

**“Preschool learning process and techniques at Sunnydale School”**

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**August 2018**

**Internship Report**



**Inspiring Excellence**

**BRAC University**

**Dhaka, Bangladesh**

**“Preschool learning process and techniques at Sunnydale School”**

**An Internship Report Submitted to  
The Department of Master of Business Administration**

**Of**

**BRAC University**

**By**

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**In Partial Fulfillment of the Requirements**

**For the Degree of**

**Master of Business Administration**



**Inspiring Excellence**

**August 2018**



**“Preschool learning process and techniques at Sunnydale School”**

## **LETTER OF TRANSMITTAL**

5th August, 2018

To  
Riyashad Ahmed  
Assistant Professor,  
BRAC Business School,  
BRAC University,  
66 Mohakhali, Dhaka.

**Subject: Submission of Internship Report.**

Dear Sir,

It is a matter of great pleasure for me to present you the report, entitled “Preschool learning process and techniques at Sunnydale School”. I feel delightful as I got the opportunity to do my internship in a reputed organization, Sunnydale School.

My utmost dedication and concentration led to the successful completion of my internship so that I could prepare a successful internship report. It is a great opportunity to present my internship report under your supervision. I am thankful for your guidelines and instructions. Through this report, I have gained valuable knowledge and insight on how to help children learn in new ways, overcome the challenges of teaching, staying organized while teaching early childhood students and responsibility of keeping children safe.

I sincerely hope that this report meets your approval. I would be glad to give you any clarification if required. Your acceptance and appreciation would surely inspire me.

Sincerely,  
Anupama Saha Urmi  
15264063

# ACKNOWLEDGEMENT

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At the very start, I am grateful to almighty God for giving me the strength, courage and capacity to successfully complete my internship program in the scheduled time regardless of different difficulties. It gives me tremendous joy to thank a substantial number of people for their friendly collaboration and consolation which have contributed directly or indirectly in setting up this report. At first, I want to thank my internship supervisor, Sir Riyashad Ahmed. His direction and feedback influenced me to do everything pleasantly. He kept me on track to finish this report and his suggestions were fundamental in making this report as perfect as it could reasonably be expected. Moreover, I must show my gratitude to my supervisor of Sunnyside School, Tahmina Islam, who guided me to do better as a teacher. Her experiences, knowledge and direction showed me a way not only to manage students but also trained me how to understand workplace culture and employees around me. I would also like to express my sincere thanks to all the employees of Sunnyside School who helped me get proficiency during my work and made my experience a memorable one.

# EXECUTIVE SUMMARY

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Sunnydale is a renowned English medium school. I have been working in this school as a full time preschool teacher since 2016.

In order to teach a child to treat others with respect and dignity, they must also be treated that way. And childhood is a time for children to learn about the world, including how to get along with others. Both parents and teachers play an essential role in teaching children how to form healthy relationships and grow into socially adept individuals. This social competence allows children to be cooperative and generous, express their feelings, and empathize with others.

In this report I have written about the preschool learning process and techniques for children aged 3 to 5. I have also studied about class management, working features, dealing with school's customers i.e. parents that have been visualized in terms of service marketing. Some recommendations have also been given on the techniques and learning process that could help the school in near future.

# TABLE OF CONTENTS

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	PAGE NO.
ORGANIZATIONAL OVERVIEW.....	1
INTRODUCTION.....	2
PRESCHOOL LEARNING PROCESS AND TECHNIQUES.....	3
KIND WORDS FOR KIDS: Getting Started.....	5
TEACHING A CHILD TO CLEAN UP.....	7
TEACHING A PRESCHOOLER TO STOP HITTING.....	8
TEACHING ACADEMIC LESSONS.....	9
CHALLENGES.....	11
PROPOSED COURSE OF ACTION.....	12
LESSONS LEARNED.....	13
CONCLUSION.....	14
BIBLIOGRAPHY.....	16

# ORGANIZATIONAL OVERVIEW

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**Sunnydale was established in 1985** by its founding members spearheaded by its late **Chairman Abdul Mannan Khan**. Founding Principal and Vice Principal of the school are Ms. Tazeen Ahmed and Ms. Zeenat Afroza. Based on the syllabus published by the UK Education Board this institution was aimed at providing quality education to the society.

