CONNECTING
CLASSROOMS

CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS:
FOCUS ON CORE SKILLS PEDAGOGY

CONFERENCE PROCEEDINGS AND REPORT

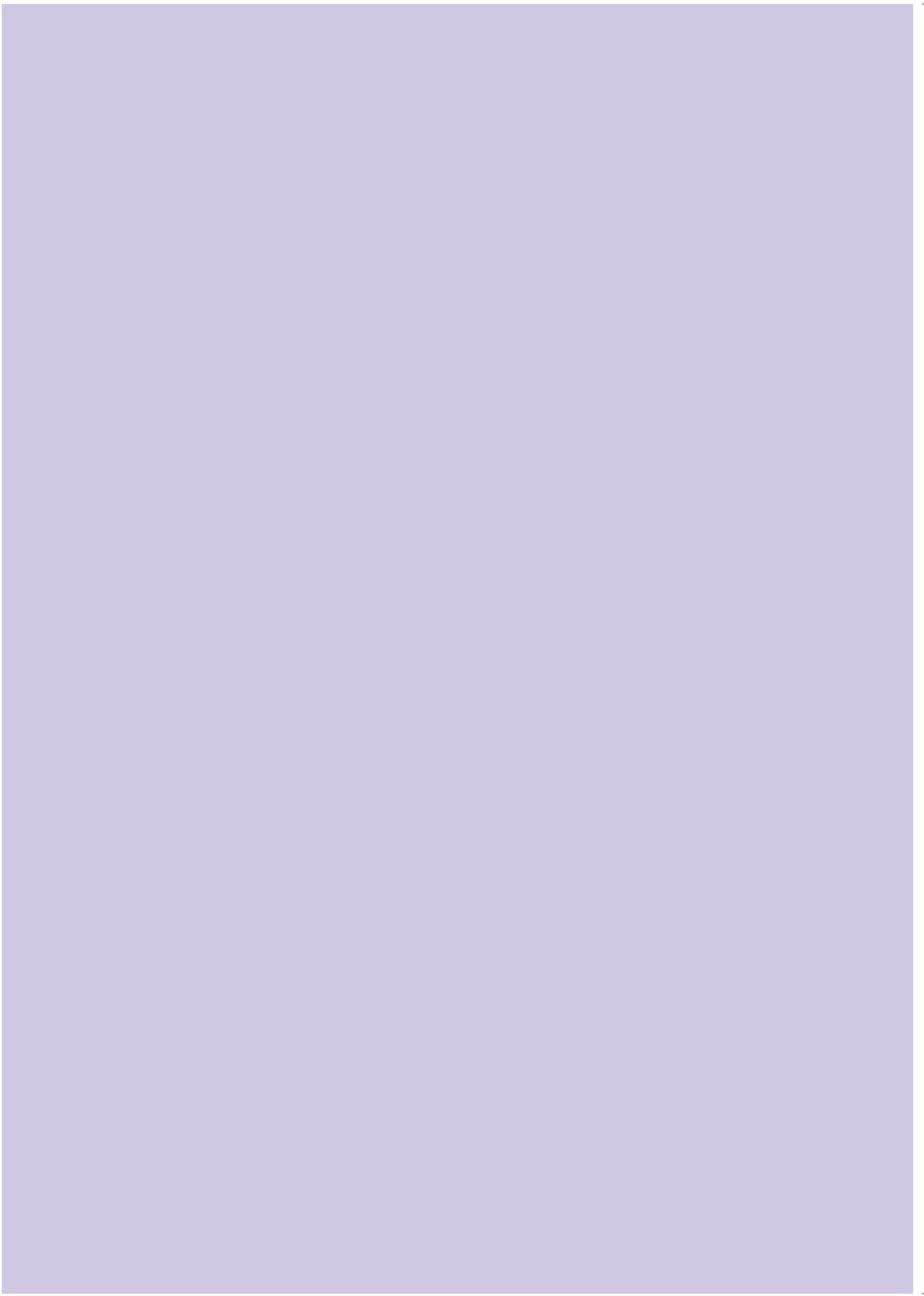09 July 2015, Delhi

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LIST OF ABBREVIATIONS

Abbreviation	Full form
B.Ed.	Bachelors of Education
BRICS	Brazil, Russia, India, China and South Africa
BSE	Bombay Stock Exchange
CBSE	Central Board of Secondary Education
CCE	Continuous and Comprehensive Evaluation
DIET	District Institute of Education and Training
DPS	Delhi Public School
EFA	Education for All
CPD	Continuing Professional Development
CPDT	Continuous Professional Development of Teachers
ESD	Education for Sustainable Development
EU	European Union
GCED	Global Citizen Education
GEFI	Global Education First Initiative
IAS	Indian Administrative Service
IBE	International Bureau of Education
ICT	Information and Communications Technology
ILO	International labour Organization
IT	Information Technology
MHRD	Ministry of Hurman resources Development
NCERT	National Council for Teacher Education and Training
NCTE	National Council for Teacher Education
NPE	National Policy for Education
NGOs	non-government organizations
PISA	Programme for International Student Assessment
Q&A	Questions and Answers
SCERT	State Council for Teacher Education and Training
SDG/SDGs	Sustainable Development Goal/Sustainable Development Goals
UK	United Kingdon
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
WEF	World Economic Forum

ABOUT THE ORGANISERS

UNESCO New Delhi

UNESCO - the United Nations Educational, Scientific and Cultural Organization's mission is to contribute to the building of a culture of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information. The UNESCO New Delhi Cluster Office works to improve education worldwide through technical advice, standard setting, innovative projects, capacity building and networking for Bangladesh, Bhutan, India, Nepal, Maldives, and Sri Lanka. To address the teachers' challenges, UNESCO has made teachers as a priority among its Education Programme priorities.

British Council India

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create international opportunities for the people of the UK and other countries and build trust between them worldwide.

The British Council was established in India in 1948. The British Council is recognised across India for its network of libraries and cultural centers. We offer a range of specialised projects in arts, education, exams, English language and society to audiences across India and more than 100,000 members. We also provide access to English language training and learning for both students and teachers, offer UK qualifications in India and enable opportunities to study in the UK.

