I CONTINUE TO DEVELOP MY UNDERSTANDING? MAKE A START NOW** with mindful integration of these six categories of activities. These activities are representational and just some additions to your toolkit. A good start to explore and build your teacher backpack further. However, pay heed to the 6 R's.

## Breathing for Calming



## Rainbow Breathing



## Emotional Vocabulary

### Feeling Words



<http://www.funasticfirstgradetoggles.com>

## Games

### Red Light, Green light



Have children face you from across the room or yard. Ask them to do something (run, walk, jump, move arms, etc.). Yell out green light which means go and red light which means stop. When the children stop they should freeze in whatever position they were in when the direction was given.



### Mirror, Mirror

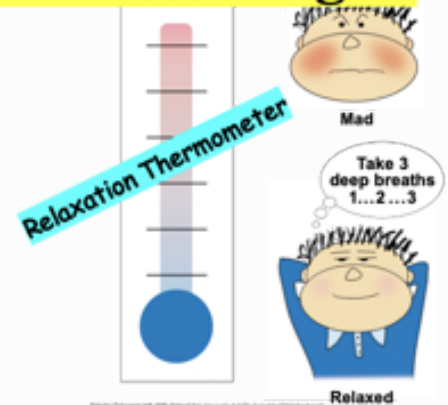
While facing children, ask them to move the same way as the leader. Vary tempo and move body parts such as arms, face, hands, legs, etc. Each child takes turns being the leader.



### Drum Drum

Sitting in a circle have the leader start a hand clap rhythm or beat a pattern on the floor or table. Vary the speed, volume and clapping surface (e.g.: clap hands 3 slow loud beats followed by 2 fast quieter beats and then bang hands on table for 3 tapping sounds). The children copy the leader.

## Conflict Resolution Strategies



## Patterned, Repetitive, Rhythmic activity



## Songs and Chants

### Wiggle Your Fingers, Stomp Your Feet! (Chant)

Wiggle your fingers in the air.  
Wiggle them, wiggle them everywhere!  
Stomp your feet upon the ground.  
Stomp them, stomp them all around.  
Now sit down and cross your feet.  
Hands in lap and nice and neat.  
Now we are ready to start our day,  
We'll listen first, and then we'll play.

### If You're Happy and You Know It (different variations to the song)

If you're happy and you know it, skip with a smile,  
If you're happy and you know it, skip with a smile,  
If you're happy and you know it, then your face will  
surely show it, If you're happy and you know it, skip  
with a smile!

If you're sad and you know it, walk with a frown  
If you're mad and you know it, stomp your feet!  
If you're silly and you know it, shake all over.  
If you're scared and you know it, hide your eyes.  
If you're quiet and you know it, sit right  
down....Shhhhhh!

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**Monisha Singh Diwan is an ECD and SEL Consultant working with ARNEC. She contributes at AECED National and Mumbai as an EC Member and Joint Secretary respectively. Wearing different yet converging hats, she is also a certified teacher for restorative yoga and teaches at Yogacara online and is a published author. To know more about her work please see <http://mightyhearts.xyz> and connect on [monishadiwan@gmail.com](mailto:monishadiwan@gmail.com)**





# MUSIC AND LITERACY

– PURNIMA CONTRACTOR



Right from the time we are born, we hear music all around us. Why only from the time we are born? While we are still in our mother's womb, we hear music all around - ranging from soft classical music to folk songs leading to child birth. Sometimes even during childbirth the same music is played and surprisingly mothers say that it has helped them! And the soft lullabies that our mothers, grandmothers all sing to our babies; they come down from generations! If we look around, music is not just in the different gadgets but even nature provides us with a wide range of it. How many of us have stood on the seashore to hear the sound of the waves or have been thrilled by the sound of the rustling of dried leaves beneath our feet? From the loud music of the wedding drums to the soft raindrops falling down - it is all there!

2500 years back the great philosopher Plato said:

“Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.”

Einstein, the great scientist said “The Theory of Relativity happened to me through a deep sense of internalization and from music!”

