



**aeced**  
**ENGAGE**

ISSUE 1: 2017-18



# **GUIDING YOUNG CHILDREN**



## From the Editor.....

Hello Educators and Readers,

Greetings for the new academic year!

The year 2017 has brought in cheers and smiles with its share of effective advocacy and increase in good practices. The Maharashtra State Commission for Women has formulated and released the '**Regulatory Guidelines for Crèche and Day Care Services in Maharashtra**', a much needed directive to streamline and resolve rising issues in the early childhood scenario. AECED Mumbai Executive Committee members contributed in formulating the document, along with other ECD experts and practitioners from the field. Kudos to collaborating for better ECD practices and safer spaces for our children!

With the stage being set for better practices, it is imperative to ponder on the socio-emotional environment provided in ECD spaces. This first issue of 2017-18, '**AECED Engage - Guiding Young Children**' tries to decode it for us.

To set the stage, Shobha Bharat addresses the theoretical underpinnings through her article, '**Guiding behaviour in Young children**' followed by '**Building Routines and Managing Transitions**' by Archana Jamdar that explains the relevance of the environment. Monisha Singh Diwan speaks for the child and takes us through strategies that work best in the classroom as well as in the home environment in '**Children see, Children do!**' We wind up with Rekha Menon's '**Tools for use**,' an invaluable checklist for teachers to assess themselves.

With changing family structures, fathers are emerging as a strong and welcome force of caregivers. A few **fathers share their experience**.

The book '**Owen**' helps us connect with the feelings of our young ones as they set out to explore the world.

Nalini Chhugani, President-AECED MUMBAI, reviews **AECED's work in 2016-17** in its quest to improve the quality of ECD programs and settings.

So fellow educators, suit it up for 'Guiding Young Children'!

Best regards

**Rekha Menon**

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#### AECED ENGAGE

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'Guiding Young Children'

A review of guidance practices in early childhood settings.

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# Guiding Behaviour in Young Children

- Shobha Bharat

**G**uiding young children's behaviour is the beginning of shaping the child's future personality. Every interaction with children, be it direction, request for help, experiences provided, disciplining misbehavior, designing an environment, conveys our expectations which affects not only their immediate behaviour but also has a lifelong impact. Parents and early childhood educators strive to develop children who are friendly, sociable, conscientious, responsible, cooperative and considerate. Developing this repertoire of **behaviour requires thoughtful and consistent guidance from parents and teachers**. The common aim of guidance is to contribute positively to the development of productive and responsible youngsters.

One important prosocial quality in children is the development of self-control. This in turn leads to self-regulation. Internal control rather than external control is essential. An environment where opportunities are child centered, relevant and respectful of children nurtures their growing autonomy. Adults in the child's world should be careful to use inductive reasoning, focusing on the explanations that emphasize the rights and privileges of others instead of scolding or punitive

restrictions. Thoughtful and respectful guidance practices lead to development of socially competent and responsible children. According to Diana Baumrind (1991), a pioneer in developing parenting style typologies, an interaction style where the child is given a

reason for what is expected and rules and consequences for behaviour are clearly stated, help children to be socially competent, have positive interactions, self-reliant, generally happy and explorative. Research indicates that a consistent, loving, firm, reasonable and an inductive environment help to develop children who are morally responsible, considerate, altruistic, independent and assertive.

A number of philosophies and approaches explain how to guide children's behaviour. The common purpose of these approaches is to guide adults to promote the development of happy, disciplined and responsible children. Each philosophy stems from different theory and philosophy but share some common elements.

- a) According to the psychiatrist Rudolf Dreikurs, there are four underlying goals for all misbehavior. Dreikurs felt that one can effectively deal with a child's misbehavior by analyzing and understanding the goal which motivates the child. The four goals

are **attention, power, revenge and inadequacy**. He suggests that instead of rewards and punishment, parents and teachers should use encouragement and logical consequences. Encouragement focuses on increasing children's confidence by accepting as they are and build on children's strength and help in boosting their self-esteem. One of the most widely used tools suggested is logical consequences. Adults can provide a real learning experience by allowing them to experience the natural consequence of their







actions. Logical consequences always follow positive actions and provide natural reinforcement for a variety of prosocial behaviours.

Additionally, Gartrell (1995) suggests that instead of using traditional discipline, which punishes children for having problems that they cannot solve, guidance teaches ways to solve them. To do this effectively we must relate to children's behaviour occurring because of problems in one of the three relational patterns: **encountering, adjustment, and survival.**

Children at the first stage-encountering are experimenting, exploring and engaging in discovery and construction of new knowledge. When this behaviour results in a "mistake," adults need to provide guidance that accepts a child's curiosity, attempts at learning new knowledge and also helps the child to avoid repeating same mistakes. The second level of mistaken behaviour is adjustment. Children's behaviour is socially influenced based on the responses and behaviour of significant people in their lives. Children learn mistaken behaviour by imitating others and /or having this behaviour reinforced by others. The third level of mistaken behaviour is survival which is related to the child's needs for safety and security which may threaten a child's physical and social well-being and even survival. Children with survival relational pattern often have very deep pain and suffering that requires more than teacher's guidance.