For information on our work in India, please visit www.britishcouncil.in

EXECUTIVE SUMMARY

The main objectives of the conference as outlined in the agenda were met to a great extent. The discussion and deliberations led to a general consensus on the following points.

CORE SKILLS IS THE NEED OF THE HOUR

- Core skills are vital for inclusive education and personal as well as national goals. It inculcates the skill of prudent decision making and only if "proper decisions are made at individual and household level that productive investment can be made for the country".

- Core skill of Citizenship links students to larger context of global economy and that is directly linked to the sustainable development goals.

- Government of India initiatives such as nurturing "good netizen" and digital literacy is key to providing equal opportunities.

- There was a collective view that there was need to focus on ethics and ethics-based spirituality beyond basic numeracy and literacy.

TEACHING CORE SKILLS IS CHALLENGING

- Though core skills are incorporated into the curriculum it is challenging to teach it within the "programmatic" and highly structured framework of the current education system.

- There is no assessment system in place that is universally acceptable to measure and assess core skills making it difficult to teach.

- Core skills though essential for success is not measured and therefore not used as criteria for admission to higher education. As a result there is no immediate imperative to teach core skills.

- Since the core skills are not assessed and there is no felt immediate need to teach it teachers do not 'plan' to teach it.

- Even when they are encouraged to do so they do not have skills, space or do not feel empowered to teach core skills.

OVERCOMING BARRIERS TO LEARNING CORE SKILLS

- Teaching of core skills should be essential part of pre-service training and the focus of intense in-service professional development and capacity building of teachers.

- Curriculum presents plenty of opportunity to teach core skills but the teachers need assistance to unpack these and have the opportunity, space and capacity to take ownership of developing appropriate and innovative learning experiences to nurture core skills within the curriculum. It is not possible to teach core skills without curriculum content.

- The key stumbling block of 21st century skills in low resources classroom may be overcome with the help of technology and more attention should be given to finding these solutions.

