

Exploration of Early Childhood Care and Education (ECCE) Teachers' Teaching Practices Utilized in Different Contexts: A literature Review

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Abstract

This literature review is about the exploration of teachers' teaching practices of Early Childhood Care and Education (ECCE) teachers utilized in different context'. The findings of this study are based on literature published between the years 2000 and 2020. This document is established as a current analysis of teaching practices of ECCE teachers. The limitation of this paper is that the majority of the study is based on Australia, UK, France, Germany, Pakistan Australia, and USA which restricts the results' worldwide application. The results are presented in seven comprehensive themes; Early Childhood Care and Education (ECCE), Importance of Early Childhood Care and Education, Global status of Early Childhood Care and Education, Challenges in Early Childhood Care and Education, strengthening in Early Childhood Care and Education, best teaching practices in Early Childhood Care and Education and teaching practices utilized by ECCE teachers in different contexts. At the root, all of these themes reveal the practices of ECCE teachers in different context. This study is directly linked to policymakers, educationist, government leaders, community members, researchers and parents who are interested to make early childhood education more effective and appropriate. However, from this literature review it is found that ECCE teachers are not much practicing the effective teaching practices in their classrooms just as; collaborative activity, interactive activity, Hands-on or project based activities. Even it is also found that in many contexts in ECCE physical and social environment was not much conducive for children in order to make their learning effective.

Keywords: *Early childhood education, ECCE teaching practices, 21st teaching practices in ECCE*

1. Introduction

Early Childhood Education and the teaching Practices many researchers have characterized the twenty-first century as an era of educational transformation. Each child is entitled to a high-quality early childhood education (Nanney et al., 2017). Globally people are appreciating these rights, educational institutes compelled to provide learning in a high-quality pedagogical setting. It is critical to reflect on our early childhood

teaching practices in order to improve pedagogy (Morgan, 2020). We promote the benefits of learning rather than a one-size-fits-all technique when we challenge the purpose of school and investigate early childhood teaching practices. Furthermore, early childhood education has historical origins that may be traced back to Martin Luther's period in the 1500s. Since then, multiple teaching theorists and established various approaches to early childhood education, all aiming to help children develop successfully (Tandon et al., 2017). The constantly evolving in teaching approaches, strategies, and pedagogies changed the meaning and philosophy of education. In addition to this, the transformation in educational practices and tools over the last fifteen years has been genuinely astonishing. Constructivism, sociocultural theory, attachment theory, and other theoretical frameworks have improved how we approach children's learning and development (Burchinal et al., 2015). Discovery learning, customized learning, creative thinking, hands-on experiences, and child-centered methods have replaced traditional and teacher-centered techniques (Tandon et al., 2017). The international educational community's recent modifications in various early childhood curriculums have underlined the need to provide learning settings that effectively suit children's needs (Gettinger, 2003). Furthermore, despite the rapid progress of ECCE and Because of the shift in educational focus to children's needs, abilities, and motivation, some traditional and global criteria must be met for an early childhood environment to be classed as qualitative. According to Harms, Clifford, and Cryer (2005), we must address three essential requirements that all children have in order to give quality of life care and education: (a) safeguarding one's health and safety, (b) fostering positive relationships and a pleasant classroom climate, and (c) providing opportunities for stimulation and experiential learning. Furthermore, 193 countries have formally adopted the Sustainable Development Goals. Goal 4.2 of the Sustainable Development Goals focuses on providing quality and equitable ECCE services to all children so that they can grow holistically (Raiker et al., 2019). Teachers must, adopt holistic education in early grades in order to develop pupils holistically (intellectual, emotional, physical, and social). As holistic teaching entails engaging students in a variety of subjects in order to provide them with relevant learning opportunities. Furthermore, students participate actively in experimental learning by solving real-life challenges in their environment (Cevik & Ata, 2019). Furthermore, utilizing best practices in the ECCE classroom is advantageous for kids with attention deficit disorder as well as slow learners, as these techniques assist them holistically. As a result, a variety of directions and a mix of teaching techniques can help to reach all pupils in a class, not just a few who respond well to one teaching style (Sanchez et al., 2020).

