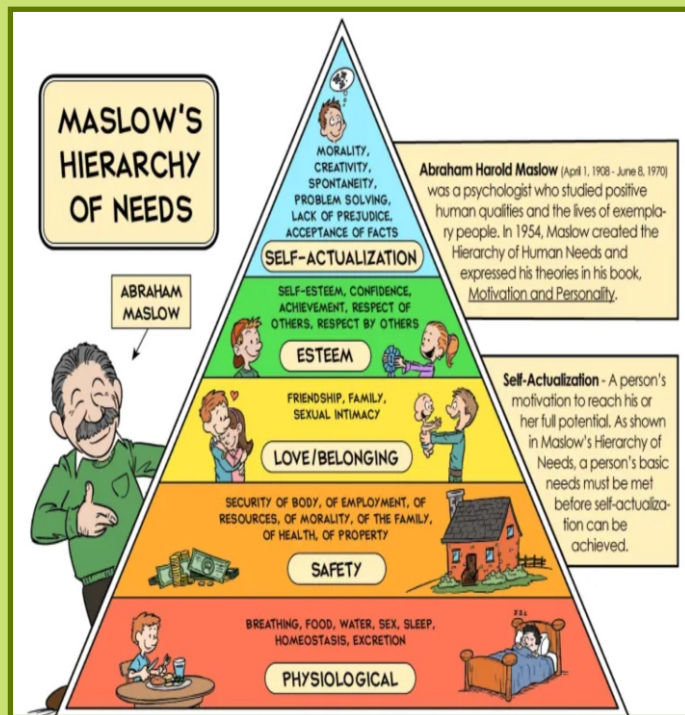**Dr. Swati Popat Vats**

A TO Z OF
EARLY CHILDHOOD EDUCATION
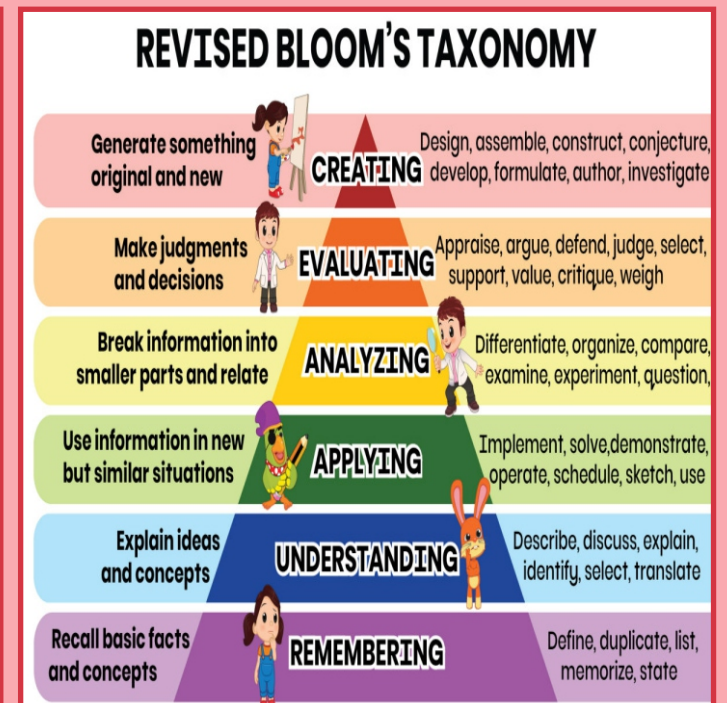
A ABRAHAM MASLOW