- b) A second guidance approach was proposed by Thomas Gordon, a humanistic psychologist. In humanistic psychology, mutual respect and acceptance between the adult and the child forms the underlying principle. The foundation for mutual respect begins during infancy as adults respond to babies that communicates respect. Gordon proposes that adults be aware of which behaviours are acceptable and which are unacceptable. Active

listening is a technique where adults reflect on what the child is sharing to help the child resolve his/her own problem. This technique helps to convey that adults respect a child's right to solve their own problem. It conveys acceptance and encourages children to reveal the true, underlying cause of her distress. When adults have a problem, they can respond with "I"- message rather than a "You"-message. Thus an adult may say "Anita, I am afraid someone will get hurt if all those blocks are lying on the floor" rather than "You are being very irresponsible." When the ownership of a problem is a joint one, Gordon suggests a **mutually satisfactory resolution through negotiation.**

### Children misbehave when they are tired, frustrated, ill, hungry, over stimulated or bored.

- c) A third guidance approach is behaviour management derived from behavioural theory. According to this theory, a child's behaviour is influenced by the environment which includes space, objects and people. It is based on the principle that every behaviour has a consequence, children learn behaviours that are reinforced and cease behaviours that are not reinforced. A number of techniques have been developed by

the behaviorists to manage behaviour which is used in Early Childhood settings. Positive reinforcement is one of the most widely used. The principle applied in Behaviour management is that children will continue to repeat behaviours they get attention and acknowledgement. Behaviorists suggest that powerful reinforcers such as sweets, food, toys, tokens or privileges may be offered only if the child does not respond to social reinforcement. It is important that reinforcement immediately follows appropriate behaviour although the frequency of behaviour may vary. Just as positive behaviour strengthens behaviours, withdrawing reinforcement through ignoring or extinction can weaken or eliminate certain unwanted behaviours. One example of ignoring behaviour is Time-out,





when the child is given time away from both reinforcement and stimulation of the activity. Time-out should be used sparingly and not used to get rid of the child but to weaken specific behaviour.

Modeling appropriate behaviours is advocated by social learning theorists which is truly effective where children acquire appropriate behaviours through observational learning. A final method advocated by behaviorists is cuing; a technique used to help children remember what is expected- for example, the sound of a bell or a special song to remind children about transitions.

### Designing Effective Guidance

#### 1. **Setting realistic expectations-**

Effective teachers of young children are aware of the developmental process and understand and acknowledge the differences in individual rates of development. The developmental age of the child affects the behaviour, interactions with the environment and relationships with peers and adults. Early childhood educators need to have realistic expectations based on developmental age and respond with developmentally appropriate and growth promoting strategies.

#### 2. **Preventing Misbehavior-** Another important step in developing a plan for guidance is to devise ways to prevent behaviour problems. A well designed, well organized classroom can eliminate or minimize management problems and guide children about appropriate behaviours and use of environment.

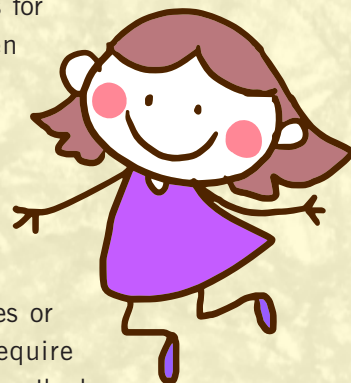
#### 3. **Creating a climate of support-** A climate of trust, support and security is another important prerequisite for designing effective guidance strategies. Reducing stress in children's environment, respecting children, their needs and their abilities, sharing warm, sincere reciprocal interactions are the hallmarks of an authentic and responsive teacher.

#### 4. **Communicating Effectively-** Communication is essential both in preventing appropriate behaviour and discussing the consequences of their

behaviour. It is important to get children's attention before starting a conversation or making requests. Adults need to place themselves at children's eye level by sitting down and using touch to get

children's attention. Using developmentally appropriate language, being aware of the pitch, pace and tone of the language is important when speaking to children. It is essential to address one's communication to the situation and child's behaviour rather than child's character or personality. Do not say "you are bad/selfish" rather say that "your friends do not like it when you snatch things." Establishing clear limits or rules in positive phrases rather than prohibition is very important.

#### 5. **Responding to children's behaviour-** Before responding to children's behaviour adults need to find out the reasons for their behaviour. Children misbehave when they are tired, frustrated, ill, hungry, over stimulated or bored. Their misbehaviour is a signal to identify problems in environment design, daily schedule, curriculum, routines or staffing patterns and require appropriate adjustments. The methods used to address misbehaviour should meet children's needs.



### Growth Promoting Guidance

Adults have to use positive, developmentally appropriate and growth promoting strategies that are effective in guiding children's behaviour.

#### a) **Ignoring minor annoyances** - When children misbehave for seeking attention, ignoring is the most effective strategy for guiding such children. It is important to clarify what behaviour is ineffective or inappropriate.

#### b) **Encourage children-** Adults should pay attention when children are behaving appropriately, doing



something difficult or helping someone. Verbal praise has to be sincere and clear. Making eye contact, a nod, hug or eye contact with a child and thumbs- up are non verbal demonstrations of approval. Research has indicated that appropriate encouragement is far more effective than praise or rewards. Encourage has to be discreet, teacher initiated, specific to the act, focusing on improving the process rather than evaluating a product, sincere direct comments in a natural voice and should help children succeed.

**c) Redirect children from misbehaviour-** When too many children are crowded in one area or when children are disputing over rights to play with too few equipment, it is best to redirect one or more children to another area or equipment to avoid escalation of inappropriate behaviour. Offering suggestions or legitimate choices rather than commands or prohibitions are more effective in getting children to comply.

**d) Discuss consequences-** Consequences that help children develop self-discipline are based on recognition of equality, mutual respect and order in the classroom. Natural consequences are based on the natural flow of events without adult intervention. An adult can effectively use the naturally occurring consequences of children's behaviour to help children realize the link between their behavior and unfortunate impact.

#### **e) Teach conflict resolution-**

Children need to learn how to resolve conflicts peacefully without using negative behaviours.