Moreover, Physical, gross motor, fine motor, cognitive, verbal, and social-emotional skills are among the milestones to be completed at the ECCE level, according to a study by Okewole et al., (2015) educators and researchers are combining diverse pedagogical tactics based on a combination of best practices to enable each kid to fulfil those milestones while also providing them with a strong academic foundation and the social-emotional skills they require. While there are certain universally agreed requirements for good quality ECCE, according to different studies before being implemented in any best practices in schools these practices must be contextualized and localized (Cobanoglu, 2011). There are five great teaching approaches that are widely regarded around the

world. The first is the Reggio-Emilia teaching approach, which focuses on pupils in preschool and elementary school. It's a student-centered approach that emphasizes experience and relationship-based learning (Turner & Wilson, 2009). The Montessori teaching approach is the second method, which is widely adopted by international schools all over the world. It follows the same student-centered approach as the Reggio Emilia method. Montessori believed that students should lead teachers, therefore each activity in the Montessori early childhood education program is tailored to the child's specific needs and interests (Isaacs, 2018). The third method is founded on the three main principles of the Waldorf Steiner system: thinking, feeling, and acting. The curriculum encourages young children aged 0 to 7 to learn via play. The classroom is set up to engage the child's senses, as this is the best way to teach toddlers. The learning activities are intended to nurture a child's imagination, social skills, and intellectual curiosity about a particular topic. (Hallam, Egan & Kirkham, 2016). The Bank Street technique, like the majority of the other strategies, focuses on children's growth. Children learn via experience in an interdisciplinary and collaborative context, and the cognitive development and emotions of students have a significant impact on teaching. Children develop in a variety of ways and at various periods. Teachers that utilize this method are aware of such developmental transitions and adjust their teaching methods accordingly (Niemeyer, 2009). Apart from these approaches there are number of teaching practices which can be considered as best practices and teacher can utilize in ECCE classroom for development of students. So the aim of this paper is to explore different best teaching practices in different context.

1.1. Problem Statement

Globally, 250 million children are unable to meet their growth potential in the first 5 years of their lives, due to a complex set of risk factors and insufficient access to early intervention to Low- and middle-income countries' children. Hence, according to Global Innovative Index 2018 most of the low economic countries provide least quality education to their nation (Khan, 2018). According to study of Ahmad, (2011) poverty is the biggest obstacle in many less developed countries and poverty create hindrance to in meeting the needs of children and promoting children's rights including early childhood education According to Asian Development Bank, (2000) Traditional education lessens early health and nutrition of young children that may hinder the learning, which affects the memory, reasoning and achievement. Traditional schooling has long-term negative economic effects on employment, labor force participation, and incomes. Children's brain growth at the age of three cannot happen with regular education. Which cannot be an appropriate stimulating learning environment on the other hand ECCE can increase the physical size of the brain itself. Because of the above education system and its issues, many counties paid attention to resolving the matter through the introduction of ECCE (Arshad & Zamir, 2018). However, due to a variety of circumstances, including a lack of skilled teachers, inadequate resources, and a lack of knowledge about the value of the educational experience, the quality of ECCE remains an issue in many nations (Ahmad, 2011). Similarly, Hunzai, (2009) explored some issues which create hindrance to maintain quality of ECCE such as lack of trained, least qualified and less experienced teachers have historically influenced the quality of ECCE in Pakistan. Likewise, the study of UNICEF (2005) explored that poor teacher retention and lack of teacher training is

creating hindrance in holistic development of students. Moreover, there is no attention paid to children' physical, social, emotional, or cognitive requirements in public schools; there are no qualified ECE teachers accessible; and public sector organizations do not pursue parents to make them aware of the need of ECE. (Ahmad, Anjum & Rehman, 2015). However, the study of Younas, et al, M., (2019), Highlighted one of the major issues, in different counties is, most teachers follow traditional teaching methods for all, especially in ECCE classes, which cannot meet individual needs. However, Bowker, (2020) highlighted that young children need different teaching strategies and activities for their holistic development. Furthermore, 193 countries have formally adopted the Sustainable Development Goals. Goal 4.2 of the Sustainable Development Goals focuses on providing quality and equitable ECCE services to all children so that they can grow holistically (Raiker et al., 2019). Holistic development of children can be possible if teachers use best practices, including various teaching learning resources, material and assessment practices (Flaherty, 2019). Therefore, the study of Beery and Magnton, (2021) revealed that the quality of the ECE program depends on the practices of ECCE teachers, because these educators are building blocks for child development, they help to establish the foundation of education and support to develop variety of essential skills of students. Hence, the aim of this research is to explore teachers' teaching practices of ECCE teachers Utilized in different context.