At present, Sunnydale is housed in different locations with classes ranging from Playgroup to Grade Twelve. It was founded with a mission to provide a balanced and well-rounded education for all of the students, using English as the primary medium of instruction but placing equal emphasis on Bangla. Sunnydale believes in the motto ‘Each one for everyone’. The school hopes to inculcate the basic goodness of a human being in the students so that they grow up to help the world even in the smallest measure. And even if they fail to do that, then they should not pose a threat to the society around them.

To achieve the aforesaid goals Sunnydale believes each of its students should:

- develop Bangladeshi Nationalism and Patriotism, with a sense of dignity and pride.
- develop love and respect for Bangladeshi Culture, Heritage and Bengali Language.
- develop oneself as a responsible individual.
- develop interpersonal skills and grasp a strong command over English language.
- respect and cooperate with the teachers, fellow students and members of the staff.
- develop self-confidence, self-reliance and self-esteem.
- develop creativity and originality.
- cope with individual and social challenges.
- actively participate in co-curricular and extra-curricular activities.
- relate to the greater world as productive citizens of the world.
- set examples of strong moral and civic behavior by displaying honesty, integrity, humanity, tolerance, sincerity and dedication.



# INTRODUCTION

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Junior section 1 covers classes from Playgroup to Nursery. Students of this section are in their first stage of learning where they begin their preschool and early learning. Children being very young at this stage have impressionable mind that needs a caring environment. Starting with training to hold a pencil through games, songs, story-telling and a lot of cajoling, they end up being capable and confident pupils who can clearly express themselves both in speech and in writing.

Since I have been working for students since 2016, I felt it's an opportunity to work with young people and make a difference in their lives. Teaching is fun, and there are plenty of opportunities to be creative in conveying information to young people.

I am interested to undertake this report on "Preschool learning process and techniques at Sunnydale School" as it would help me to gather all the observation, knowledge and experiences in one paper. I adore children's charm and sincerity. It makes me happy to see the young students learn to walk, discover new skills, and have fun with their playmates at school. The report would also include the lessons learned, the constraints/challenges faced so far and few recommendations.

At present there are 30 students in my class- Playgroup (Rainbow). In the first few years of children's lives, toddlers will learn to say their first words, take their first steps and make their first friends. Being a preschool teacher I had to play a crucial role in their development. With music, rhymes, coloring and games, I tried to help them maximize their learning capability, introduce them to new experiences and help them build up social skills. Being a playgroup teacher, I had to learn to be patient and was always helpful to both the children and their parents. During meetings, parents would be informed how each activity helped their child's development, how to communicate with their child, and how to solve child-care problems.

# PRESCHOOL LEARNING PROCESS AND TECHNIQUES

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The new session begins with an orientation class in which children are introduced to their other class mates and other teachers. Teachers' responsibility from that day is to ensure that a child's experience of playgroup is a happy one from the start.

For the first one month, socializing with other children is a skill that has to be learnt gradually, and some children will find it easier than others. Teachers need to introduce children to the idea of sharing and taking. We don't expect great things at first - children usually play alongside each other rather than together until they're around three years old. While the young children play, teachers need to be close by to step in if they start to squabble over toys. On their first day children are showed pictures which can be related with rhymes and are recited together. They also get to hear stories and color different picture of fruits, vegetables and other objects.