In order to decide what approach of guidance is to be used, Early Childhood educators need to think through their own values and expectations as they relate to the care of young children. It is important to be aware of the philosophy of the programs they work in. This article reviewed Dreikers, Gordon's and Behaviorists' approach. Good early childhood educators use many of these techniques. It is important to use an eclectic approach where one can utilize appropriate techniques that are best suited to the philosophy of the program, children, environment, and the personality of the teachers. Decisions about classroom management and guidance help teachers to foster a warm, secure and humane learning environment which provides support to young children, helps reduce or manage behaviour problems and meet the goals of Early Childhood Education. Children benefit with growth promoting guidance by understanding consequences of their behaviour, empathy and high levels of moral reasoning and an internalization of values. Early childhood educators would identify with Gandhiji's famous claim that "If we are to teach real peace in this world and if we are to carry on a real war against war, we shall have to begin with children."

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# Routine Building and Managing Transitions

- Archana Jamdar

Neha starts school.

Neha is going to turn three in a few months and it's her first day at the neighbourhood preschool. Neha is a well-built, bright, single child. But she looks sleepy and tired in the morning. Her teachers greet her warmly with a big smile- "Good Morning Neha", she does not answer.

At the play table Neha, looks unsettled and anxious and this continues for a few days.

The teachers set up a small meeting with the parents. The mother shares that as Neha's father comes home late, Neha stays awake to spend some fun time with her father. Dinner gets delayed and then the bedtime routine goes haywire, as Neha is excited and engaged with her father.

No wonder Neha is at her sleepy best most mornings!

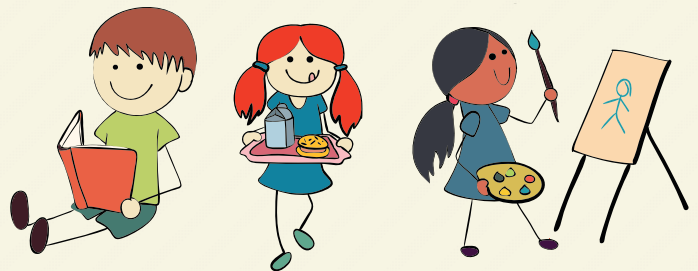


## IMPORTANCE OF ROUTINES

### ROUTINES HELP CHILDREN LEARN SELF-CONTROL

Consistent routines, activities that happen at about the same time and in about the same way each day, provide comfort and a sense of safety to young children.

Whether it is time to play, clear up, time for a snack, hand wash or bedtime, knowing what will happen next provides security and emotional stability. It helps children learn to trust that caring adults will provide what they need. When children feel this sense of trust and safety, they feel free to play, explore, and learn.



### ROUTINES GUIDE POSITIVE BEHAVIOR

Routines are like gentle alarms, more like reminders to manage our schedule—they guide children's actions toward a specific goal. Routines can be used for many reasons, but two of the most important are ensuring **children's health and safety, and helping children learn positive, responsible behavior.** For example, children wash hands before they have snack, or must hold an adult's hand when crossing the road.

Establishing a daily routine in a preschooler's life is very important. Whether at home or in school, it sets the tone for predictability. It helps children have clear expectations and understanding of the world and how it works. It also reduces stress and anxiety for both the parents and children and avoids chaotic and unhappy situations.

*Routines help build independent, responsible and confident children.*



In a Preschool setting routines set the tone for what comes next- clean up time, toilet and hand wash time, getting ready for snacks and outdoor play. These school routines are indicators for children to develop a sense of understanding of patterns.

### Routines are an important opportunity for learning

Daily routines are often thought of as just “maintenance” activities: arrival time, play time, circle time, snack time, outdoor time and dispersals. However these everyday schedules are rich opportunities to support child's learning and development, while having fun. Routines offer the chance to build self-confidence, curiosity, social skills, self-control, communication skills, and more. Think about some exciting routines to establish during arrival time in your school? How to welcome children?

Routines provide the two key requirements for learning: relationship building and repetition. So enjoy these “ordinary” moments with the young learners

### Routines help children cope with transitions

Young children need time and space to explore and transition from one activity to another sometimes can be rather difficult.

Routines - like bedtime routines can help make transitions easier.

Some tips and ideas for managing routines:

- Using a five -minute to clear up signal
- Using a particular song to indicate change of activity
- Using a game
- Use of special rituals- like counting fast and counting slow
- Use of visual schedule at home and in school (refer below)



## Dear Parents and Teachers,

It's a good idea to make the Routine chart as shown below, to help children settle down to a healthy routine in school as well as home. Make something similar along with your children, take their suggestions about their favorite activity in the day and night. Make it a fun experience as you cut and stick and talk. Use these charts and send us your reactions:

How did you use the charts?

What was the response of your children?

Did it help settle your children?

Was there any observable change?

We look forward to hearing from you.....at [aecedmumbai@gmail.com](mailto:aecedmumbai@gmail.com)

### References:

[www.kidtokid.com](http://www.kidtokid.com)

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### DIY – for parents visual routines at home



### DIY for teachers -Visual routine in school





# Children see, Children do!



- Monisha Singh Diwan

## Scenario 1

**Ritu and Sonali fight over a new doll.**

Teachers response: Snatches the doll and says that because they cannot play well, nobody will get the doll.

## Scenario 2

**Jai goes to the mall with his parents and demands a toy. On not getting a toy, he goes flat on the ground and starts crying and shouting.**

Parents response: Starts with an emphatic no and finally give in and buy him a toy to avoid continued tantrum.