Our very own Rabindranath Tagore and Dr. APJ Abdul Kalam, Hans Anderson, the great children's story writer have all said about the importance of music in their lives and education.

Over the years, philosophers, scientists, writers, poets, educationists have all spoken about music being **THE TOOL** for education.

Scientists have proven the effect of music on the brain. Little music added to a simple physical exercise of stretching and clapping of hands, stamping of feet, jumping up and down will enhance the connections of the neurons in the brains thereby forming neural pathways resulting in the children enjoying the activity even more. One can use popular songs like, When you are happy and you know it clap your hands... for the same.

Music ignites all areas of child development and skills for school readiness, including **intellectual, social-emotional, motor, language, and overall literacy**. It helps the body and the mind work together. Dancing to music helps children **build motor skills** while allowing them to **practice self-expression**. How do we remember the songs we have sung in our teenage years? Whether adults or children, music helps **strengthen memory skills**.

What is Literacy? The dictionary meaning of it is “the ability to read and write.” So what are the steps for a child to be able to “read and Write”?

The steps are:

1. Listening.
2. Speaking
3. Reading
4. Writing

## **CHILDREN HAVE THE CAPACITY TO LEARN 5 TO 6 LANGUAGES IN THEIR EARLY YEARS.**

We have to expose our children to different languages as the brain plasticity in these early years enable the child to learn languages. And as we all know there is no shortage of languages in our country! The school programme must have songs in not just English and local languages as well as the languages of the different parent communities.

The Oral Language can be developed through : **Songs, rhymes, chants, stories, action songs, role plays, puppet shows, and moppet shows** to name a few.

Doing actions along with songs **develop muscle co-ordination and helps develop a steady beat which improves fluency in language.**

Music enhances language-related networks in the brain and improves children's ability to **learn the sounds, detect subtle differences between sounds i.e.,**

**Phonological awareness** with the help of music is a great learning experience .

B say b - b-b- ball set to any tune will immediately draw the attention of the child and help in the learning process moving on to understanding the meanings of words. Songs can teach letter sounds, letter recognition and with repetition, children gain language fluency. **Singing develops auditory discrimination and memory.** Children can identify the printed word and read it with understanding **only when they have been given the oral language skills.**

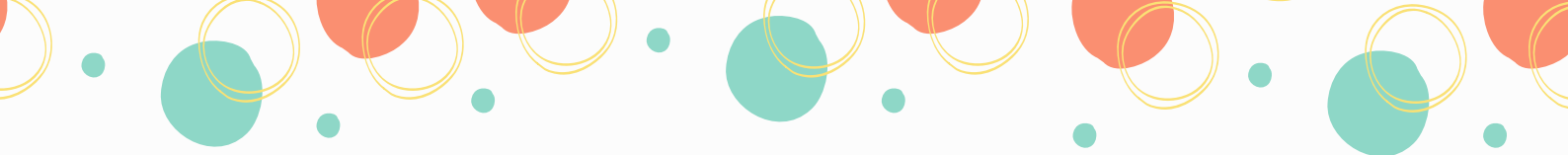
A little story activity for 5 yr. olds: Clap when you hear any word which begins with the sound of b : "Babloo and Beena went to the beach. In a bag they took a bat and a ball....." will help in the enhancement of phonological awareness.

Musical experiences in childhood can actually **accelerate brain development,** particularly in the areas of **language acquisition and reading skills.**

**To foster concept development : Melody and rhythm help us to remember!**  
**Sharing few links to some of the songs developed by Greenfields Pre Primary School Mumbai where teachers and children sing and dance together to the tunes:**

1. Children love animals the most - <https://youtu.be/auah53EHQHM>
2. Monsoon creatures - <https://youtu.be/WsKoiyGJMeM>
3. Germination - <https://youtu.be/1QuTfR5ovBg>.
4. Festival time - <https://youtu.be/cFUrdVI4k8Y>
5. Patriotic song - <https://youtu.be/bPYUONhI7Is>