- Strong advocacy is needed alongside sustained and intensive training to create a culture, 'Assessment for Learning', rather than, 'Assessment of Learning', and focus on designing learning experiences that foster core skills.

- There is critical need to create simple but robust tools and frameworks for assessing core skills.

- Since current formal school structure is seen as a barrier to teaching core skills and do not present students with adequate opportunities to demonstrate leadership skills, criticial thinking, citizenship or creativity adequately there is probably a case for "bold re-conceptualisation" of school education structure to make it happen effectively was suggested by a section of the participants.

DETAILED REPORT

BACKGROUND

The UN General Assembly in New York will adopt the Sustainable Development Goals when it meets on 25-27 September 2015. Sustainable Development Goal 4 had been suggested as: *"Ensure equitable and inclusive quality education and lifelong learning opportunities for all"* with one of the targets under this goal as "by 2030, all governments ensure that all learners are taught by qualified, professionally-trained, motivated and well supported teachers". This education related goal was the emphasis of the World Education Forum (WEF 2015) recently held in Incheon, Korea, from 19-22 May 2015, which set a transformative vision for education over the next 15 years.

CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS (CPDT)

The quality of teachers and their continuing professional education and training remain central to the achievement of quality education. At the WEF 2015 the critical role of teachers in achieving the education goal and all of its targets was recognised, with the delegates committing through the Incheon Declaration to "ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems".

The WEF 2015 participants also deliberated on how governments must attract and support the best students to become teachers while retaining them in the profession for a career of 30 or 40 years with CPDT and appropriate working conditions. In doing so, effective and continuous dialogue among policy-makers, stakeholders, partners, teachers and researchers was considered as critical.

One of the organisers of this conference—the British Council's global Continuing Professional Development (CPD) Framework provides all teachers of English with a structure for their development throughout their career. It has been successfully implemented in India since 2010, and produced a vibrant impact to the CPD of English teachers with several round-table policy discussions and two publications.

UNESCO has made teachers a top priority of its education programme in India and beyond. At the global level, the UNESCO/ILO Recommendation concerning the Status of Teachers (1966), complemented with the recommendation concerning the Status of Higher Education Teaching Personnel (1997), constitutes the main global reference framework for addressing teachers' issues. In India, UNESCO is working with its partners to support the professional development of teachers through diversified gender-sensitive strategies, including ICT.

KEY COMPETENCES/COMPETENCIES AND SKILLS IN POST 2015 EDUCATION AGENDA

The WEF 2015 Incheon Declaration stated: "Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED)". British Council is instrumental in embedding the global citizenship education in schools through its various programmes. British Council recognises the needs of quality education and developing the capacities of young generations' in analytical, problem-solving and other high-level cognitive, interpersonal and social skills which leads to generate and implement new ideas, new solutions and new products that work for the sustainable and equitable futures of our societies.

UNESCO also recognized that development context is changing rapidly and unpredictably which demands quality education to be responsive to the development learner competencies. These competencies are diverse in scope ranging from core skills, content knowledge, cognitive skills, soft skills, to occupational skills and enable us to "meet a complex demand or carry out a complex activity or task successfully or effectively in a

certain context"[1]. It also asserts that "Education systems for the future should train learners to be innovative, able to adapt to and assimilate change and be able to continue learning. Young people require a new set of skills to be competent in a connected and constantly changing world which include critical thinking, problem solving, collaboration, communication and technology literacy"[2].

THE INDIAN CONTEXT

In today's knowledge economy and unpredictably fast changing world, the schools need to change and adapt the new pedagogical techniques to enhance the learning outcomes in the classrooms. The rote learning methodology will not equip the students to face the challenges in today's competitive and challenging world. To meet the expectations of delivering quality education in classrooms, teachers need to be trained in new pedagogical practices. The National Curriculum Framework for Teacher Education 2009 stated that "education planners should provide the avenue for professional development of teachers to transform existing practices towards more learner-friendly methods and method suited to strengthening conceptual learning and understanding rather than rote learning". The Twelfth Five Year Plan also mentioned that CPDT programs should expose teachers to range of skills such as use of technology and innovative delivery methods which impact upon quality classroom interactions.