Understand the hierarchy of needs.
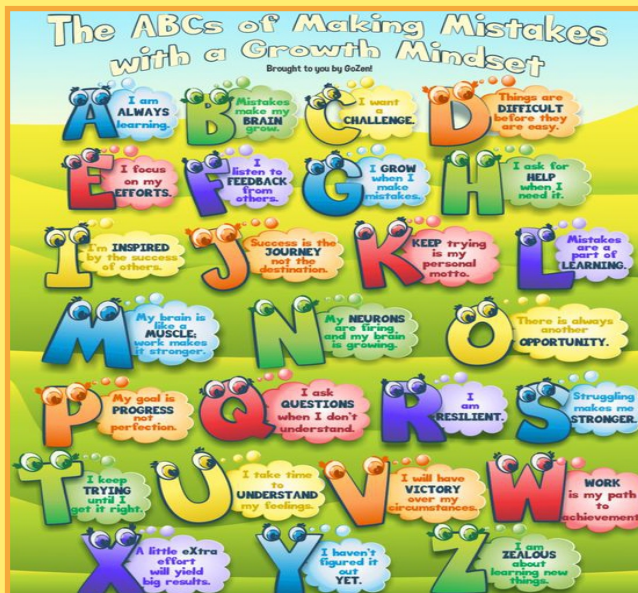

B BOWLBY-BLOOMS

Bowlby- understand attachment theory to help children settle in kindergarten.

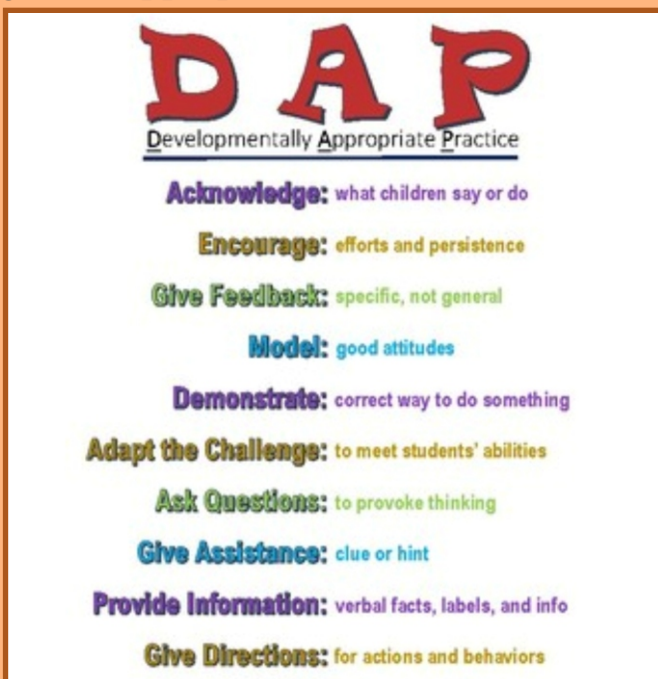Blooms- Understand Bloom's taxonomy for curriculum planning.

C CAROL DWECK – GROWTH V/S FIXED MINDSET

CAROL DWECK - "If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning."
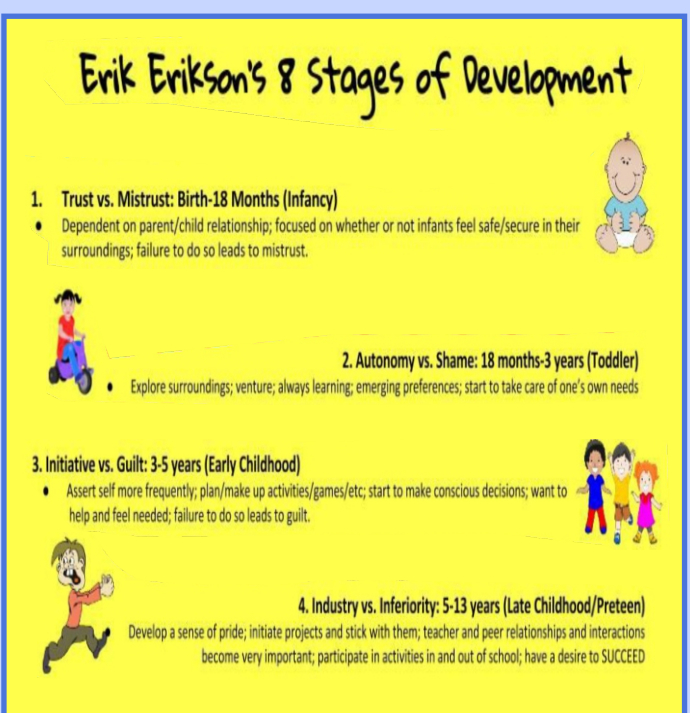