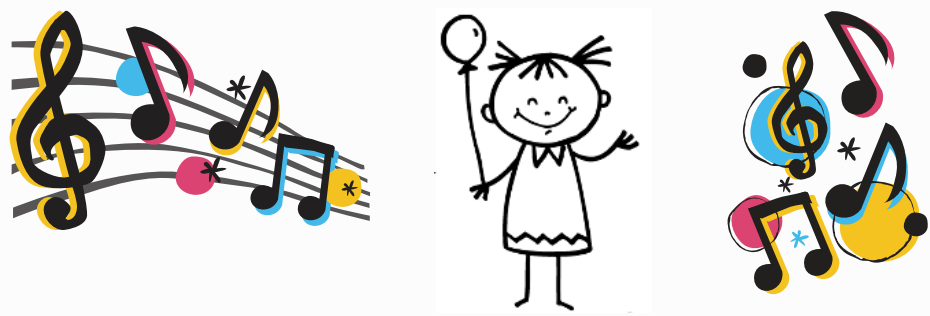
The school must have a music corner. Shakers dholak, tambourine, bells, rattles, drums, triangles, ghungroo, manjira, old tabla, harmonium, a player, toy piano, and shankh specially permit the kid to explore different avenues regarding musicality. These should be easily accessible on a daily basis and within the reach of children, instead of being kept away in cupboards, to be taken out only on special occasions!!

**Types of music that a school must have is a mix of children's songs, peppy and soft, folk and instrumental. No Bollywood, sexist or racist songs.**

The teacher must be lively, happy, active, participative and most importantly moving with the children.

**MUSIC IS GOD'S GIFT TO US.**

So, let's bring music to enrich our culture, our lives and the lives of all the children in our care.



**Purnima Contractor is the President of AECED, Mumbai Chapter and has been working for Early Childhood Education for almost four decades. She is the President of AECED Mumbai Chapter and Founder of Gigglesberry Creative Solutions. Purnima is a preschool consultant, teacher trainer and parent coach. Her passion is to make teachers and children aware of their musicality and develop and celebrate it.**



# The Fun Of Parenting – Alka Deshpande

**PREPARATION:**

- + Stay fit
- + Yoga
- + Read
- + Watch videos
- + Preparatory sessions
- + Talk to other parents
- + Engage with young kids

**BE HAPPY!**

**WHAT TO EXPECT?**

- Joy
- Happiness
- Bonding
- Gratifiable
- Sleepless nights
- Fatigue
- Post-partum depression
- Feeling like a cow

**LOVE:**

**THE BIG 'H'**

- Humour
- Nonsense rhymes and stories.
- Age appropriate jokes and pranks.
- Making a game of routine chores.
- Laugh at yourself.
- Create funny, descriptive names. (not derogatory - eg: Ice cream Grandpa).
- Innovate & make up games.
- Home orchestra - instruments from scrap - made up songs.
- Look on the funny side of things.
- Humour must be gentle, not sarcastic.
- Know when to call it a day!!

**PHYSICAL**

- FOOD
- SHELTER
- CLOTHING
- MOVEMENT
- SPORT
- REST/RELAXATION

**COGNITIVE**

- STIMULATION
- OBSERVATION
- THINKING
- PROCESSING
- SORTING
- CLASSIFYING
- SEQUENCING

**NEEDS**

**NOTHING TIME**

**SOCIO-EMOTIONAL**

- SECURITY
- UNDERSTANDING
- LOVE
- EMPATHY
- SELF ESTEEM
- COMPANY

**BEDTIME STORIES, LULLABIES AND MUSIC**

**MANY WAYS TO HAVE FUN**

Look around in wonder - many miracles happen around us daily.  
Be a quiet observer.  
Use wet chalk to make traffic maps on the floor - play a traffic game.  
Use sheets to build a tent! play camping.  
Have a 'Children-are-the-Chef' day.  
Get into 'tinkering' around with scrap.  
Play creative word games.  
Draw, write, doodle, create, imagine - 'What if...?'

