1. **With reference to the various approaches to ECE select any two which you think are most appropriate for young learners. Support your answer with relevant explanation.**

Introduction to early childhood education:

Early childhood education is an important step in formal education for many young children that takes place before primary school, which covers the age from birth to seven years. There are different types of early childhood education programs. Some focus on child care while others focus on education. The goal is to provide developmentally appropriate opportunities for socialization and learning in a structured and supervised environment.

Various Approaches to Childhood Education:

As early childhood educators, we all have our own philosophies and approaches to education. As a teacher our approach is to create a multitude of resources which includes knowledge from early childhood theorists, an understanding of child development, and our experiences with children in different learning environments. Approaches to teaching and learning can be adapted within our own environment and information. Different approaches to early childhood education are:

1. **Play Based (Child-centered)**

* **Montessori**
* **Reggio Emilia**
* **Waldorf**
* **Multiple Intelligence**

1. **Academic (teacher-directed)**
2. **Balanced Approach**

Play Based (Child-centered):

The primary belief of play based is that the children learn best through play. In play based the classrooms are set up with stimulating materials and activities. Here the teacher’s main role is to facilitate learning rather than to teach, which includes blocks, art materials and musical instruments. Through these materials, children learn concepts like shapes, sizes, balance, cause-and-effect, coordination, etc.

As the activities takes place in groups, children also learn to get along with others by sharing, taking turns, having empathy and resolving conflicts.

Pros for play based approach:

* Active, independent children do well in this settings as they are motivated to learn and to try new things. Also suitable for children with long attention span and who can follow directions well.
* Learning develops naturally and at the children own speed.
* Improves independence and confidence.
* Children tend to have more fun.

Cons for play based approach:

* In this approach the children who requires more structure may not learn.
* The effectiveness of this approach is heavily dependent on the teacher.
* The ability to observe and identify learning opportunities, ineffective teachers may result in students falling behind in their learning.

Montessori:

Maria Montessori, Italy’s first woman physician, opened her first school in 1907. The first Montessori school in the United States opened in 1911, and by 1916 the Montessori method was found in locations across the world.

Two main branches of Montessori method have developed: The Association Montessori Internationale (AMI) and the American Montessori Society (AMS). The Association Montessori Internationale was founded in 1929 by Montessori.

Children learn things like putting shoes on the right feet, pouring themselves a glass of milk, use buttons and zippers, sweeping the floor, singing, dancing, art activities, etc. These are all called ‘work’ although it may seem like play.

Montessori’s Main Components:

* The link between family and school is important.
* Most Montessori classrooms have multiple age groups, which is intended to give children more opportunity to learn from each other.
* Montessori encourages the children learn best by doing.
* In order to help children, focus, the teacher silently demonstrates the use of learning materials to them.
* Once children are given the lesson with the material, they may work on it independently, often on a mat that designates their space.
* There is a belief in sensory learning; children learn more by touching, seeing, smelling, tasting, and exploring than by just listening.
* The main materials in the classroom are “didactic.” These are materials that involve sensory experiences and are self-correcting.
* Montessori materials are designed to be aesthetically pleasing, yet sturdy and were developed by Maria Montessori to help children develop organization.

Reggio Emilia

Reggio Emilia is a small town of about 130,000 people in Northern Italy. Over the last 35 years, the teachers in the Reggio Emilia schools have taken the time to carry out a process of collaborative examination and analysis of teaching and learning about children.

Developed by parents and teachers in Italy, based on the concept that children are capable, curious learners who must be free to learn for themselves and express their thoughts and ideas. Learning is through projects guided by the interests of the students.

Children are encouraged to explore, ask questions and hunt for the answers to foster intellectual curiosity and build confidence and problem-solving skills. The classroom is designed to support this exploration and cooperation and usually includes items like plants, natural materials, etc.