National Policy in Education (NPE) drafted in 1986 and revised in 1992 also underline the fact that to meet the challenges of time, education system should grow. It further gives emphasis on developing certain skills in the students and equip them with skills like computer skills to be effective in the emerging technological world. India has a huge advantage of demographic dividend and is known as young economy. If we need to develop the workforce for tomorrow, this is the time when we need to teach them how to tackle the challenges of changing global economy. This can be done through catching them young and teaching them core skills through the trained teachers in the education system.

The Government of India is currently carrying out the largest consultation exercise ever as it moves towards drafting a new National Education Policy. It has set out a series of thematic areas for discussion. As a way to contribute to the ongoing process, British Council, India with the support of United Nations Educational, Scientific and Cultural Organization (UNESCO) New Delhi organised a one day conference cum roundtable on the theme, "Continuous Professional Development of Teachers: Focus on Core Skills Pedagogy" on July 9, 2015 in New Delhi. The two themes that the conference tried to address are, theme five Re-vamping Teacher Education for Quality Teachers and theme twelve, Comprehensive Education – Ethics, Physical Education, Arts & Crafts, Life

1.   http://www.ibe.unesco.org/cops/Competencies/CompetCurDevZhou.pdf

2.   http://unesdoc.unesco.org/images/0022/002219/221909E.pdf

Skills. The thematic area two which focuses on extending the reach and outcome of secondary and higher secondary education also seeks to find ways of assessing learning outcome in critical thinking and problem solving was also part of the discussions of this conference.

The key issues addressed at the conference were:

How may Continuous Professional Development of teachers be improved particularly in the area of teaching core skills?

Why do core skills need to be a key part of the curriculum and how to build teacher capacity to teach them?

How can they be integrated into the curriculum for improved learning outcome for young people?

How can technology be used to address the huge scale of India's education system for improving teaching quality?

How can learners' core skills and its teaching quality be assessed?

MAIN OBJECTIVES OF THE CONFERENCE

- The conference will explore the nature of Continuing Professional Development needed by teachers to support the teaching/the learning of Core Skills in the classroom.

- It will provide opportunity to policy makers and teachers to reflect on the approaches of embedding core skills teaching and learning in current school's curriculum and structure.

- It will deliberate on impact of core skills education on meeting the Sustainable Development Goals.

- It will reflect on ways and means of assessing core skills education.

EXPECTED OUTCOMES OF THE CONFERENCE

- The conference will raise awareness of participants and policy makers of current research and good practice on continuing professional development with particular reference to teaching and learning of core skills.

- The deliberations at the conference will be collated into a report with recommendation that will support and feed into the nationwide consultation being conducted by the MHRD with a view to reforming and refreshing the National Policy of Education.

PARTICIPANTS

Representatives of the National Council for Teacher Education (NCTE, the apex body regulating teacher education in India), National Council for Teacher Education and Training (NCERT) and some state councils for educational research and training; senior officials from national and state education ministries and the education departments of local government bodies such as municipal corporations; teacher educators, practicing teachers, senior academics-cum-administrators from universities/ colleges, representatives of teachers' associations, freelance and private sector teacher trainers, representatives of NGOs, British Council project managers and training consultants, UN agencies working in the area of education.

AGENDA

0900 – 0910 hours:	Welcome, Introductions, and Context Setting by Rob Lynes, Director, British Council India
0910 – 0920 hours:	Address by Shigeru Aoyagi, Director and Representative, UNESCO
0920 – 0930 hours:	Address by Nand Kumar, Principal Secretary School Education, Government of Maharashtra
0930 – 0940 hours:	Launch of Publication on Core Skills
0940 – 1030 hours:	**Key note:** **Unlocking a world of potential: Core skills for learning, work and society** Susan Douglas, Senior Education Advisor, British Council
1030 – 1100 hours:	Tea / Coffee Break