D DAP

Developmentally Appropriate Practice – ensure your practice is age, culture and gender appropriate.
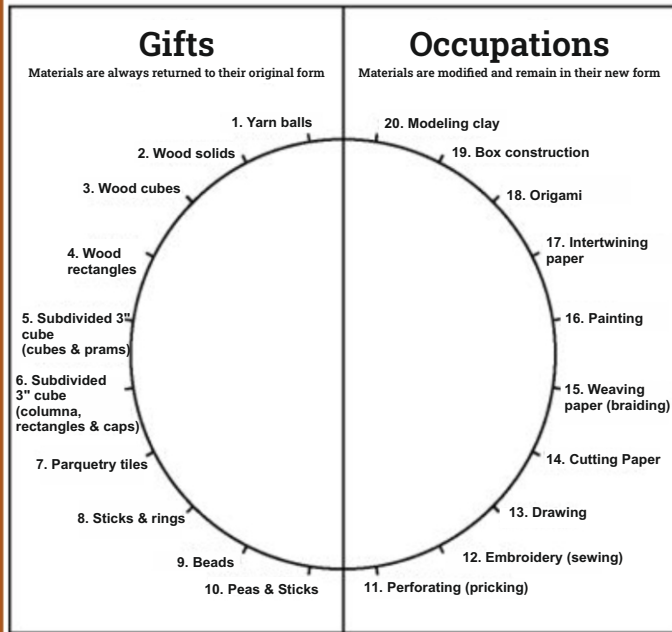
D A P
Developmentally Appropriate Practice

Acknowledge: what children say or do

Encourage: efforts and persistence

Give Feedback: specific, not general

Model: good attitudes

Demonstrate: correct way to do something

Adapt the Challenge: to meet students' abilities

Ask Questions: to provoke thinking

Give Assistance: clue or hint

Provide Information: verbal facts, labels, and info

Give Directions: for actions and behaviors

E ERIK ERIKSON

8 stages of emotional development – understand and implement the first 4.

Erik Erikson's 8 Stages of Development

1. **Trust vs. Mistrust: Birth-18 Months (Infancy)**
   - Dependent on parent/child relationship; focused on whether or not infants feel safe/secure in their surroundings; failure to do so leads to mistrust.

2. **Autonomy vs. Shame: 18 months-3 years (Toddler)**
   - Explore surroundings; venture; always learning; emerging preferences; start to take care of one's own needs

3. **Initiative vs. Guilt: 3-5 years (Early Childhood)**
   - Assert self more frequently; plan/make up activities/games/etc; start to make conscious decisions; want to help and feel needed; failure to do so leads to guilt.

4. **Industry vs. Inferiority: 5-13 years (Late Childhood/Preteen)**
   - Develop a sense of pride; initiate projects and stick with them; teacher and peer relationships and interactions become very important; participate in activities in and out of school; have a desire to SUCCEED

F — FROEBEL GIFTS AND OCCUPATIONS

Froebel's Kindergarten Materials

Gifts	Occupations
Materials are always returned to their original form	Materials are modified and remain in their new form

Gifts:
1. Yarn balls
2. Wood solids
3. Wood cubes
4. Wood rectangles
5. Subdivided 3" cube (cubes & prams)
6. Subdivided 3" cube (columna, rectangles & caps)
7. Parquetry tiles
8. Sticks & rings
9. Beads
10. Peas & Sticks

Occupations:
20. Modeling clay
19. Box construction
18. Origami
17. Intertwining paper
16. Painting
15. Weaving paper (braiding)
14. Cutting Paper
13. Drawing
12. Embroidery (sewing)
11. Perforating (pricking)

G — GIJUBHAI BADHEKA DIVASWAPNA METHOD, STORY PEDAGOGY

This Will Not Do... In Our School

Gijubhai Badheka

(Excerpts from Prathmikshalama Shikshak, first published in 1932, written by Gijubhai Badheka)

Once Upon a Story

It will do if we are not constantly engaged in 'teaching' children. It will not do if we interfere in their activities or threaten or force them to sit down to study.

It will do if the children in our school study a while and play a while. It will not do if they toil through the day like labourers under our strict supervision.

