



Report on School Visits/Internship by ECCEd Batch-2024-25

Introduction: Preschool teachers are fundamental in providing early childhood education and laying the foundation for lifelong learning. As part of their professional development and to ensure they stay updated on best practices, preschool teachers have engaged themselves in school visits. These visits provide opportunities to observe classroom environments, interact with students, and exchange knowledge with their peers. The purpose of this report is to document the recent school visits conducted by preschool teachers and their impact on teaching practices.

Objectives of the School Visits/Internship: The primary objectives of the school visits by preschool teachers include:

1. **Observation of Teaching Methods:** To learn new strategies for fostering a positive learning environment.
2. **Classroom Management:** To observe and understand how other educators manage classroom behaviour.
3. **Curriculum Insights:** To gain insights into curriculum implementation and lesson planning techniques.
4. **Professional Development:** To engage in collaborative learning with fellow teachers and share best practices.
5. **Networking:** To build relationships and discuss common challenges with other educators.

Overview of the Visits: The school visits were scheduled over the course of one week, during which preschool teachers had the opportunity to visit Sankara School in the nearby campus. The visits were primarily focused on early childhood education settings but also included interactions with primary school teachers to observe transitions in education.

Key Findings:

1. **Effective Classroom Environments:**
 - Several classrooms observed had clearly defined learning centres where children could engage in different activities, such as reading, arts and crafts, and sensory play. These centres fostered autonomy and creativity among the children.
 - Teachers were seen using visual aids, charts, and interactive materials to reinforce learning concepts, which were especially effective in keeping the children engaged.
2. **Innovative Teaching Methods:**
 - Teachers observed integrating play-based learning into their daily routines. For instance, one teacher used storytelling combined with role-play to teach children about emotions, which led to a more immersive and memorable learning experience.
 - Interactive games and group activities were also widely used to encourage socialization and teamwork among students.
3. **Classroom Management Techniques:**

- Many teachers employed positive reinforcement strategies such as verbal praise, stickers, or small rewards to encourage good behaviour.
- Some classrooms utilized a "calm-down corner," where children could go to self-regulate if they felt overwhelmed, promoting emotional development and self-control.

4. Diverse Curriculum Approaches:

- Teachers implemented culturally diverse materials and resources, ensuring children were exposed to a variety of perspectives and experiences.
- There was a clear focus on integrating social-emotional learning (SEL) into the curriculum,



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