Reggio Emilia Approach’s Main Components

* First, children must become members of a community that is working together.
* Once there is a foundation of trust between the children and adults, constructive conflict may be helpful in gaining new insights
* Co-construction refers to the fact that the meaning of an experience often is built in a social context.
* They are educational consultants that strive to implement the philosophy of the system and advocate for seeing children as the competent and capable people they are. They also make critical connections between families, schools, and community.
* One of the special features of the Reggio Emilia approach is called “documentation.”
* Co-construction increases the level of knowledge. This occurs when active learning happens in combination with working with others.
* In addition, conflicts and questions facilitate more connections and extensions.
* Real learning takes place when they check, evaluate, and then possibly add to each other’s work.
* Flowcharts are an organized system of recording curriculum planning and assessment based on ongoing collaboration and careful review.
* Portfolios are a collection of a child’s work that demonstrates the child’s efforts, progress, and achievements over time.

 Waldorf

Waldorf was developed by Rudolf Steiner, based on the concept of educating the child holistically. It focuses on creativity and the arts, hands-on activities and imaginary play. Academics are not emphasized at all.

Multiple Intelligence

Developed by Professor Howard Gardner. It identifies and separates 8 different types of intelligences:

1. Linguistic (listening, reading, speaking, writing) intelligence;
2. Logical-mathematical (numbers, reasoning, patterns) intelligence;
3. Spatial (3D perception) intelligence;
4. Bodily-kinestic (whole-body, fine-motor co-ordination) intelligence;
5. Musical (pitch, melody, rhythm, tone) intelligence;
6. Naturalist (observation, recognising details) intelligence;
7. Interpersonal (EQ, relationships) intelligence;
8. Intrapersonal (self-awareness) intelligence.

Academic (teacher-directed)

The primary belief of the academic approach is that preschoolers benefit by preparing for the rigors of kindergarten, primary school and beyond at an early age. This approach is more structured with daily planned activities and some play during outdoors or free-play period.

Classroom time is devoted to developing knowledge and skills such as identifying colors, time, solving problems, reading, writing, etc. There may also be activity areas in a classroom but the teachers explain and lead the activities.

Pros for Academic approach:

* Children who can sit still and pay attention for twenty to thirty minutes and are able to follow instructions do well in these settings.
* Learning is structured and not assumed.
* Children usually find it easier to adapt when they enter primary school from such settings.

Cons Academic approach:

* May be too formal for some children
* Learning pace is set by the teacher

Balanced Approach

The approach marries the ideologies and methodologies of the play-based and academic approaches and finds a balance that fits the students and their needs best.

Typically, classroom time is divided between that of structured, planned teaching (e.g. circle time) and of activity centers (e.g. learning centers) that encourage free play and self-paced learning.

1. **Plan an activity based lesson any one of the following Subject:**
   1. Science
   2. Language
   3. Art and craft

Lesson plan for young learners (pre-primary)

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| --- | --- |
| Name of the teacher: G.V.Sushma | Date: |
| Age group: 3-4 years | Number of students: 8-10 kids |
| Name of the activity: Artistic shapes | Materials used:   * Different colors of paints * sponge cut out in different shapes * A4 Papers * Scissors * Flash cards of Colors * Flash cards of Shapes * PPT of Colors * PPT of Shapes |
| How is it going to benefit the child |  |
| Presentation |  |
| recapitulation |  |

Lesson plan for young learner

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| --- | --- |
| Topic: | Subject: |
| Level/Class: | No. of students: |
| Time: | |
| Teaching aids: | |
| Aims of the lesson:   1. Main focus/ target to be achieved: 2. General aim: | |
| Concepts to be introduced: | |
| Vocabulary/ New words introduced: |  |

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| --- | --- | --- | --- | --- |
| Time allotted | Activity planned | Teachers activity | Students activity/response | Anticipated problems |
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| --- | --- |
| Name of the teacher: G.V.Sushma | Date: |
| Age group: 3-4 years | Number of students: 8-10 kids |
| Name of the activity: Foil Printing | Materials used:   * Aluminum foil cut to a size slightly bigger than the paper being used * Card stock * Tempera paint * Paint brushes * Embellishments and markers (optional) * white paper * paper plates * 12×18 white paper * paper plates * water |
| How is it going to benefit the child |  |
| Presentation |  |
| recapitulation |  |