Response 1:	**How can core skills support sustainable development goals?**
1100 – 1130 hours:	**Chair:** Rittika Chanda Parruck, Assistant Director Schools, British Council **Panellists:** Ambarish Datta, Managing Director, BSE Institute Limited Alisher Umarov, Programme Specialist and Chief of Education Section, UNESCO Moutushi Sengupta, Director, MacArthur Foundation
1130 – 1230 hours:	**Practical Pedagogy: Activities to Support Core Skills in the Classroom—Some Examples of Practical Activities for Use in the Classroom** Susan Douglas, Senior Education Advisor, British Council
1230 – 1330 hours:	Lunch

Response 2:	**What are the challenges and opportunities for integrating core skills into our curriculum?**
1330 – 1415 hours:	**Chair:** Mark Herbert, Head of Schools Programmes, British Council **Panellists:** Lalita Pandey, DIET Lucknow Lata Vaidyanathan, Retired Principal, Modern School, Barakhamba Road, New Delhi Poonam Batra, Professor, Department of Education, University of Delhi
1415 – 1500 hours:	**Key note: Approaches to assessing core skills within schools – the challenges** Baldev Singh, Director of Education, Imagine Education, UK

Response 3:	**Are we only teaching what we test?**
1515 – 1600 hours:	**Chair:** Alisher Umarov, Programme Specialist and Chief of Education Section, UNESCO **Panellists:** Y. Sreekanth, Professor and Head, Education Survey Division, NCERT Pauline Lewis, Education Director, Avanti Schools Trust, UK Ruchira Ghosh, Regional Director South Asia, Cambridge International Examinations Om Pathak, Chairman, Delhi Public School, Ghaziabad Society Poonam Batra, Professor, Department of Education, University of Delhi
1600 – 1630 hours:	Conclusions and final Q&A
1630	**Tea, networking, conference close**

PROCEEDINGS

PLENARY:
WELCOME, INTRODUCTIONS, AND CONTEXT SETTING

Mr. Rob Lynes, Director, British Council India opened the conference and welcomed the participants and guests. Setting the tone for the day, he cited scenarios from around the world carried in the day's newspapers. Referendum in Greece about the bailout plan for the economy as proposed by EU, the Prime Minister of India meeting in Russia with fellow members of BRICS, issues of climate change, among others, highlighting the major challenges confronting individual countries and the world at large today. He underscored the interrelation of issues across contexts.

Likewise, he stressed upon the need to be inter-connected against the backdrop of the range and commonality of issues around the globe and talked of the many opportunities currently available today, emphasising on technology and how it is connecting people. He talked about the merits of technology and the need to use them to find solutions to conflict, solutions to climate change, and as tool for development.

Accordingly, he introduced the initiative of the British Council which is "Connecting Classrooms" around the world. He spoke of the responsibility of everyone (in the room) as leaders, as educators..." to impart core skills to future generations (to deal with the changing world) through digital literacy,

critical thinking and through developing global citizens." He posed the questions that the conference is meant to deliberate on: "What are the core skills to be taught?" "How do we teach core skills?"

British Council has been connecting classrooms around the world. It has been actively involved in supporting teachers to be able to teach core skills in schools. In India, through partnerships with multiple stakeholders like Government agencies particularly the Education Department, non-government organisations, private sector and many other agencies, British Council is undertaking a series of events and consultations across India to promote quality education through the teaching of core skills.

Mr. Rob Lynes

From L to R: Shigeru Aoyagi, Mark Herbert, Rob Lynes and Susan Douglas

In his address, **Mr. Shigeru Aoyagi, Director and Representative, UNESCO** hailed the conference as a timely event as a new education policy is being put in place in India, and the global community has recommitted itself to quality education through a transformative vision in education in Incheon, Korea recently. He spoke of the need to enable teachers to deliver quality education while making reference to the pillars of education, thus: "teachers (should be able) to encourage learners to know, to do, to be and to live together". He underlined the need for the roles of teachers to be examined, revisited and recognised, stressing that the new roles of teachers must be reflected in the new education policy, the National Policy of Education (NPE) in India.