Second day onwards, children are taught how to hold a pencil properly. At the beginning they are given line of dots which needs to be joined for developing their pre-writing skills. They get to join dotted straight lines, dotted swing and jump lines, wavy and zigzag lines. Sometimes, the pencil would shoot right past the target dot; still they would be encouraged to write even if it would get to the last dot with a meandering. Other lessons during oral discussions includes name of colors and shapes. They are also taught the basic classroom rules like standing in a queue while going for washing hands and at the time of dispersal; saying "Good Morning", "May I come in teacher?", "May I drink water?" and other classroom manners. It is necessary for both children and teachers to communicate through proper eye-coordination.

Fine motor skills are achieved when children learn to use their smaller muscles, like muscles in the hands, fingers, and wrists. Children use their fine motor skills when writing, holding small items, buttoning clothing, turning pages and eating. In most cases of fine motor skill development, practice does, in fact, make perfect. Some ways to develop these skills are having children do the following activities:

- Pick up the pencils with just the index finger and thumb
- Finger painting
- Puzzles

- Trace shapes, lines or letters on white board or page
- Using spoon to transfer chickpeas from one bowl to another
- Using hands for playing with play dough

We handle children with speech delay too. Few children are shy and few are simply not interested to talk. This might happen because their vocabulary is still not developed. We use flash cards with pictures, because kids are auditory, as well as visual learners. We say the name of the object, introduce it, say what its use is & have them repeat it. Praising children has a profound effect on their success, because of the increase in self-esteem and self-worth.

After they get adapted with classroom and schooling, they are taught academic lessons along with writing letters and numbers.

# KIND WORDS FOR KIDS: Getting Started

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It is nicer or more pleasant to come across a child who is polite and who uses kind words. One that says "please" and "thank you" without being prompted are liked by all. Importance on teaching manners and kind words are emphasized more for young children in Sunnydale.

The key to teaching politeness and kind words is to start small, start early and be consistent, which should be present in a teacher's own behavior. Being a teacher is to be a child's most important role model. If a 3-year-old hears someone saying, "Please give your diary," or "Thank you for passing the toys!" on a regular basis during class time, then it's very likely that the child will follow etiquettes on her own accord.

It is equally important to speak with each child using good manners. Children usually will mirror parents, teachers, relatives and friends. Every child deserves respect. When teachers speak to a child politely and kindly in classroom, they will model our behavior.

But even the teachers are pledging to be on their best behavior on a regular basis, there needs to be some teaching and explaining involved at home too by the parents. Manners can't be learned strictly by osmosis. A child who requires a little more help needs his/her parents to cooperate in teaching manner at home with the daily interactions they have each day. In any instance where manners should be used – like in the classroom when children are having tiffin with other friends, during games class, at home at dinner table, any social exchange, even in pretend play with dolls or trucks – teachers as well as parents are expected to use manners and point out to the little one what is good and bad. They are continuously encouraged to follow the good manners.

As the child gets comfortable with these new kind words in her vocabulary, teachers start encouraging the children to use them in social situations. Even a young preschooler can comprehend that after someone gives them something, "thank you" needs to be the automatic response back to the giver, whether they are receiving a birthday present at a party or a toy from a friend during games or circle time. We teach them to say "thank you" in any situation that is appropriate, but to start, showing appreciation for a gift is probably the easiest and most natural social setting for them. During class time we also explain children that saying "thank you" is a way to tell a person that you are thankful and grateful for what they have done or given.

To explain the word “please” to the little ones, we also talk about how it's an important word that tells people that they need help -- either doing something or needing something and by using it, people are more likely to lend a hand. If the child seems to understand and is consistently using "please", "thank you", we start teaching them with "you're welcome", "excuse me", and “sorry”.

An important part of teaching children manners is to heap on the praise when they use the correct word or phrase and not to scold them if they don't. We simply point out that they need to use the appropriate word and move on. They'll catch on soon enough if they are continuously taught through examples.

Socially competent children are the ones who have a strong sense of self-worth and importance. When children feel good about themselves, it's easy for them to treat others in a positive, helpful manner.