2. Research Methodology

2.1. Process of Study and Literature Review

This literature review has been done by using these key words like Early childhood care and education, teaching practices of ECCE, Different teaching pedagogies of ECCE, Approaches of ECCE, strategies of ECCE in different context and 21st century pedagogy of ECCE on Research Gate databases, Taylor & Francis, Semantic Scholars, Wiley Online Library, Google Scholar, ProQuest, BERA, Scholar Research Library, Elsevier, Springer, Google, Eric and Emerald. Through searching these databases, the 190 articles, 12 theses, 10 books, and 24 reports were discovered. Furthermore, all 120 studies were chosen based on the nature of the topic and their ability to completely define the subject.

2.2. Selection Process and Criteria for Inclusion

Different reports and thesis has been excluded from this procedure without any kind of intervention the papers, articles and, researches and books were categorized by topic 'exploration of teaching practices of ECCE teachers utilized in different context'. The three cycles were used to analyses the articles, with related articles being sorted from others for the purposes of the literature review. 22 articles were recruited in the first cycle, 4 books and 12 additional articles were removed in the second, and only nine items were eliminated in the third. Furthermore, articles were chosen based on a number of recurring terms such as EECE teachers, Different teaching pedagogies of ECCE ICT integration in ECCE etc. to turn into (n = 109). All research or papers were found in different continents based on their data collection such as South America, North America, Europe, Africa Australia and Asia. All studies or articles were found according to their conduction of data in different continent such as Asia, Africa, Europe, Australia, north America and, South America. In addition, according on the topic and nature of the research, all the papers were classified into seven main themes. Articles were organized by the most recent year of publication in order to reduce the quantity of articles and make the review process

more efficient. Table 1 lists the recognized themes from all of the research analyzed, as well as the number of publications. Early Childhood Care and Education (ECCE), Importance of Early Childhood Care and Education, Global status of Early Childhood Care and Education, Challenges in Early Childhood Care and Education, strengthening in Early Childhood Care and Education, best teaching practices in Early Childhood Care and Education and teaching practices utilized by ECCE teachers in different contexts.

Table.1: Division of Articles as per Themes and Area of Study

S.No	Themes	Articles
1	Early Childhood Care and Education (ECCE),	04
2	Importance of Early Childhood Care and Education,	04
3	Global status of Early Childhood Care and Education,	05
4	Challenges in Early Childhood Care and Education,	05
5	Reinforcement in Early Childhood Care and Education	06
6	Best teaching practices in Early Childhood Care and Education	08
7	Teaching practices utilized by ECCE teachers in different contexts.	10
Total		45

3. Results and Discussions

Eight themes were generated through regourous process.

3.1. Early Childhood Care and Education

Early childhood care and education is the years between birth to age of eight and a period of rapid development of brain. Moreover, at this age Children learn more from their surroundings and the people around there (UNESCO, 2021). Besides this, Early Childhood care and education (ECCE) is not just the preparation of children for primary Education but its main purpose is to develop the children holistically (Cognitive, emotional, physical and social) in order to make them lifelong learner and wellbeing (Count, 2005). Resultantly, Rao (2010) says that ECCE develops the strong, caring, problem-solver, creative, innovator and responsible future citizens. However, through successful early childhood care and education a financially strong country develop that promote the gender equality and develop human resources. According to the (UNESCO, 2021) UNESCO's approach fourth sustainable development goal aims to provide quality Early Childhood Care and Education for all boys and girls by 2030. Because of the poverty and illiteracy, child labor was highly valued in most of the industries and farms in early time. Then, as time passed, reformers realized that young children are different from adults and require a unique approach. As a result, reformers began to comprehend the process of child growth and development. Furthermore, the different pioneers like Froebel and the McMillan sisters began working on it to build early childhood programs. The ECE, on the other hand, evolved in most nations after the Second World War. Following WWII, in the 1950s, the Kindergarten program was established as part of the educational policy to educate and care for young children (Reetu, Renu & Adarsh, 2017). The structured classrooms with instructor-led, face-to-face learning are considered a classic technique. It usually involves more interaction between the teacher and the

students. The physical presence of the teachers also makes it more regulated than online ones. The boards, teaching models and different types of graphs, diagrams and charts were the charms added to a classic classroom setting by a teacher which improve its efficiency (Duplass, 1996). In traditional teaching, teachers and students develop closer bonding and ties which can further motivate the students (Malik & Akkaya, 2021). It also improves students' social skills as they have to live and study with their fellows and work in groups.