Go for a walk... look at Nature and natural surroundings. BUILD EMPATHY  
Look at the NIGHT SKY. identify stars, planets, constellations. Use a \$ if you have!  
Make routine tasks fun or silly.

**Do JUGAAD**

**Relax**

- It could have been worse.
- Nothing is as bad as it appears.
- It's a disaster - not the end of the world.
- MANTRA This too shall end.
- There is light at the end of the tunnel.
- Take a **BREAK** Do something you love or do nothing!
- TRUST YOUR INSTINCTS - YOU KNOW YOUR CHILD BEST

**GO EASY ON YOURSELF**

Count 10 NOT WORKING?? count again!

When all else fails... **LAUGH over it!**

**FUN-DA!**

**ENJOY PARENTHOOD!**

**DO BE... Resourceful**

- Patient
- Calm
- Understanding
- Listen attentively
- Empathetic
- Surprised
- Delighted
- Interested
- Open
- Appreciative
- Allow space
- Creative
- Communicative

**DON'T BE...**

- Judgemental
- Criticizing
- Belittling
- Comparing
- Hovering
- Inattentive
- Dismissive

**NON NEGOTIABLES.**

ANY TYPE OF VERBAL / PHYSICAL ABUSE OR CORPORAL PUNISHMENT

With this out of the way, one will look for better options.





>>>> **March 2021**

Intention for the month:



Children aren't coloring books. You don't get to fill them with your favorite colors. - Khaled Hosseini

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

# Save the dates!

<https://www.aeced.org.in/>

[aecedmumbai@gmail.com](mailto:aecedmumbai@gmail.com)

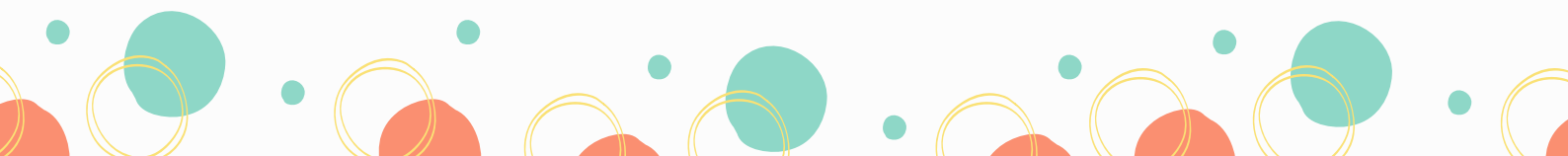
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[www.mumbai.aeced.org](http://www.mumbai.aeced.org)



Use this link below to view our calendar!

[AECEC CALENDAR 2021](#)



# AECED UPDATES

There was something euphoric about writing 2020! The new year of 2020 dawned bringing with it new hopes and cheers! But soon things began to change. There were distant rumblings from China... but as in life one never expects it to reach one's doorstep....but it did!

Soon everything went crashing down! Something none of us had experienced before!

We saw heart breaking images of children in baskets on their mother's heads , travelling miles to reach the safety of their distant villages!!! The unprecedented, sweeping, and dramatic changes in the lives of children and their families, left everyone confused and bewildered!

The teaching fraternity was faced with tremendous challenges, the early years more so! The practitioners were faced with the strangest of teaching methodology – ONLINE TEACHING! Strangest of methods for little children! Time when children had to be nurtured with close and warm physical contacts – there was the cold screen of the computer or cell phone taking it's place!! And added to the fact that only few teacher training teaches one of such methods. With school doors closed to the children the tremendous burden fell on to the parents.

But the ECCE space had to rise to the challenges put forth by the pandemic! It is with a matter of pride that AECED realized this and immediately swung into action. AECED National immediately brought to table four need-based seminars offering parents a “ Parenting Toolkit for Covid 19”. It was welcomed by parents from all over the country. As the emphasis was on taking parents as partners, it not only gave them hope but also some scaffolding and this was hugely successful.