# TEACHING A CHILD TO CLEAN UP

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An important part of a young person's development, cleaning up a mess they've made themselves helps develop the preschooler's sense of responsibility. How a child learns to clean up at an early age sets the stage for how they will complete the chore as they get older. If they are constantly helped by picking up for a child at this age, they'll always learn to expect it. And then, as they get older they either won't know how or won't think it is something they need to concern themselves with because someone always does it.

When children enters the class in the morning, they are given play time when all their toys are spread on the table. Even during games class they take out the toys by themselves for playing. After the play time gets over, they are taught to clean up by themselves.

We also explain children how if toys aren't put away correctly someone could trip and hurt themselves; pieces could get lost and then playing with this particular toy next time won't be quite so fun. With young children, it is important to make a connection that they can relate to.

# TEACHING A PRESCHOOLER TO STOP HITTING

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There are so many things in life that are out of a preschooler's control — when they go to school, when they go to bed, what they eat — that they easily can get frustrated about.

As a child gets older and matures, they are able to develop a vocabulary that helps them express through words how they are feeling. Until then, however, we may often see not-so-terrific, aggressive behaviors such as biting and an increase in temper tantrums.

Another popular way for young children to express their emotions is to hit. While common for children in the 3 to 5 age group, hitting is in no way acceptable and the sooner the little ones are taught, the better off they will be.

It is important to make sure that a teacher responds appropriately if they catch a child in the act of hitting someone else or, if a child hits teacher. Teacher usually approaches by saying, "No! We shouldn't hit!" in a firm and calm voice. Teachers usually pull the child aside and talk about what just happened. We point out that she hurt the other child involved and she wouldn't like it if someone hit her. Even if the other child did something to provoke a child, we let her know that her behavior of hitting is not acceptable.

The big lesson we want the child to learn is that physical violence is never acceptable in any form. Certainly telling the child "no" when they hit someone is important, but we also explain to them what they should do instead of using their hands. We tell them to instantly speak to teacher when a friend is upsetting them.

If your preschooler can express herself verbally, she may less likely physically act out. So building a child's vocabulary is important to start quickly at home and school.

# TEACHING ACADEMIC LESSONS

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## **COLOURS:**

When teaching colors to our preschoolers, we use the same approach as teaching other skills. We offer plenty of exposure in a variety of ways. It is easier for children to tie into their everyday lives through hands-on exploration. They are taught seven colors of the rainbow through rhymes and picture of a rainbow. Emphasis on individual colors are also given, for example- when they are taught red color, every red objects, red vegetables and fruits are introduced to them with pictures. Similar activities are done while teaching other colors too.

## **SHAPES:**

The ability to use shapes to describe objects greatly enhances a child's ability to verbally communicate. For example, we use descriptive phrases such as 'circle shaped happy face', 'round ball', 'square window', 'rectangle shaped door', etc. The Shapes Chart is a useful tool to help teach shapes to children.

The shapes chart contains the simplest and most common shapes that a child will encounter – square, rectangle, circle, oval, triangle and diamond. We also reinforce shapes lessons by using shapes worksheets. These techniques are perfect for children only just learning their shapes.

## **NUMBERS:**

Teaching preschoolers numbers is easy. It's a case of encouraging them to associate number with the things they see and do every day, while at the same time making the process as fun as possible. The most important advice of all is to never rush the process and to accept that it may be a few months before a genuine understanding begins to set in, but it will indeed set in, in given time.

Teachers sing Number Rhymes and children recite along with the teachers as soon as they learn it. When singing number rhymes that involve numbers, we use our fingers as visual references. By doing so, the children will learn faster. We also use Number charts in class. Play activities like – 'count the pencils' also allows them to pick up the idea of counting faster.