Table.2: Early Childhood Care and Education

Topic	Author	Year	Methodology	Variable
Early Childhood Care and Education	UNESCO	2021	Web Article	Early Childhood Care and Education
Getting ready: Findings from the National School Readiness Indicators Initiative: a 17 State Partnership.	Count, K	2005	Document review	National school Readiness
Preschool quality and the development of children from economically disadvantaged families in India	Nirmala Rao	2010	Qualitative study	Preschool quality and development
Quality early childhood care and education in India: Initiatives, practice, challenges and enablers	Chandra Reetu, Gulati Renu and Sharma Adarsh	2017	Review Article	Quality ECCE

3.2. Importance of Early Childhood Care and Education

The cognitive, conative, and affective domains of development of young children are all developed by ECCE instruction. Furthermore, neurologists have shown that a child's brain has a tremendous capacity for development and learning around the age of three. However, when a child is active in an ECCE it is likely to have an impact on their future academic development, employment rate, and societal support (Zada, 2014). Similarly, Ahmad (2011) anticipated that by investing on the quality ECCE programs in result more dollars being repaid. Along with this, Parents in addition to the school play a vital part in the child's development and nurturing. ECCE program pays special attention to each child development in order to eliminate learning barriers, boost memory and improve their problem-solving, intellectual, rational, and critical skills, and improve achievement ratios. According to the West (2003) at the young age children remember the events or learning that happens with them in pre-fatal period. Because children at this age get more attention and care from their parents, caregivers, siblings, and teachers through this they become aware about how the child learns. Furthermore, the fundamental goal of ECCE program is to provoke a child's complete personality by focusing on their holistic development (socially, cognitively, emotionally, physically, and morally). Emotional

intelligence is also important because academic and career success leads due to emotional intelligence. For example, they can gain confidence, develop their interests, become more purposeful, learn to manage themselves, strengthen their social bonds, and improve their communicative, collaborative, and cooperative skills. In addition, to develop the competitive and emotional intelligent students' critical thinking, problem-solving, conflict resolution and language are most important skills (Arshad & Zamir, 2018).

Table. 3: Importance of Early Childhood Care and Education

Topic	Author	Year	Methodology	Variable
Early childhood teacher education in Pakistan: time for action.	Khan Zada	2014	Documented Review	Early Childhood Care and Education
Early childhood education in Pakistan: an international slogan waiting for national attention.	Mohammad Ahmed	2011	Review Article	Early Childhood Care an Education in Pakistan
At the margins: street children in Asia and the Pacific.	West, Andrew.	2003	Report	Street children
Situational Analysis of Early Childhood Education in Pakistan: Challenges and Solutions.	Mahek Arshad Shazia Zamir	2018	Qualitative study	Challenges and Solutions regarding ECCE

3.3. Global Status of ECCE

In today's world ECCE programs are becoming more popular across the world. When teachers, parents, family members, and communities are eagerly involved in children's learning the quality of ECCE programs is more enrich and successful. Moreover, Children at three years old are involved formally and informally in ECCE education. For example, in Europe, more than half of four-year-old children attend ECCE centers, while 90% of three years old children go to ECCE schools in Belgium, France, and Italy (Myers, 2005). However, in Australia, 83.4 percent of four-year-old children are admitted to pre-primary schools. The rapid growth of ECCE programs on the other hand prompted policymakers and practitioners to examine policies, create adaptable curricula, train instructors, and promote quality education (Tilbury, 2006). Furthermore, it has also been established that the low crime rate, economic status and employment rate is linked to the high quality of ECCE programs. Several research initiatives and programs has been launched in attempt to improve ECCE program in various nations. For instance, in the United States, the Head program was established in the 1960s and continued until 1987 to promote ECCE development programs. However, the goal of this program was to encourage the young children to engage in task-oriented activities. Secondly, a report was developed in the United Kingdom in the 1990s, titled as "Starting with quality" was developed as a result of the importance of early education realized by