## Scenario 3

**Arya gets upset with her younger sister and punches her in the tummy.**

Parents response: Becomes furious, shouts, and holding Arya's arm makes her sit in the corner for 5-10 minutes. Thereafter makes her say "I'm sorry" to her younger sister.

## Scenario 4

**Malli says that Vikram and Guneet said that they are not her friends anymore and she told them to shut up.**

Teachers response: We don't use bad words in the class.

I read this phrase recently by Stephen Covey which says, “*fast is slow and slow is fast*”. This is so true for the present day lives we live and equally true when we apply it to guiding young children. When faced with challenging behaviour, for example, as in the commonly observed scenarios above, adults often feel a sense of helplessness and end up either shouting, threatening, ignoring, ridiculing, demeaning, bribing, giving in etc. It finally does reek of *Teacher Torture or Parent Power* which we exercise over little children in our care and justify as either very well meaning on our part or “we were brought up this way, and haven't turned out all bad”. Let's admit, our focus is quick fix solutions, quick results, BUT, think about this...

*DO these fast solutions really last?*

*Are we saying something but doing something totally opposite?*

*What will really stick for the child, our words or our actions?*

*What will sustain as a habit and natural response for the child in the long run?*

*Are we unknowingly, demonstrating and reinforcing behaviour which will cause more conflict and unrest for the child and lead to adjustment issues?*

*How do we model conflict resolution and problem solving in our lives for children to emulate?*

*Is there children's voice and response in the whole discourse or is it a one-way communication?*

Fast is indeed slow in this case as it actually causes more setbacks in the child's positive growth than provide any support. So what works really?

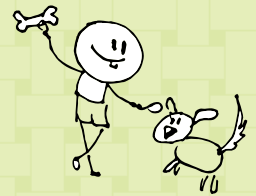
It is in a nutshell, caring for children and their needs, interests and problems; active listening; astute observation of children at play and with peers to see their natural responses; clear, consistent, gentle guidance and genuine modeling of positive behaviour and strategies for problem solving, which together work effectively in guiding young children well and that my friends, is a slow arduous process but with tremendous benefits in the long run. And need I say, these benefits are not just for the children but for us and people in our lives. Well that's a conversation we can have another time, another day.

So, as educators, caregivers and significant ROLE MODELS in the child's life, let's for once think through what would really work in guiding children. There's no magic wand (remember, fast does not work for long), but here are some tried and tested strategies rooted in research and good old common sense that I have culled out through my own experience as an educator and mother and a keen observer of children. Use these and keep adding to the list and sharing with your fellow mates who are keen to raise children slow and well and HAPPILY.

If our children were to speak to us, this is what they would have to say to help us guide them better-



# Behaviour Support Strategies



1. WHAT YOU SAY-I MAY,  
WHAT YOU DO,  
I SURELY WILL DO !

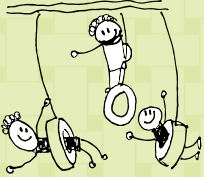
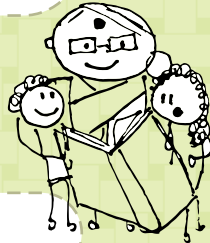
I watch you to get clues on how to behave in the world.  
You are my role model. Use your own behaviour to guide me.

2. HERE'S THE DEAL,  
LET ME KNOW  
HOW YOU FEEL!

Tell me how my behaviour affects you. This will help me  
see my own feelings in yours, like a mirror.  
This is empathy and by the age of three, I can show real empathy.

3. DON'T BROOD ON WHAT  
I SHOULD, JUST CATCH  
ME BEING GOOD!

When I behave in a way you like, you can give me some positive  
feedback. Ensure the feedback is specific and descriptive.



4. STANDING TALL YOU  
TOWER OVER ME,  
COULD WE PLEASE AT  
THE SAME LEVEL BE!

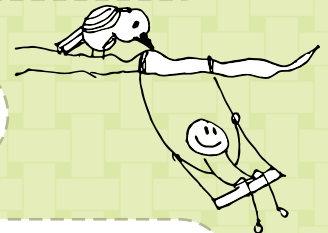
Kneeling or squatting down next to me is a very  
powerful tool for communicating positively with me.

5. DON'T HAVE THE WORDS  
BUT HERE'S THE KEY, JUST  
LISTEN, AND LISTEN SOME  
MORE TO ME!

Active listening is another tool for helping me cope with my  
emotions. Paraphrase what I am trying to say or express.

6. JUST AS IMPORTANT AS  
HUGS & KISSES BE, IS  
KEEPING YOUR  
PROMISES TO ME!

Stick to agreements. When you follow through on your  
promises, good or bad, I learn to trust and respect you.



7. WHEN I AM WHINING, BE  
STRONG, GIVING IN WILL  
BE SO WRONG!

By giving in when I am whining for something,  
you are training me to do it more - even if you don't mean to.  
'No' means 'no', not maybe, so don't say it unless you mean it.

8. 1,2,3, INSTRUCTIONS  
NEED TO BE POSITIVE  
AND SIMPLE FOR ME!

If you can give clear instructions in simple terms,  
I will know what is expected of me.

9. WHILE IT'S GOOD TO HAVE  
A PROTECTIVE FENCE, I  
ALSO NEED TO  
EXPERIENCE THE  
NATURAL CONSEQUENCE!

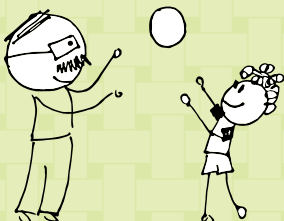
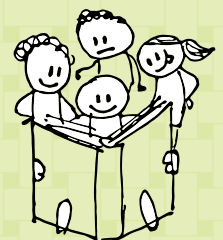
Give me more responsibility for my own behaviour.  
Also give me the chance to experience the natural  
consequences of that behaviour.