**LETTERS:**

Children are introduced the uppercase letters in the initial stage of their schooling. The school usually follows Letter-of-the-week approach. When a letter is first introduced to them, oral conversation is done on the objects starting with that letter. Each letter's sound is also taught to the children. Flash cards of letters and pictures are shown to them. They also try to learn with Alphabet rhyme and phonic sound which is often practised. Children also do some fun craft work with the letter learnt.

**STORY TELLING:**

Children have got a different story telling class which is colorful with pictures of characters from different famous stories. They are told short stories in both English and Bengali languages. The story books are chosen with relevant pictures on it, which gets easier to explain and fun for children. A story needs to be told to preschoolers with various expressions. Good storytelling uses body language, expression in their voices, varying volume, a sense of pacing and eye contact with their listeners. Children participate at the end of the story telling session while asked small questions about the story.

A big advantage of storytelling is that listening to stories enhances a child's vocabulary. The child relates to the words of the stories better, which are retained in his memory for long. Storytelling also encourages and enhances the listening skills of children. Usually, children like to talk more rather than listen and this behavior is evident especially in classrooms –they are not usually good listeners. But when a habit of listening to stories is inculcated in them, they learn to become better listeners. It provides them the necessary training to listen and understand more, instead of talking. (Sen, 2017)

**TEACHING CHILDREN TO WRITE:**

When it comes to writing, the most important thing to remember is that it should be fun for children. Practice of holding a pencil with three fingers is usually learnt at the beginning through coloring in worksheets. After they learn to hold a pencil properly, they are taught pre-writing skills in which they learn to trace on dotted lines, trace from the top to the bottom and they are asked to do it slowly. When they are ready to learn writing the letters and numbers, they practice writing on the white board first and then on the copy.

# CHALLENGES

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## **KIDS:**

Managing a room full of young children can be delightful, but it can also be hard and can drain a lot of a teacher's energy. The day-to-day challenges teachers face during the first few weeks of a session can range from dealing with difficult behaviors to crying and cranky children. Sometimes few children in a class need one-to-one attention and at the same time we need to be careful about other children too. Throughout the school time, teachers must balance all of their unique needs to keep a classroom functioning smoothly.

## **PARENTS:**

Each and every day, teachers will have to deal with parents, some of whom may be quite demanding. It can be difficult to manage parent requests, questions and complaints as they drop off or pick up their child when teacher may have other to-do-list of school on their mind. So keeping a balance between work and handling parents is another challenge.

## **TOUCH SCREEN TOYS INSTEAD OF TRADITIONAL ONES:**

Kids now a days use mobile phones even before they start talking. While all agree that technology brings convenience and versatility, there is little information about potential health effects of gadgets. Most parents realize that too much time spent with a touch screen can lead to eye disorders. A rising number of toddlers lack the motor skills needed to play with building blocks though they can easily "swipe a screen". The reason is an "addiction" to tablets and smartphones. Children whose childhood is "stolen" by gadgets lack physical activity in all respects. In general, kids today prefer spending hours playing with their tablet or cellphone instead of heading outdoors to a park or getting active with friends. Gadgets addiction can affect a child's sleep. Children too excited with gaming have problems with falling asleep. Many parents complain that they can't simply make their children go to bed because of long-drawn playing. When a child is sleepy during class time, he is unable to participate and absorb the academic lessons properly and fall behind other students. Making parents understand to cooperate with teachers for their child's better education is a big challenge.

# PROPOSED COURSE OF ACTION

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## **AUDIO & VIDEO TOOLS:**

If the school can incorporate audio-visual materials in learning sessions for a day in a week, it can be very helpful for children. Use of info graphics or kid's pictorial materials and brain mapping tools that will help their imagination thrive and grow. These methods will not only develop their ability to listen, but will also help them understand the concepts better. For example, cartoons, rhymes, etc. There are a lot of smart apps for preschoolers that can be utilized to create awesome slideshows or presentations.