Mr. Aoyagi made reference to the Oslo Declaration, noting that "Teachers are the most important determinants of education quality..." He spoke of the need for long-term development of quality teachers who can effect change in the educational system and in society.

The SDGs comprise of 17 goals, of which Goal 4 is about quality of education. The importance of quality education towards sustainable development is well recognised and central to its achievement is the continuous professional development of teachers. Mr Aoyagi exhorted for the conference to reflect on teachers' roles and the skills needed for them to undertake their roles effectively.

Mr. Rob Lynes and Mr. Aoyagi were joined by **Mr. Mark Herbert, Head of Schools Programmes, British Council and Ms. Susan Douglas, Senior Education Advisor, British Council for the launch of "Unlocking a world of potential: Core skills for learning, work and society", a book written by Ms. Susan Douglas.**

Mr. Shigeru Aoyagi

In her keynote "Unlocking a world of potential: Core skills for learning, work and society", **Ms. Susan Douglas** introduced her topic by underscoring the need for core knowledge about how the world works. She spoke about the need to understand what to do with that knowledge and to be able to facilitate knowledge products.

Noting that the world is getting smaller, the question she asked is; "Are we, as educators, broadening our horizon?" She presented statistics showing that "learning crisis hurts some regions much more than the others".

In the age of globalisation, learning need to look at changes in the broad context. She showed a video of a child selling lemonade outside her home to customers, e.g. tourists from various countries transacting in various currencies. The video illustrated how a local, albeit small initiative/enterprise could become global/multi-national. It is thus significant to recognise the need to impart appropriate skills in school to enable young people to respond to bigger, unexpected challenges beyond home and school.

In the 21st century, what skills, qualities, attributes do young people need to have when they leave school? Synthesising years of her own research from experience across countries, she found the following common answers, thus:

young people must be -

confident
independent
creative
numerate
literate
multi-lingual
entrepreneurial
show initiative
generate ideas
reflective listener
leader
collaborative
high self-esteem
tolerant
responsible
make a difference
good citizens - locally and globally
culturally aware

Ms. Susan Douglas

Consequently, the question to be asked is: "Can we facilitate change?" "Do we need change?" While there is need to educate students to acquire the skills, attributes, qualities needed for them to keep up with the fast-changing world, the challenge is "how to enable teachers (to teach differently) to enable learners..." towards that end. In light of which, British Council focuses on two (2) areas, namely:

1. facilitating teachers to connect with each other from across contexts, and

2. training teachers to teach core skills to learners (to enable them to adapt to change).

She spoke of the six core skills that the British Council has identified to be necessary in school curriculum and for which its CPDT focuses on , thus:

core skill 1: critical thinking and problem-solving

core skill 2: collaboration and communication

core skill 3: creativity and imagination

core skill 4: citizenship, local and global

core skill 5: digital literacy

core skill 6: student leadership and personal development

A video titled "No Movement Without A Follower" was shown to illustrate how change can be facilitated by introducing a new idea in the public domain and ensuring that the idea has followers. One follower is critical for others to start noticing and eventually following the idea, inspiring more followers to join in until the tipping point is reached where the "new idea" becomes the norm.

Ms. Douglas declared that "it is time for change!"

Mr. Nand Kumar, Principal Secretary - School Education, Government of Maharashtra shared the experiences from his state. In context of India, in general, and of Maharastra, in particular, he noted that the size of the population has always posed a big challenge in education. The number of students for every teacher is huge, impacting learning per se and the quality of learning.

The questions being asked is why "children are not learning." Mr. Kumar admitted he didn't know exactly why. But, he shared stories that could shed light on the situation.

In one case, there were 17 students in a class who didn't seem to be learning but the teacher was not bothered. As per policy, a teacher should teach 30 students. In the given situation, the teacher had 49 students in class. While17 of whom were unable to learn, there were 32 students who were learning what was required at their level. Per the policy, the teacher was doing the job required of the profession.