government (Lambert & Clyde, 2000). According to, Ahmad (2011) from 1993 to 1997, many research studies were done to improve the quality of early childhood education. The "Sue start project" was likely launched in 1998 with the goal of developing healthy young children through collaboration with partners in order to meet the needs of children and their families. In many nations, however, there is a lack of understanding of ECCE programs, the requirement for a successful ECCE curriculum, and the importance of government policies and frameworks for ECCE. However, poverty and a lack of public-private partnerships are the reasons for the limited ECCE program. For example, children from the wealthiest families are allowed to go private ECCE schools, while disadvantaged children are unable to get the access of pre-school education (Sylva, Melhuish, Sammons, Siraj-Blatchford, Taggart & Elliot, 2003).

Table. 4: Global Status of ECCE

Topic	Author	Year	Methodology	Variable
In search of quality in programs of early childhood care and education (ECCE	Robert G. Myers	2004	Report paper	Quality in ECCE programs
Accountability via performance measurement: The case of child protection services.	Clare Tilbury	2006	Quantitative research	Child protection service
Re thinking early childhood theory and practice	E. Beverley Lambert, Margaret Clyde	2000	Review paper	Early Childhood Education
The effective provision of pre-school education (EPPE) project: Findings from the pre-school period	Kathy Sylva, Edward Melhuish, Pam Sammons, Iram Siraj-Blatchford, Brenda Taggart and Karen Elliot	2003	Qualitative research	Effective Pre-school
Early childhood education in Pakistan: an international slogan waiting for national attention.	Mohammad Ahmed	2011	Review Article	Early Childhood Care and Education in Pakistan

3.4. Challenges faced by ECCE Teachers

According to, Pearson, Hendry, Rao, Aboud, Horton, Siraj and Miyahara, (2017) there are multiple challenges that are barrier for quality ECCE education; lack of strong education plan, limited effective design and implementation of ECCE curricula, lack of qualified teachers and lack of engagement of parents. First lack of *strong education planning* challenge says that a first set of issues concerns ECCE system planning, which includes curriculum development, resource management, and service execution and

monitoring. Because these systems are not more developed in many countries therefore effective curriculum, policies and resources are not much focused. Second challenge is *lack of effective design and implementation of ECCE curricula* (Reetu et al., 2017). The design and execution of curriculum and teaching and learning methods are a second set of issues. Global commodities, such as knowledge transfer, sharing of best practices, and creative methods, have been requested by developing nation partners in order to develop and design an effective early childhood care and education curriculum. For many countries, determining the quality and relevance of a curriculum is also difficult because majority of countries are not implementing an evidence-based curriculum. However, the reason lack of expertise and funding at the policy level to conduct assessments and collect reliable data. Moreover, Dixit, Sakalle, Patel, Taneja and Chourasiya, (2010) explored the third challenge that is *lack of qualified ECCE teachers* as according to experts the professionalization of the ECCE is a critical aspect in achieving quality outcomes and to assuring quality service.

Table. 5: Challenges Faced by ECCE Teachers

Topic	Author	Year	Methodology	Variable
Reaching expert consensus on training different cadres in delivering early childhood development: technical report.	Pearson, E., Hendry, H., Rao, N., Aboud, F., Horton, C., Siraj, I., Raikes, A. & Miyahara, J.	2017	Technical Report	Early Childhood Development
Quality early childhood care and education in India: Initiatives, practice, challenges and enablers	Chandra Reetu, Gulati Renu and Sharma Adarsh	2017	Review Article	Quality ECCE
Evaluation of functioning of ICDS project areas under Indore and Ujjain divisions of the state of Madhya Pradesh.	Sanjay Dixit, Salil Sakalle, G.S. Patel and <u>Gunjan Taneja</u>	2010	Review Paper	Evaluation of ICDS projects
Quality and diversity in early childhood education: A view from Andhra Pradesh, Assam and Rajasthan	Venita Kaul, Aparajita Bhargarh Chaudhary and Sandeep Sharma	2014	Qualitative research report	Early Childhood Education quality and diversity
Report of the Social Audit of the ICDS Programmed in the District of Anantapur in the State of Andhra Pradesh'	KR Venugopa	2009	Research report	Early Childhood Education

A literature review conducted by the United Kingdom's Department for International Development (DFID) in 2017 identified numerous characteristics of the ECCE teachers. For instance; they are in poor supply even they have a low social status with no clear career path, along with this they teach for low pay and have no monitoring or evaluation process. Besides this ECCE teachers who have received specific training resultantly they provide exciting, responsive, and supportive interactions to children that lead towards the better learning and outcomes. Specialized education professionals with a degree or diploma in early education and noncertified paraprofessionals who may or may not have completed secondary school are the two basic types of early education teachers (Kaul, Chaudhary & Sharma, 2014).