## **PUZZLES AND GAMES:**

Learning is fun where puzzles and games are part of education. Children may not feel they're learning when their lessons are introduced through games. Puzzles and games help children to think creatively and face challenges.

## **ENSURING THE QUALITY OF SERVICE:**

Every preschool education programme must be designed around the following core quality thresholds - minimum number of hours, number of children per teacher and teacher qualification - in order to produce expected positive outcomes for children. And for that it is essential for teachers to be trained and have more training programs. Teachers need to be updated with resources to be used and new teaching methods/techniques used in other developed countries. With the aim to increase access to and quality of preschool education, support should be given to 'innovative early childhood education programmes and approaches'. Parenting education can be part of these programmes too.

## **MARKETING OF SCHOOL:**

Parents are core marketing strategy for Sunnydale. As any kind of promotional activities are not done separately, the one and only way of its promotion is word of mouth. It tries it's best to keep the parents satisfied by providing quality service and not by compromising with its ideology or policy. To promote Sunnydale, other than "word of mouth", some other promotional activities can be done.

# LESSONS LEARNED

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## **MEETING PARENTS:**

Meeting parents is very much related with customer service. Here, it is very important to ensure the satisfaction of the parents by providing quality education and meeting their problems and finding a solution to those.

Teaching is such a profession where one can't involve business oriented issues, again MBA is such a course which one can apply to have a systematic efficient and effective approach.

In any kind of educational institution the main objective is to produce such students as their output those will be able to make a significant position in the society through contributing their services in the welfare of the nation. For any kind of renowned educational institute like Sunnydale it is obvious to face up to the expectations of the guardians/ parents who are the actual customers of these institutions by also maintaining their standard.

## **PATIENCE:**

There are children in classes who need time and consideration for understanding class lessons or instructions. Students vary from class to class. Some may be attentive, while others, trouble-makers. Teaching is anything but instantaneous; it requires the patience of a hunter. Patience with students who are trying to learn, however, is part and parcel of the teaching profession which I have learnt from this profession. I have also learnt how to engage students effectively in the learning process.

# CONCLUSION

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Sunnydale, being an educational institution always focuses on providing quality education. Sunnydale is soon going to establish its own campus at Bashundhara.

Today whatever position and reputation it is holding, it's only because of providing disciplined education. The school also does social work for people in need and during natural calamities. Almost each and every work of school is executed efficiently following its policy. And if required, policy is changed depending on the situation and after proper consideration.

The most vital weapon for promotion of Sunnydale is word of mouth. Most of the people generally get their children admitted here knowing through family, friends or colleagues. The word of mouth regarding the education system is generally positive which reinforces other parents' confidence to pay inevitable time.

Students are the sensitive part to deal with. As they are the learners of the school, on their developing stage they get proper knowledge and learns to behave, which ultimately leads to school's good reputation. Sunnydale takes every possible step to ensure their quality learning and advancement of their behavioral skills. In doing so, school authority always keep track with the students to learn about their current status and their needs.

In junior section, if we want kids to listen, we need to lower our voice instead of raising it. This forces kids to focus. Children mostly share and take turns as long as the system is fair. When two children are arguing over one object, we explain to them that fighting won't fix the problem but will only make them cry and feel angry. We explain to both the children they can play with a toy after one finishes playing with it for a certain period of time.

Play may be all the education a preschooler needs. From an early age, it is important to help students recognize that learning is an enjoyable activity. Toddlers are sensory learners who love to touch, smell, and taste to understand the world around them. For developing vocabulary skill we create funny tunes about rhyming words and counting to ten, or sing easy, classic songs such as the Alphabet Song and rhymes like "The Itsy Bitsy Spider".

Last but not least; even adults have many things to learn from children. Children have no biases when it comes to love. If you smile at a child, he/she will beam a huge smile back at you for no reason other than your presence. Children do not love with expectation of something better in return, they just love. This is difficult to employ as adults but has some amazing benefits as I learned from them.

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