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A JOURNAL OF EARLY CHILDHOOD CARE AND EDUCATION

By
Salwan Education Trust

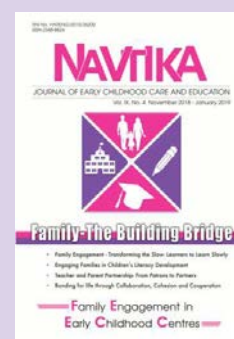
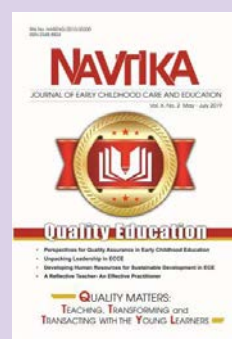
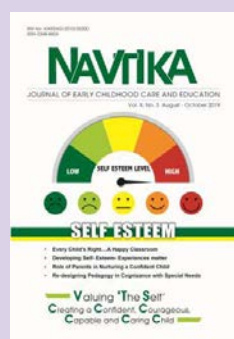
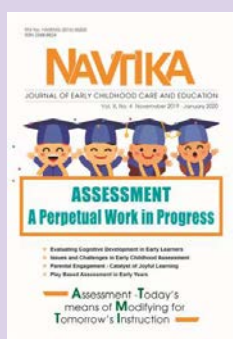
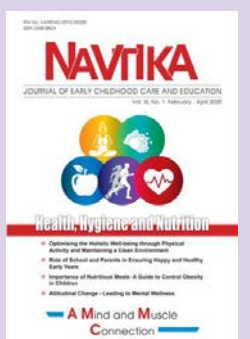
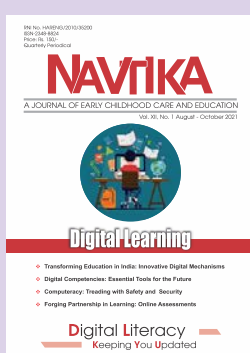
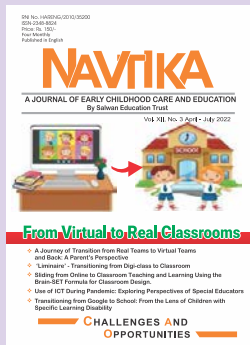
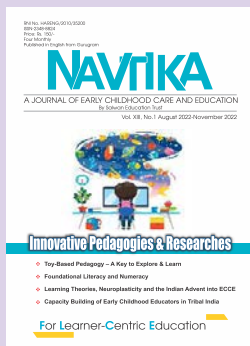
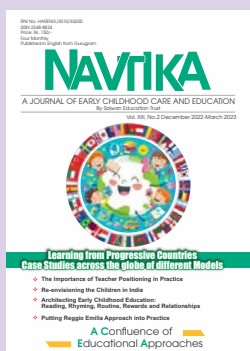
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Creating Pathways in Inclusion

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Equity in the 
 Formative Years



NAVTIKA

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By Salwan Education Trust

Navtika is a journal that serves as a practical guide for teachers, parents and other caregivers who nurture and monitor children during the foundational years, i.e., 3-6 years and 6-8 years. It seeks to provide valuable information, deepen knowledge and address parental concerns, empowering teachers and parents to deliver better care. The journal publishes original work based on standards of excellence and expert views. The articles offer interesting insights into various aspects of children's well-being.

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FROM THE

EDITOR-IN-CHIEF'S DESK

An effective inclusive development policy requires a twin-track approach which may assist in improving educational access, respectability for marginalized children and reconceptualization of inclusive education as a tool for the benefit of all.

According to Sustainable Development Goal 4.2 (SDG 4.2), Equal Access to 'Quality Pre-primary Education', governments worldwide are working to ensure that all children have access to high-quality early childhood development, care, and pre-primary education by 2030. Meeting the educational needs of students is part of the development of equitable provision in an inclusive society where individual rights are recognized and protected.

There is significant disagreement over who should be considered for inclusive classrooms. Several strategies are offered to support educating students with learning disabilities in inclusive classrooms, including co-teaching, differentiated instruction, and peer-mediated instruction and interventions.

However, results of providing separate pull-out instructional services are not necessarily more likely to achieve desired results. Therefore, educators need to make decisions considering the resources available in their school and the skill level of the students they work with to achieve the desired result in the least restrictive environment. Doing so puts the student at the centre of educational planning.

The teacher's mindset and essential practices can improve outcomes for students having learning and attention issues. These practices are based on emerging findings from learning sciences, which recognize neurodiversity across individuals and support the creation of improved and equitable environments for all 21st Century learners.

We must consider how teachers can gain more experience, be well trained and confident enough to work in the classroom dedicatedly. Policymakers, teachers, teacher educators, school administrators, special educators and the other workforce related to the field need to break the silos that are ultimately hindering students' learning and development. Today's need is to design and ensure the implementation of learning innovations and the improvement of instructional methodologies to perform better.

I hope this issue will show us new corridors to help the stakeholders with valuable insights to enhance their comprehension and establish realistic expectations for students. By applying individualized strategies suggested in the articles, educators can understand what students need to do for better learning; and help them build skills to communicate and manage their emotions or needs. Instead of adopting a punitive system, a positive behaviour strategy will help students learn to replace challenging or disruptive behaviour. The empowered facilitators can foster a more positive classroom environment and reinforce students' display of positive "replacement" behaviours and adaptive skills authentic to them. All articles have been peer-reviewed and critically assessed by educationists for academic authenticity and accuracy.

Happy reading!!

Dr. (Mrs.) Indu Khetarpal

Editor-in-Chief

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Design Thinking as an Inclusive Approach to Education

Dr. Geetanjali Kala

ABSTRACT

This paper argues and advocates the use of the Design Thinking approach for school education with a special focus on inclusivity. It demonstrates that inclusivity is at the centre of Design Thinking Approach as empathy is its first prerequisite. It bases itself on the seminal work on 'Design Thinking' by Tim Brown who Co-Chairs a global design company called IDEO which has created sustainable, successful, and scalable solutions in diverse fields including school education (curriculum design, teacher-training, management-training, designing school buildings keeping in mind the learners' needs, etc.). The paper evaluates the value of this approach, especially in the context of catering to the needs of the most marginalized, which are often excluded from the process of education. User-centric approach, multiple and rapid Prototyping, Empathy, Feedback, and Iteration are discussed as fundamental pillars of Design Thinking approach which are significant to ensure true inclusivity in the process of education. Innova school networks in Peru have been cited as an important example of the success of this approach in the developing world where still many live under poverty and are grappling with many social evils like class, caste, gender, racism and who are in much need of affordable quality education given the fact that many are not able to access it.

INTRODUCTION

Primary school education in India has seen a qualitative evolution, with an increased focus on use of progressive pedagogy based on experiential feedback provided by children. However, there are many challenges that need to be addressed to ensure that children from diverse socio-cultural-economic backgrounds are able to access formal education and receive a strong foundation in their early learning experiences.

Some concepts and tools come to dominate the public discourse from time to time and influence most activities happening in the public sphere. For example, the 'Internet' and the 'World Wide Web', have come to disrupt how knowledge is processed and practiced in all fields. These concepts became a global phenomenon because they did not exclude any group, class, race, caste or gender in their use and envisioning. In fact, they enabled inclusion and provided necessary tools which could be

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In diversity
there is beauty
and there
is strength.

-Maya Angelou