10. GOOD BEHAVIOUR  
COMES NICE AND EASY,  
WHEN I FEEL IMPORTANT  
AND BUSY !

Let me help out with simple chores so that I can play an  
important role in the class or home.

11. DON'T FORCE  
PERFORMANCE, I AM  
JUST A LITTLE GIRL OR  
BOY, NOT A WIND-UP  
PERFORMING TOY!

I am exploring my abilities of speech and movement,  
repetitive performances in social circles is inappropriate.



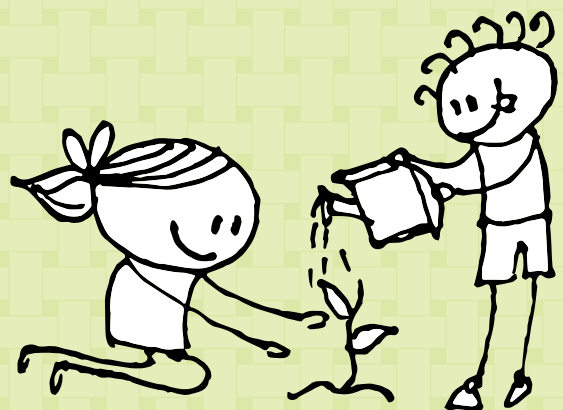
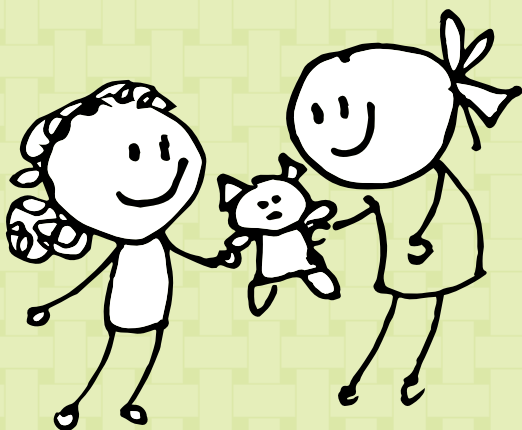
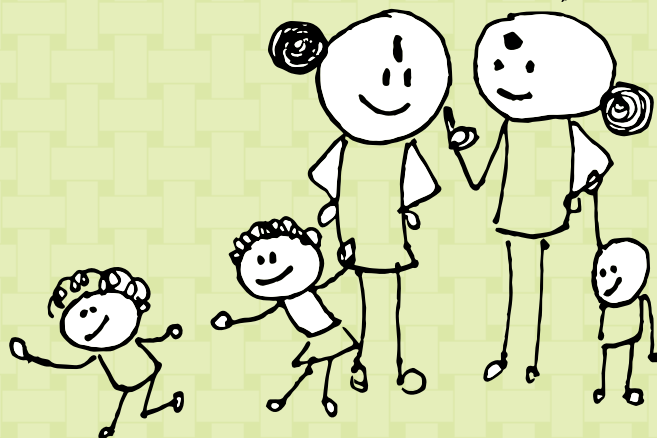
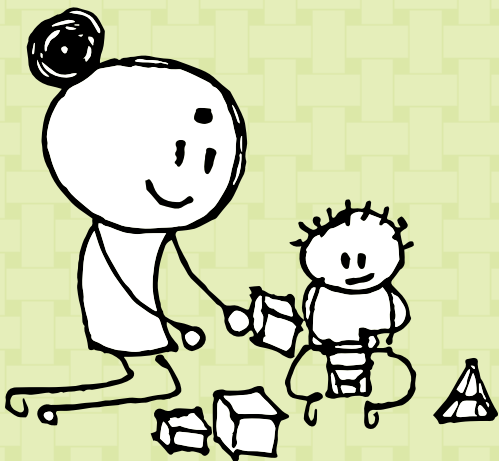
12. FUN, NONSENSE,  
LAUGHTER AND PLAY, IN  
MANY WAYS SAVE THE  
DAY!

Use humour and fun to diffuse tension and conflict.  
Laugh with me, not at me..

**In the words of Carl Jung,**  
“If there is anything that we wish to change  
in the child, we should first examine it and  
see whether it is not something that could  
better be changed in ourselves.”

**AND WHILE YOU GUIDE THROUGH WITH WHAT YOU SAY AND DO,  
ENSURE THAT THE MESSAGE OF LOVE ALWAYS GETS THROUGH...**

Have a go at the scenarios at the start, how would you approach those now?





# Quote Unquote

"When our little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos."

**L.R. Knost**

"True guidance is like a small torch in a dark forest, it doesn't show everything once. But gives enough light for the next step to be safe."

**Swami Vivekananda**

"It is vital that when educating our children's brains that we do not neglect to educate their hearts."

**Dalai Lama**

The example we set for our kids – How to act when things don't go our way- is much, much more important than the rules we set for them.

**Leo Babauta**

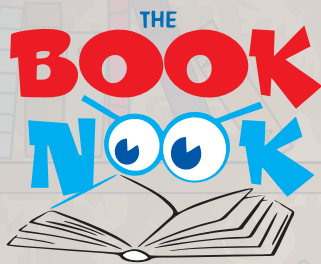
"Lord, I can't say it in words.... Can you please just listen Through my heart."