It will do if our children sit, read or draw because they feel like doing so. It will not do if they paint a picture or sing a song to impress an outsider.

Buy a copy of the book, 'Once upon a Story', to get such inspirations from Gijubhai method.

H — HECKMAN

Understand why investing in ECE pays!

PRESENTING THE HECKMAN EQUATION

INVEST in early education for disadvantaged children

+ DEVELOP cognitive skills, social abilities and healthy behaviors early

+ SUSTAIN early development with effective education through to adulthood

= GAIN a more capable and productive workforce

LEARN MORE ABOUT THE BENEFITS OF QUALITY EARLY CHILDHOOD EDUCATION AT HECKMANEQUATION.ORG
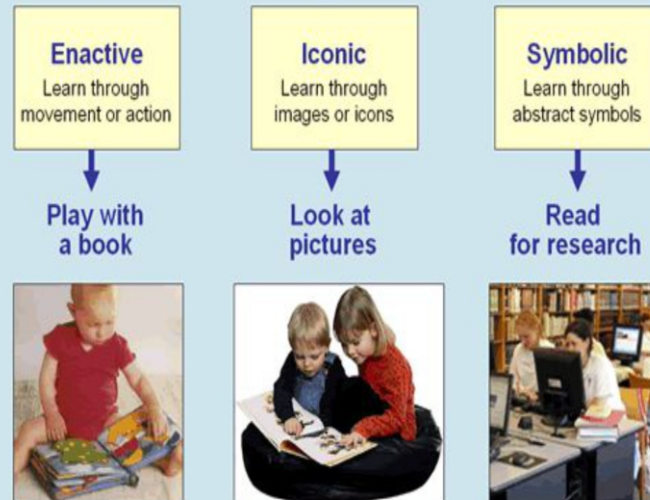
I — INTELLIGENCE- HOWARD GARDENER

Understand why investing in ECE pays!

MUSIC — MUSIC SMART
KINESTHETIC — BODY SMART
INTERPERSONAL — PEOPLE SMART
WORD SMART — LINGUISTIC
LOGIC SMART — MATHEMATICAL
NATURE SMART — NATURALISTIC
SELF SMART — INTRAPERSONAL
PICTURE SMART — VISUAL

J — JEROME BRUNER

Concrete(Enactive)- pictorial (iconic)- abstract (abstract symbols) -this is the best way to teach.

Learning Modes
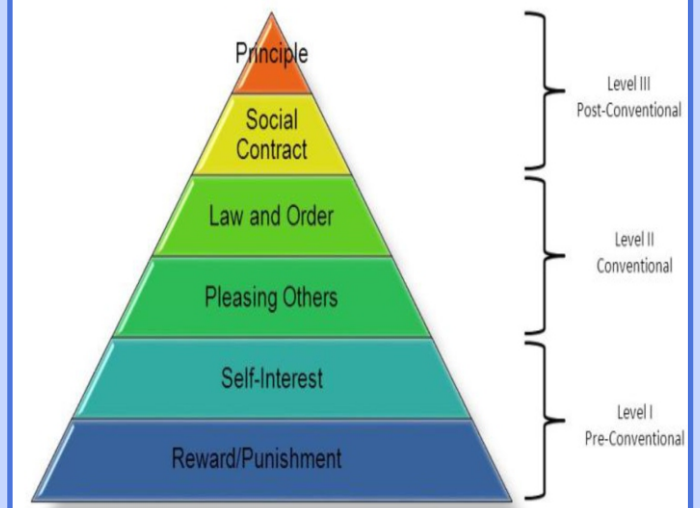
Enactive — Learn through movement or action → Play with a book

Iconic — Learn through images or icons → Look at pictures

Symbolic — Learn through abstract symbols → Read for research

K — KOLHBERG

Understand about moral development stages.