They were:

1. **Coping with the Challenges of Family Lockdown by Dr. Suja Koshy** was the first webinar of the series that stressed on methods a family can adopt to cope with the lockdown.
2. **Physical Well-being and Summertime Health for Children by Ms. Moon Devdas and Ms. Naaznin Hussein** respectively featured physical games and activities that parents can play with children as they are confined to their homes during the lockdown.
3. **Helping Children Thrive: Parenting for Covid Times by Dr. Sujata Sriram** was a very helpful webinar for parents to handle children during the lockdown that resulted due to the pandemic.
4. **Art of Storytelling: Parenting for Covid times by Ms. Nandita Jhaveri and**



**Ms.Soniya Lalla** was an engaging webinar that made parents understand that they can also be effective story-tellers.

The Mumbai branch of AECED offered a bouquet of 6 webinars for the practitioners with emphasis on the social and emotional learnings. "Empowering the Frontliners - Professional Development for Early Childhood Educators".

This too was highly successful with participants from all over the country.

1. **Self-care of Teacher - Preventing Burnout** by - **Dr. Sujata Sriram** aimed at providing the need and importance of self-care for educators during these stressful times.

2. **Learning to Teach Online - Effective Technology Aids** by **Ms. Swati Bhatt** was the need-of-the-hour webinar that clearly outlined and explained the various technological aids and applications that can be used to transact the online curriculum.

3. **Partnering with Parents - An Eminent Need** by **Ms. Archana Jain** focused on the role of parents as partners. Their role as important stakeholders in the growth of children with valuable tips made this webinar successful.

4. **Power of Play** by **Ms. Archana Jamdar** brought out the need and importance of play in the early years.

5. **Emotional Regulation - to help children thrive** by **Ms. Monisha Singh Diwan** was a webinar that focused on not only understanding the value of emotional regulation in children but also methods that can be adopted by any adult to foster it.

6. **Music and Literacy** by **Ms. Purnima Contractor** was a webinar that clearly brought out the nexus between music and literacy. It was filled with songs, music and videos that can be used by teachers and parents.

The National Education Policy was released, with profound emphasis on the Foundational Stage. It is a matter of great honour that some of us at AECED were part of the NEP at its drafting stages. We now look forward to the NEP being implemented in the same spirit in which it was envisaged.

2021 ! We hope we will see our children back to where they belong - in the care of their loving teachers and in nurturing and stimulating environments where they can freely play, explore and just be able to be themselves!!

**Purnima Contractor**  
**President, AECED Mumbai**

# Membership

The Annual Membership of AECED Mumbai 2021-2022 is open. Please do renew (if applicable) and pass the buzz to help the ECD network grow.

## Individual membership

- 1) 1 year – Rs. 500/-
- 2) 3 years – Rs. 1,200/-
- 3) 5 years – Rs. 2000/-

## Institutional membership

- 1) 1 year – Rs. 1,000/-
- 2) 3 years – Rs. 2,500/-
- 3) 5 years – Rs. 4,000/-

### How does one become a member?

1. Choose your membership – Annual/Three years/Five years.
2. Download the form from the website ([www.aeced.org.in](http://www.aeced.org.in))
3. Send it with the payment to the address mentioned. Payment options are **NEFT/D.D./Cheque/Cash.**
4. D.D/Cheque/Cash can be hand delivered to **Ms. Meera Mahendra, 2A/104, Jal Tarang, A.S. Marg, Powai, Mumbai 400076.**
5. Account holder name: **AECED Mumbai, HDFC Bank, Chembur Branch, Acc number: 50100348681406, IFSC code: HDFC0000013 MICR code: 400240008**

**All members will receive a unique Registration Number  
AECED Mumbai**

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

**Reg. No. F 42514**

To submit feedback, articles, anecdotes and/or queries related to the early childhood years that you may want to share with other readers, in the following edition of the newsletter, please email to us at [aecedmumbai@gmail.com](mailto:aecedmumbai@gmail.com)

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