Lastly the *lack of engagement of parents in schools* leads the students towards the pre-primary education. Engaging families in ECCE services is a fourth set of issues. Parents and caregivers mostly discourage their children to participate in Early Childhood education due to cultural conventions. On the other hand, working parents give more demands to their services and ignore the children education. Because they do not get time to focus on their children education. However, families are only the factor that obviously prefer a unified approach such as; health, nutrition, education, and child safety rather than segmented approaches. however, it is also observed that when children just learn in school but not through the experiences like from homes, surrounding and community in results they learn less as when they miss the engaging opportunity (Venugopal, 2009).

3.5. Reinforcement in ECCE Education

According to, (World Health Organization, 2019) in order to strengthen or fill the gaps following are areas of improvement in ECCE education. Transferring of knowledge and peer exchange improve the national and regional capacity in order to adapt the assessment tools and curriculum models for early childhood and care education. Moreover, the knowledge capacity might be enhanced when teachers are trained by hands-on approach because by doing this teacher can learn the best methods of teaching and dealing with children. Moreover, formal and informal trainings, technical support should be provided to the ECCE teachers in order to support the ECCE teachers (Murphy, Yoshikawa & Wuermli, 2018). Besides this, case study or multiple researches should be conducted on the practices of ECCE teachers and training in order to know the best practices and improve their teaching practices. In addition, parents and community involvement should be encouraged so that children can also learn from out of the school. For instance, parents should engage in Management meetings, policy making meetings, teachers training in regards to deal their children in an effective way and promote quality ECCE education. However, these areas might be qualitative and effective for quality ECCE education (Hatipoglu, Mohammed, Hendricks & Buch, 2018).

Table. 6: Reinforcement in ECCE Education

Topic	Author	Year	Methodology	Variable
Trends in maternal mortality 2000 to 2017: estimates by WHO, UNICEF, UNFPA, World Bank Group and the United Nations Population Division.	World Health Organization	2019	Web Article	Trends in maternal mortality
Implementation research for early childhood development programming in humanitarian contexts.	Katie Maeve Murphy, Hirokazu Yoshikawa, Alice J. Wuermli	2018	Review Paper	Early Childhood care and Education development
Supporting the Early Childhood Workforce at Scale: Community Health Workers In South Africa	Hatipoğlu, K., Mohammed, Z., Hendricks, S., and Buch, E.	2018	Mix method approach	Early Childhood workforce

3.6. Best Teaching Practices in ECCE

There are some preschool teaching practices that provides best point for ECCE educators. For instance; Symbol Labelling, Sound matching, start a garden, involved in science, integrate technology, cooperative learning, Waldorf Steiner method and STEM method. Firstly, *Symbol Labelling* is about to improve the everyday vocabulary by showing them labels and symbols. Because by converting the image into word helps the children in language development (Ball, 2010). It is recommended that the parents to take the pictures of logos found in their communities like; the street signs, automobile logos or clothing labels. In this way, children can bring that pictures in the classroom in which students collaboratively can practice there. Secondly, in *Sound matching* children make the sound that letter make. Similarly, teachers also encourage the children to choose an object that starts with same sound. Besides this, Reetu et al., (2017) argues that this activity engages the students in Hands-On in order to learn better. Thirdly, *start a garden* is a garden may be a fantastic method to teach youngsters about the natural world, whether you have a large outdoor space or simply a pleasant ledge near a window. Moreover, teachers can show the students the plant development process from seed to maturity that helps them to develop motor skills. Besides this, teachers can allow their students to check the plants' developmental process regularly. Other than this in *involved the students in science* teachers' emphasizes the necessity of encouraging kids to engage in science and observation activities using all five senses. For instance, when teachers establish a class garden in which students can feel the material, observe them, taste them and can smell them. Along with this, *integrated technology* is most important activity in which children's 21st century skills (Collaborative, communicative, problem-solver and critical) improve. The Internet has shaped the lives of today's youth. Many of them are more

computer proficient than the adults in charge of their education. Teachers must learn to communicate with these children in their own language and become familiar with the technology that comes so effortlessly to them. Integrating technology involves focusing on students' interests while also improving their technical abilities and expanding their learning opportunities.