Kohlberg's Pyramid of Stages

- Principle
- Social Contract — Level III Post-Conventional
- Law and Order
- Pleasing Others — Level II Conventional
- Self-Interest
- Reward/Punishment — Level I Pre-Conventional

L LEV VYGOTSKY

Vygotsky and play- Vygotsky believed that play promotes cognitive, social, and emotional development in children

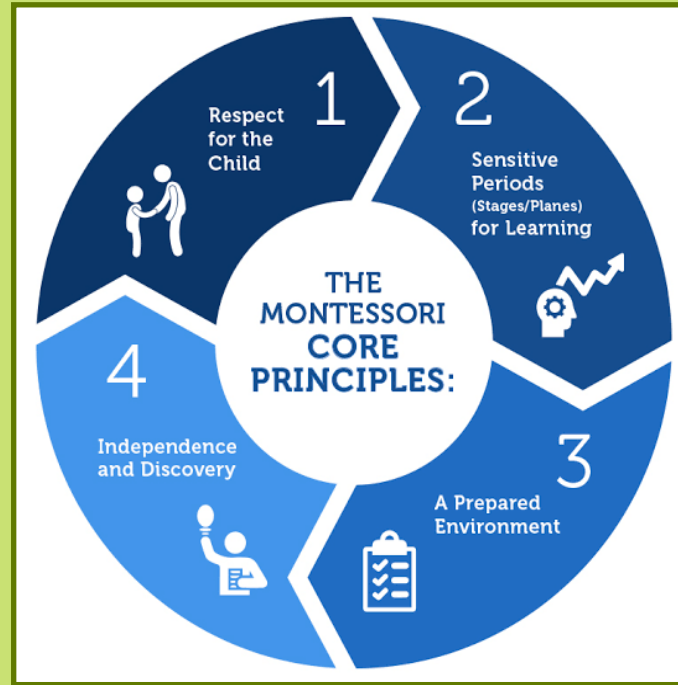### Vygotsky's Theory: Make-Believe Play → Self-Regulation

• By creating imaginary situations, children learn to use mental symbols/ideas (especially through language) to guide and control their thinking and behavior.

2. By following rules in make-believe, children come to understand and uphold social norms and expectations.

M MARIA MONTESSORI

Implement the 4 core principles of Montessori.

THE MONTESSORI CORE PRINCIPLES:
1 Respect for the Child
2 Sensitive Periods (Stages/Planes) for Learning
3 A Prepared Environment
4 Independence and Discovery

N NEUROSCIENCE

85% of the cumulative brain development happens in the first 6 years.

THE AMAZING BRAIN

THE PREFRONTAL CORTEX HELPS US MAKE GOOD CHOICES, PAY ATTENTION AND LEARN.

THE HIPPOCAMPUS HELPS US REMEMBER WHAT WE LEARN AND STORES OUR MEMORIES.

THE AMYGDALA HELPS KEEP US SAFE IT IS WHERE ALL OF OUR EMOTIONS COME FROM BUT SOMETIMES, IF WE HAVE STRONG EMOTIONS, IT KEEPS US FROM THINKING CLEARLY.

momentous institute

O OUTDOOR PLAY

Its helps in all round development

More outdoor time is linked with improved motor development and lower obesity rates and myopia (near-sightedness) risk. Safely getting some sun also helps us make vitamin D that our bodies need to stay healthy and strong. More engaged in learning. Playing outside promotes curiosity, creativity and critical thinking.

P PIAGET/PARTEN

Piaget- understand the stages of cognitive development.

Piaget's Stages of Development

SENSORIMOTOR STAGE
The child begins to interact with the environment.
0-2

PREOPERATIONAL STAGE
The child begins to represent the world symbolically.
2-6 or 7

CONCRETE OPERATIONAL STAGE
The child learns rules such as conservation.
7-11 or 12

FORMAL OPERATIONAL STAGE
The adolescent can transcend the concrete situation and think about the future.
12-Adulthood

Parten- look for and support the 6 stages of play.

The 6 Stages of Play

Stage	Age	Description
Unoccupied Play	0-3 months	When baby is making movements with their arms, legs, hands, feet, etc. They are learning about and discovering how their body moves.
Solitary Play	0-2 years	When a child plays alone and are not interested in playing with others quite yet.
Spectator/Onlooker Behavior	2 years	When a child watches and observes other children playing but will not play with them.
Parallel Play	2+ years	When a child plays alongside or near to others but does not play with them.
Associate Play	3-4 years	When a child starts to interact with others during play, but there is not much cooperation required. For example, kids playing on the playground but doing different things.
Cooperative Play	4+ years	When a child plays with others and has interest in both the activity and other children involved in playing.