**Child**

## Pen a Poem

"If a child lives with criticism, he learns to condemn . . .  
If a child lives with hostility, he learns to fight . . .  
If a child lives with fear, he learns to be apprehensive . . .  
If a child lives with pity, he learns to feel sorry for himself . . .  
If a child lives with ridicule, he learns to be shy . . .  
If a child lives with jealousy, he learns to feel envy . . .  
If a child lives with shame, he learns to feel guilty ...  
BUT  
If a child lives with tolerance, he learns to be patient . . .  
If a child lives with encouragement, he learns to be confident . . .  
If a child lives with praise, he learns to be appreciative . . .  
If a child lives with acceptance, he learns to love . . .  
If children live with approval, they learn to like themselves..  
If a child lives with honesty, he learns what truth is . . .  
If a child lives with fairness, he learns justice . . .  
If children live with recognition, they learn to have a goal.  
If children live with sharing, they learn to be generous.  
If a child lives with security, he learns to have faith in himself and those about him . .  
If a child lives with friendliness, he learns the world is a nice place in which to live."

**DorothyLaw Nolte**



This story is about leaving home to face the world. Owen, with the craft of Kevin Henkes' tenderness and thoughtfulness, sets out – comforted, with his 'fuzzy' despite a nosy neighbour. In many ways this tender story is our own story at any age but made more particular to the preschool child by the characterization of Owen and his world.

Young children at the Bookworm library reading, immediately connected with Owen recognizing their own favourite attachment objects, their relationships with their parents and the circumstances of the story.

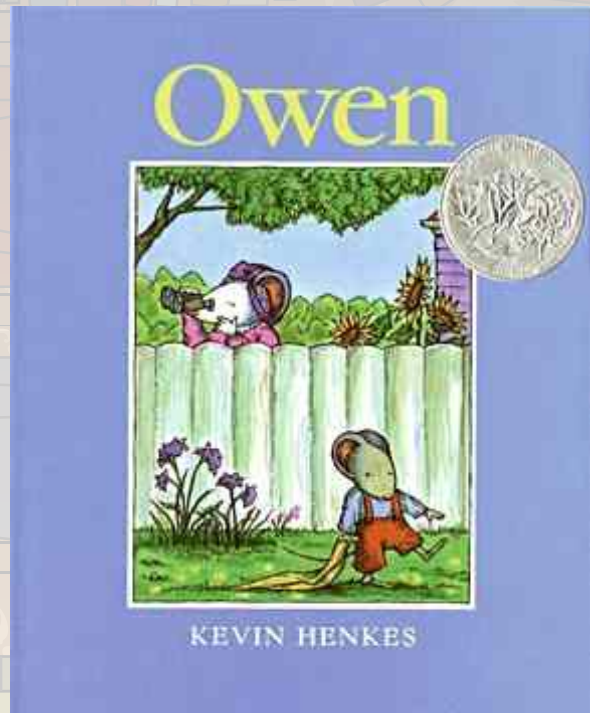
The story allowed the opening up of why we may need to transfer our attachments as we set out in the world, what matters, what is time and where can we find love. Rather loaded matters in a slim award winning book by a fine writer – illustrator.

With the new school year, parents, teachers and children must all read Owen and explore more books by this fine artist- writer who presents the critical emotional aspects of childhood with great tenderness.

If Reading Aloud, this text enables prediction moments as pages are turned, allowing reader –listener to immerse themselves in the text.

Kevin Henkes is an American writer and Illustrator of Children's Books, many of which feature mice as his central characters. He also writes Young Adult Fiction. He has won several awards including the prestigious Caldecott Medal and has been the runner up for the Newbery Medal too.

**Deepali Pitre Correya**  
Bookworm  
Goa





# Sound bytes

(kid, parent, teacher talk)

## Caring for Nature!

My wife, being a teacher, leaves home early while I leave for work around noon. This gives me time to bond with my little, four year old daughter, Roma, in the morning. From brushing, to bathing to having breakfast with her, ensuring she is ready in time for school to dropping her to school, is the most engaging time we have together.

The last month, May, was really hot. We were having breakfast together in the kitchen and looking at the pigeons, sparrows, squirrels and crows calling out and engaging in their morning bonhomie on the tree just outside our kitchen (we love watching them every morning). I just asked my little one "it's really hot, why don't we keep a bowl of water for them?" She got really excited... and immediately got a bowl of water and helped put it out. Post that, everyday.... Once she is on her table, first she checks if the bowl of water for the birds is there and reminds me to fill it every day for our bird friends... unknowingly she has learnt to love nature and support in her own special way.

**Dhrupal, a father, a caregiver, a guide for his 4-year-old Roma and a fantastic partner in parenting for his spouse, Swati.**

## Bonding through scaffolding learning

As a person (in my role as a father) to whom both my kids look at for answers and solutions due to their inquisitiveness, exposure, and becoming aware of a whole lot of things as they grow up, I have had to go back to dictionaries, books.....ok, the truth, to Google for getting my fundamentals and assumptions rechecked and verified so as to answer some regular and some completely out of the box thinking and questions. The past 12 years as a father with its challenges of inculcating good behaviour, make them fun loving, confident, interested in reading, sports, developing social skills.....the unforgettable 'Golden words' of sorry, thank you, welcome have made me realise that trying to achieve an A + individually on all counts is a Herculean task. Carrot and stick.....rewards and deprivation all have some merits and demerits, however **working on a one on one bond** and creating an environment which allows the child to evolve into a human being with the above qualities is the best way wherein **you are always present** as a guide, friend, mentor to facilitate their learning. While on a safari at

## Entrepreneurship!

I thought it was my duty to inculcate financial sense early into my daughter when she was five. I am typical office going father with work pressures, tours and stuff. At night, whenever I am home, before sleeping I have Angelina walk my back for 10 minutes to relax my tired muscles. Sometimes, she does it enthusiastically, sometimes as with kids, attention flitters like a butterfly from one task to another. Her weight being just right, I came up with an idea. I told Angie, I would pay 1 rupee for every minute she spent treadmilling my back. And that we would cap it at Rs. 10 per session. She would need to record in her little book and I would top up her piggy (it was actually a red London Double decker bus) bank every week. When she has sufficient funds, she could spend it wisely to buy any book she would like to read.