Many teachers, eager to stay up with the latest trend, merely go through the integrating technology. However, they will need a thorough comprehension of the tools that are available, as well as significant thought in order to improve learning. Other than this (Chandra, 2021) argues that *cooperative learning* activity is that in which Teacher-centered learning has outlived its usefulness. A student-centered approach is becoming more popular among effective teachers. Cooperative learning increases students' interaction in classroom. In this way, teacher calls the students in group rather than individually that resultantly increases the participation of students. Besides this, children also get interest and put same amount of efforts as the teachers. Similarly, in cooperative classroom teacher's role shift to the facilitator. Resultantly, students get the high grades as a classroom team (Hegde & Cassidy, 2009). The *Waldorf Steiner method* is the second last approach, in which the three guiding principles of the Waldorf Steiner system are thinking, feeling, and acting. The curriculum encourages young children aged 0 to 7 to learn via play. Because this is the best technique to teach youngsters, and the classroom is set up in such a way that the child's senses are stimulated. Resultantly through this method children's imagination, social skills, and intellectual skills are explored Anna Heinrich (2017). Lastly, (Rema Rajiv, 2021) suggested the *STEM method* is interdisciplinary method and a short form of science, technology, engineering and mathematics. However, it is perceived that STEM approach is difficult to practice in ECCE. But it is studied that children are already engage in STEM because these children interact with the natural environment. Along with these children try to develop the new thing in a creative way from their toys. In ECCE the STEM activities are cooking, building blocks or bridges and etc. For instance, teachers can engage students like in cake baking activity in which children can measure, mix and bake. Similarly, in measuring math, in mixing science and in oven technology is used. In this way children can engage in multiple activities in which science, technology, engineering and mathematics subjects can be integrated. However, at the early age children learn more through games, project based and hands-on activities. In this way children language, science, logical, problem solving and creative skills improve.

Table. 7: Best Teaching Practices in ECCE

Topic	Author	Year	Methodology	Variable
Enhancing learning of children from diverse language backgrounds: Mother tongue-based bilingual or multilingual education in early childhood and early primary school years	Jessica Ball	2010	Literature review	Multiple Lingual education
Quality early childhood care and education in India: Initiatives, practice, challenges and enablers	Chandra Reetu, Gulati Renu and Sharma Adarsh	2017	Review Article	Quality ECCE
Preschool teacher quality in India. In Building teacher quality in India: Examining policy frameworks and implementation outcomes.	Alexander W. Wiseman and Preeti Kumar	2021	Review paper	ECCE teachers' quality
Teachers' beliefs and practices regarding developmentally appropriate practices: A study conducted in India	Archana V. Hegde and Deborah J. Cassidy	2009	Qualitative paper	Teachers' beliefs and practices about appropriate practices
7 Teaching Strategies to Consider for Your ECCE Classroom.	Anna Heinrich	2017	Blog article	Strategies of ECCE classrooms
5 preschool teaching methods to improve the quality of early care and education.	Rema Rajiv	2021	Web article	Pre-school teaching strategies

3.7. ECCE Teachers' Teaching Practices Utilized in Different Contexts

The main purpose of this review paper is to explore the current teaching practices utilized in ECCE. However, it is found that in early childhood care and education teachers give the conducive environment (physically and socially). Moreover, the environment is physically safe, enhancement of social skills, nurturing of emotional intelligence and develop them intellectually. Besides this teacher interact the students with multiple resources that produce the interest in students and learn more as compare to teacher-centered classroom (Kaul, Chaudhary & Sharma, 2014). According to the statement, the ECCE site should contains proper site, earth, feature, and height. Moreover, it is also researched that Preschool should be as much as feasible, be located in the surrounding of the children. Besides this, the preschool should be positioned away from crowded portions of the site/city, cemeteries, and major traffic

locations in order to the protection of the children (Dhingra & Sharma, 2011). Whereas it is found that in Woldia town for ECCE school site, locality and surrounding does not matter and it highly effects on the children learning. In addition, in ECCE the availability and adequacy of class room space, indoor materials and apparatus are all factors to consider. The use of inside materials and apparatus is critical to the successful application of ECCE. Likely, these resources play a major role in holding the children's courtesy for long period of time.