Q QUESTIONING

Use open ended questions and avoid too many yes-no questions.

OPEN ENDED QUESTIONS TO ASK DURING PLAY....

- How does that work?
- I wonder if.......?
- What do you think is happening?
- What do you think might happen?
- Tell me about your.......?
- How can we.....?
- What would happen if?
- Why does it......?
- Is there any other way to do this?
- Tell me what it looks like?
- What else can you do with......?
- How do you do that?
- What should we do next?
- How did you...?
- What do you suppose......?
- What can you hear?
- Tell me what it sounds like?
- Can you think of a different way?
- Is there another way to do this?
- How did that happen?
- What would you do?
- Tell me about.....?
- What do you think about...?
- What can you see?
- What can you feel?
- What might happen next?

R RABINDRANATH TAGORE/REGGIO

Tagore – include Tagore's educational philosophy; naturalism, humanism, internationalism and idealism.

Reggio- use the power of observation and documentation.

The Power of Documentation

In the Reggio Emilia approach, teachers use observation and documentation techniques to capture children's interests, learning, and development.
Documentation serves the purpose of encouraging children to make connections between ideas and reflect on their work.

Visit www.reif.co.in for details

S SOCIAL LEARNING (BOBO DOLL)

Bandura's bobo doll experiment shows how children imitate violent behaviour, be careful of the videos, books that you select for children.
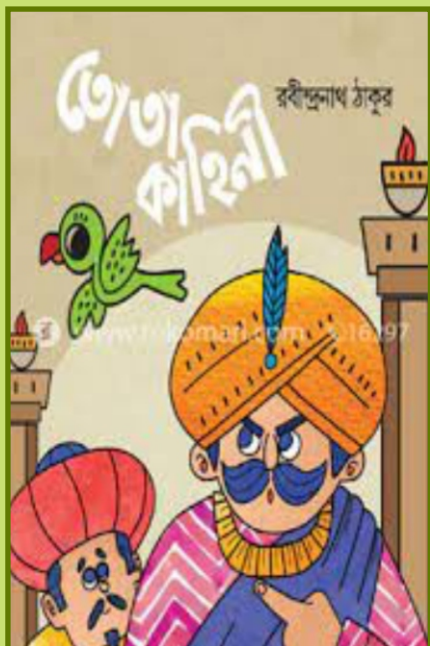

The Bobo Doll Experiment

An experiment by Bandura (1961) in which adults modelled aggressive behaviour towards a "Bobo doll".
- Children were observed to copy the adults.
- This supports Bandura's Social Learning Theory, which suggests people learn by observation, modelling, imitation, punishment and reward.

T TARABAI MODAK / TOTA KAHINI

Tarabai Modak- believed in the importance of training parents – invest in a good parent partnership program

Tota Kahini- read Tagore's 'The Parrot's Training or Tota Kahini' and you will realize that we are still struggling to eradicate harmful educational practices, it's time to do it now!

U UNIVERSAL ECE

It's important for children to have universal access to ECE- Early childhood education and care is more than just making sure children are ready for school. It helps children start developing skills they'll use in all areas of their lives, for the rest of their lives.

THE IMPORTANCE OF CHILDHOOD EDUCATION

A bright start

The brain grows most during the first 3 years of life. Pruning of nerve connections begins after 12 months, when synapses that aren't used disconnect and wither.

This means that much of the effort in nurturing and education must be put forth before children reach their fourth birthday.

Children who get the attention they need early in life do better in school, and are likely to have higher long-term earnings, a better social status, and a happier life.

V VALUE EDUCATION

It is important to ensure that children grow up with values...