It was a good deal and a win-win, in the sense, Angie would learn that a service provided can be an income source and my back would get some relaxation and rest in the process. One day, while I was on tour, my mother came visiting and mentioned to my wife how tiring the journey from hometown was. Like the angel she is, Angie immediately offered her a leg press and shoulder massage. Every few minutes however, she would ask grandma, if 10 minutes are up.

That evening mother called me up to inform that she was forced to cough up Rs. 10 for massage services rendered by the little angel!

**Sanjay Kamat, independence ensuring Father of Angelina (11) and an equal partner of Pallavi**

Corbett, the guide said there are no lions in this reserve. My 5 year old daughter asked, "If there are no lions in this jungle, then who is the king of this jungle?" The question stumped me and the guide for sure. To such minds, with immense capacity to absorb, visualise and process information, the best bet in these formative years while they evolve and figure out, is to be there with them and for them as they bloom.

**Rajesh Nair a proud Father of Arshiya (11) and Aahren (6) in a supportive role with Vandana.**

# Print and Post

Tools for Use – Rekha Menon

Here is an active list extracted from a study that explored positive guidance skills with university students. This tool will help build our positive guidance skills while acquiring new information, reframing our thinking and internalizing better practices.

Feel free to print, rank, add/delete or edit the positioning. Do revert to us with your list of positive guidance skills and examples of practice.

| Positive Guidance Skills  | Ranking | Examples |
|---|---------|----------|
| Model appropriate social behaviour  |         |          |
| Engage with parents to build a two-way relationship                               |         |          |
| Provide additional support to children in unusual stress                          |         |          |
| Usage of Positive Language  |         |          |
| Addressing children's individual needs  |         |          |
| Conflict resolution/problem solving   |         |          |
| Building Self-Confidence on the strategies  |         |          |
| Encouraging empathy   |         |          |
| Reacting quickly to problems<br>(understanding how to respond)Clear communication |         |          |
| Offering choices  |         |          |
| Setting limits and following through on consequences                              |         |          |
| Encouraging children to use words   |         |          |
| Maintaining a global view of classroom  |         |          |
| Stepping back to observe  |         |          |
| Building relationships with children  |         |          |
| Understanding reasons behind children's behaviour                                 |         |          |
| Relax and enjoy the children  |         |          |
| Encouraging peer interaction  |         |          |
| Positive Encouragement instead of praise  |         |          |
| Redirection   |         |          |
| Offering choices  |         |          |
| Active and reflective listening   |         |          |
| Making eye contact /getting at eye level  |         |          |
| Positive body language  |         |          |
| Prevention of problems  |         |          |

## References

Laura Mcfarland, Rachel Saunders & Sydney Allen (2008) Learning and Teaching Positive Guidance Skills: Lessons from Early Childhood Practicum Students, Journal Teacher Education, 29:3, 204-221

# Cook, Toss, Stir and Chomp!

“Cooking with children is not just about ingredients, recipes and cooking, it's about harnessing imagination, empowerment and creativity.” *Guy Fieri*

AND it's also about basic skill development especially in literacy and numeracy, encouraging a wider and more adventurous palate, boosting confidence, exploring with all senses and teaching good nutrition, good choices and habits for life.

With the summer season in full swing, children do crave the cold stuff. How about some simple and healthy popsicle making? We are starting you off with a couple of recipes, you along with your children can go wild with experimenting here. If popsicle sticks are not available, go for your ice cube trays in different shapes and sizes. Have fun ...

## Lemonade Popsicle

12 lemons (about 2 Cups)

8 Cups water

2 Cups sugar (organic sugar is recommended)

- Show the child how to take out the seeds from the lemon.
  - Then squeeze lemons by hand or with a manual juicer.
  - Demonstrate and then invite him/her to stir together lemon juice, water, and sugar until well blended.
  - This is the time you all check the taste and then ask them if they would like to add more water or sugar according to their taste.
  - After stirring, you could run the mix through a blender.
- Y Then allow child to pour into popsicle moulds and freeze.



## Fruity Popsicle

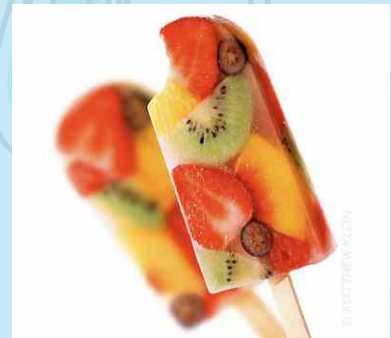
Strawberries

Mango

Banana

Orange Juice (natural)

- Help children cut up slices of fresh strawberries, banana, mango or other fruits available and place in popsicle molds.
- Pour orange juice over the fruit.
- Add popsicle stick and freeze.



adapted from <http://www.kids-cooking-activities.com/Popsicle-recipes.html>



# AECED Updates

Nalini Chhugani

As our network of early childhood professionals grows, we gain considerably from the experience and innovative ideas of our fraternity, continuously seeking new milestones to sensitise, engage and empower teachers to provide better quality nurture and education to the children in their care.