Moreover, it influences the successful teaching and learning process in order to comprehend and learn better. Every space used by pre-school children have child-sized equipment, such as in furniture; tables and chairs, encourage children to play the games, puzzles, reading, writing and other activities that help the children to learn the new skills. On the other hand, majority of studies argued that in pre-school limited instructional resources are found. Such as; lack of standardized child-sized classroom furniture, lack of cleaned classrooms, ventilated classrooms and books.

Table. 8: ECCE Teachers' Teaching Practices Utilized in Different Contexts

Topic	Author	Year	Methodology	Variable
Quality and diversity in early childhood education: A view from Andhra Pradesh, Assam and Rajasthan	Venita Kaul, Aparajita Bhargarh Chaudhary and Sandeep Sharma	2014	Qualitative research report	Early Childhood Education quality and diversity
Assessment of preschool education component of ICDS scheme in Jammu district.	Rajni Dhingra, Iesha Sharma	2011	Qualitative research paper	Assessment of pre-school education
Quality early childhood care and education in India: Initiatives, practice, challenges and enablers	Chandra Reetu, Gulati Renu and Sharma Adarsh	2017	Review Article	Quality ECCE
Early childhood development in five South Asian countries	Rayginne G.H. Tan, Das, Mohamed, Saeed, Acharya, Noble, Panezai & Jasraj,	2008 2016	Literature review	ECCE in five development countries

Moreover, limited space for children rest that leads the students towards the uncomfortable. Besides this, in many schools' pre-primary school curriculum is developed even teachers are also not aware of the ECCE curriculum. Whereas in different ECCE schools' variety of text books like first grade textbook is used. Along with this it is also found that in many schools ECCE teachers were not trained in ECCE teaching.

For instance; some of the teachers were diploma holders in TVET education and some had diploma in ECCE education. Besides this, some teachers were just completed their matriculation and many of the teachers had no any educational qualification (Reetu et al., 2017). Similarly, found that even ECCE managers were not qualified in ECCE management. Resultantly, due to lack of training of teachers and managers ECCE implementation is very poor in different contexts. According to the findings of this study in pre-primary schools the story telling teaching approach more effectively because children love and enjoy the stories. (Das, Mohamed, Saeed, Acharya, Noble, Panezai & Jasraj, 2008; Tan, 2016). However, teachers need to tell stories that can be written or told orally or describe fictitious story. Furthermore, children share a story tale with family at home and/or at school to the teachers through this students' literacy, speaking and listening skills improve. Moreover, when parents are involved in bringing and pick up their children from preschool, offer financial assistance, and monitor their children's interests and academic achievement was proven to be beneficial. However, it is found that a document was analyzed in which a feedback was given by the ECCE teachers and parents in which suggestions and comments were noted down. This activity is very beneficial for both school and children in order to improve the school performance and students' achievement. On the other hand, in an India context it is found that (Reetu et al., 2017) interaction among child to child, child to teacher and child to resources play an important role in quality of ECCE. Moreover, also argued that when teachers interact with the surroundings, environment overall develop the children. In contrary it is also found that in multiple contexts teachers just interact with the whole class on the time of teaching rather than individually. Moreover, due to limited resources and time teachers just interact with the students.

4. Conclusion

The purpose of this literature review is to explore the teaching practices of Early Childhood Care and Education teachers utilized in different contexts. Moreover, multiple theses were generated with the help of literature. For instance, introduction of Early Childhood Care and Education, Importance of ECCE, Global status of ECCE, Challenges in ECCE, Strengthen the condition of ECCE, Best teaching practices in ECCE and lastly the utilization of ECCE teachers teaching practices in different contexts. However, from this literature review it is found that ECCE teachers are not much practicing the effective teaching practices in their classrooms just as; collaborative activity, interactive activity, Hands-on or project based activities. Even it is also found that in many contexts in ECCE physical and social environment was not much conducive for children in order to make their learning effective.

5. References

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