Be kind to the Environment
Save water
Don't pollute
Clean up
Conserve energy
Renewable energy
Sustainable resources
Cultural heritage
Environmentally–friendly products
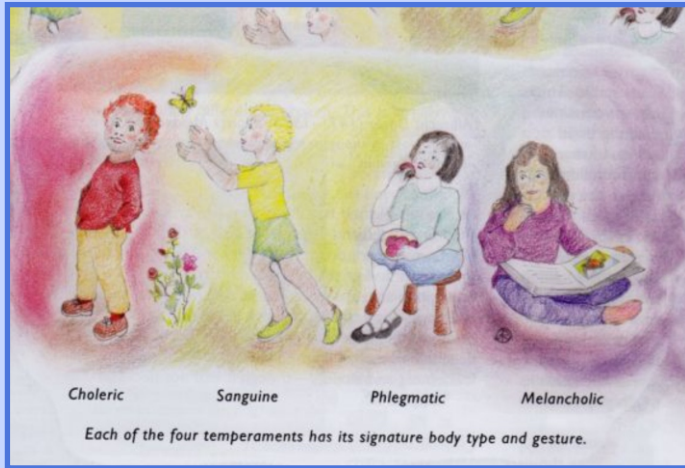Care for wildlife
Reduce, reuse, recycle
Value the environment

W WALDORF

Rudolf Steiner established the Waldorf schools. He believed that children have 4 temperaments. They are sanguine (air), choleric (fire), melancholic (earth), and phlegmatic (water). We all have each of the four temperaments. Steiner believed adults should work to harmonize the temperaments in themselves.

Choleric   Sanguine   Phlegmatic   Melancholic

Each of the four temperaments has its signature body type and gesture.

X X ME NOT!

Avoid using red pens to correct children's work! Children's work does not need 'correcting' they don't need a large red X on their work. Find ways to motivate, as given in the NCF.
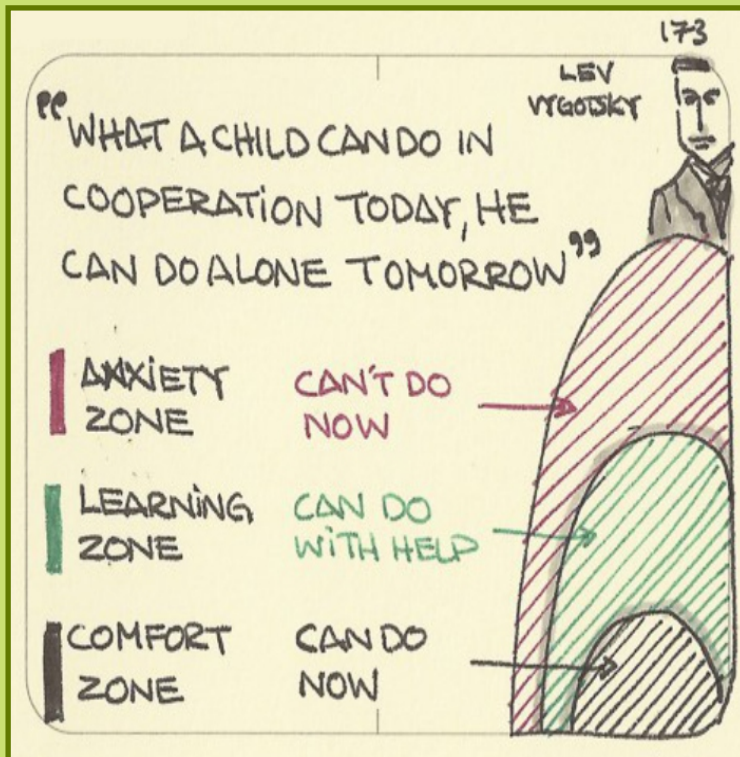

Y YOGA

Yoga helps strengthen children's growing bodies and helps them improve their flexibility, which can reduce their chance of injury. Yoga teaches discipline and reduces impulsivity. Yoga can reduce challenging behaviours in the classroom by providing a physical outlet for children to express themselves.

Z ZONE OF PROXIMAL DEVELOPMENT

ZPD is the zone where instruction is the most beneficial as it is when the task is just beyond the individual's capabilities.

Scaffolding is how adults support children's development and learning by offering just the right help at just the right time in just the right way.

(IF YOU ARE INTERESTED IN TRAINING YOUR TEACHERS ON THIS A-Z OF ECE, WRITE TO ME ON ecapresidentindia@gmail.com)