## Workshops for Educators

**'Caring Connections – Joy Of Parenting'** in partnership with Mumbai Mobile Creches based on 'LEARNING TO PLAY-LTP' pictorial calendar, developed by Hincks-Dellcrest Centre, Canada and adapted to the Indian context by Balamandir Research Foundation, Chennai.

**"Tunes and Tales"**, conducted by Tanuja Kantak, a preschool and music teacher at Udayachal pre-primary school, was an opportunity to explore the medium of music and movement, and its effectiveness in developing language skills.

**"Constructivism and Inquiry Based Learning in Early Years- supporting the development of children through meaningful inquiry."** by Archana Jamdar to identify the basic principles of Constructivism in the early childhood classroom, to understand what an inquiry based curriculum includes and how it works and to appreciate the role of the environment and the education.

**Orientation to Quality Early Childhood Program** by Pragna Maniar and Purnima Contractor was conducted for 45 participants at Gaikwad Global School, Aurangabad.

**Music and Movement** workshop by Purnima Contractor and Vishakha Rajgarhia was conducted for 100 participants of Meghe group of schools for teachers from different locations in and around Nagpur.



## National Conference

**"Redefining the Early Childhood Profession in India- Challenges and Potential"** conference was organized in collaboration with Azim Premji University and co-sponsored by UNICEF on 7th & 8th November, 2016, at Bengaluru, Karnataka.

The fourth, two-day National Conference, highlighted the need for re-imagination of the field and deliberation on alternatives to current issues in all aspects of early childhood profession such as, quality teacher preparation, in-service capacity building and other related issues. The conference brought together policy makers, teachers, academicians, researchers and representatives from ECD and associated sectors, teacher training institutes, private, NGO and government personnel from all domains to make up a total of 270 participants from 17 states and experts from Bangladesh and Bhutan.

## Seminar

AECED Mumbai in collaboration with SVT College of Home Science organized a two-day seminar **“Nurturing Communication, Language and Literacy in Young Learners”** on 3<sup>rd</sup> and 4<sup>th</sup> February 2017, attended by 54 participants to bring together Early Years' Professionals and deliberate on research, good practices and strategies as well as exchange ideas to nurture communication, language and literacy in young learners.



### Conclusions:

- Enrich multilingualism, the biggest strength of our country.
- Advocate the child's right through usage of mother tongue along with English to build languages and cognitive development.
- Promote print rich environment that is stimulating, linked and connected.
- Explore possibilities of integrating many languages during small and large group interactions to support learning and for voices of children to be heard.
- Pre Primary to write less and primary to play more, the magic towards holistic development.
- Stories and music used differently will continue to enthuse and extend learning.
- Address language as whole with focus on emergent literacy strategies.
- Root learnings to culture and home language and gently integrate English as second language.
- Build an ecosystem of learning community with mothers as partners for informed family interactions.
- Gradual transitions where Grade 1 is like Sr.K.G. with loads of fun and play.
- Media time and interpretations with the child, a way to go for technology enhanced entertainment or learning.

## Advocating Child Rights

- AECED team was among the lead members who contributed with Rajya Mahila Ayog in collaboration with Maharashtra Bal Haq Suraksha Ayog, a committee set up to prepare guidelines for child care services in Maharashtra.
- AECED team have contributed in the committee formed to formulate recommendatory guidelines for sections related to preschool education and education of children with disabilities.

# Final Word

Answer to query raised during  
'Caring Connections -Joy of Parenting' AECED workshop.

## Is it possible to bring about a change in the educational system?

The educational system of our country is slowly changing and may take a long time. However, if the teacher believes that she can make a difference, she should change her approach. Gradually if like-minded teachers together approach their school management, it can be a step towards bringing about a change. The group can also work towards inviting a resource person who has worked in the field of ECCE so as to ensure all the crucial points are conveyed to the management.

## Curriculum in the Early Years Truly Matters...

AECED Mumbai in collaboration with Dept. of Human Development Smt. P. N Doshi, College of Home Science, Ghatkopar happily presents its bouquet of FOUR intense learning workshops for the academic year 2017-18 under the vibrant theme "CURRICULUM MATTERS". This year we focus on Science, Emergent Literacy, Art and Documentation in Early Years.

| Workshop Dates                              | Workshop Title                                      | Facilitator/s                |
|---|---|------------------------------|
| Saturday, 29th July 2017                    | Science In the Early Years                          | Purvi Vora & Sangita Kapadia |
| Saturday, 23rd September 2017               | The Power of Documentation- Making Learning Visible | Archana Jamdar               |
| Saturday, 11th November 2017                | Emergent Literacy                                   | Dr. Suja Koshy               |
| Friday & Saturday, 23rd -24th February 2018 | Power of the "Arts" in Practice                     | Oihika Chakrabarti           |

Registration & Breakfast - 9:00 am to 9: 30 am

Workshop timing - 9:30 am to 3.30pm

For further details click [www.mumbaiaeced.org](http://www.mumbaiaeced.org)



## MEMBERSHIP

The Annual Membership of AECED Mumbai (2017-2018) 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.2,000/-

### Institutional Membership

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

### Special offers on Membership

- All members will receive a unique Registration Number
- **1 year membership** will receive a curriculum book for ECE programs designed by the Chennai branch of AECED.
- **3 years membership** will receive the curriculum book plus Melody Times CD – a compilation of songs on different concepts by professionals from the field of ECCE from Mumbai – a tool for every teacher.
- **5 years membership** will receive the above two plus “Learning to Play” calendar by Hincks Dellcrest Centre, Toronto and BalaMandir Research Foundation, Chennai -a set of 3 books illustrates the different stages of the child from birth to 6 years and suitable activities for the child at each stage.

### AECED Mumbai

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