In another case, citing his own, he shared that he wanted to know the issues teachers faced and decided to pursue a B.Ed. degree while already serving as an IAS officer. However, rules debarred him from getting admission in a B.Ed course. Eventually, he found a way to go back to studies and obtain the qualifications for a

teacher. He recognised that where there are restrictions on learning or acquiring knowledge as per the policies or "rule book", there is hindrance to developing quality in the teaching (or any profession.

Continuous education is necessary and leadership skills is important for everyone. CPD programmes have been institutionalised in Maharastra for a while now. The CPD focused on English has been a successful programme but there is need to replicate the model for other subjects. Similar models for maths and for technology must be designed. While teachers were traditionally required 2 years of pre-service training, CPD of 40 years in-service training for teachers provides a career-long opportunity for developing and honing skills which would be helpful to be in sync with changing developments around; so it is beneficial and should be a welcome change for all.

Mr. Nand Kumar

FOCUSED GROUP DISCUSSION

RESPONSE 1: HOW CAN CORE SKILLS SUPPORT SUSTAINABLE DEVELOPMENT GOALS?

Chair:

Ms. Rittika Chanda Parruck, Assistant Director Schools, British Council India

Panellists:

Mr. Ambarish Datta, Managing Director, BSE Institute Ltd

Mr. Alisher Umarov, Programme Specialist and Chief of Education Section, UNESCO

Ms. Moutushi Sengupta, Director, MacArthur Foundation

Ms. Rittika Chanda Parruck, Assistant Director Schools, British Council chaired the session, facilitated presentations and pulled together key messages at the end of an enriching discussion.

Ms. Rittika Chanda Parruck

Mr. Ambarish Datta, Managing Director, BSE Institute Limited, while wondering what has stock exchange to do with a conference on education policy reform and core skills development, brought attention to and highlighted the following:

- that India has 17% of the world population with 1% of the worlds' land mass.

- that India has 1.2 billion population, half of which being under 25 years of age.

- that while India is talking of growth, infrastructure, connectivity and economy of billions of dollars, there is only 3% participation of the population in financial markets.

- that there is a skill shortage of 5 million people.

He asked about India's productive capital - where does it go? While currently looking at the young population as a demographic dividend, there has been immense challenge in channellising this dividend towards the development of the country. Proper education must be able to ensure that individual development impacts national development.

India has a high rate of savings but these savings are mostly diverted to unproductive investments due to lack of critical education, and not merely due to high levels of illiteracy. People tend to have difficulty in making rationale decisions in life. Focus of education needs to move from numeracy to maths, from English to communication. Should children be taught better Maths? In the

marketplace, one sees products on sale and must decide which is better: 3 + 1 offer? Or, 33% off? Students spend 2 years studying calculus but they don't know its applications in the real world.

Education system must build the ability to make decisions. Only if proper decisions are made at the individual and household levels that productive investments can be facilitated for the development of the country. Thus, it is critical to move beyond the prescribed content in the curriculum nowadays.

Mr. Ambarish Dutta

Mr. Alisher Umarov, Programme Specialist and Chief of Education Section, UNESCO stated that education should emphasise skills and not merely knowledge. PISA 2012 gave India a low ranking in education because it had a narrow survey methodology. A focus on teaching curriculum is not enough in today's world, as soft skills, communications, etc are essential. Mathematics, traditionally, was about counting. Today, it is not just about numbers, it is about applications of Mathematical principles, it is about critical thinking, it is about Mathematics as a communication tool. And, communication is key to leadership and creativity. It is important to create opportunities for young people to take responsibilities and leadership.

The UN Global Education First Initiative (GEFI) under the direct charge of the UN Secretary General Ban Ki-moon emphasises for every child to be in school, that is, putting every child in school and providing educational facilities for children. It also emphasises quality of learning, and recognising that schools are not enough to provide quality education. It emphasises global citizenship where students become part of and connected to the larger context, the global economy.

The new set of Sustainable Development Goals under discussion have just one consolidated goal for Education under SDG 4 - "*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all ",* with 7 targets. One of the targets focuses on teachers, noting that teachers are considered very influential in educating young people. It is the teacher who is the most important factor in education, not technology and infrastructure like buildings and whiteboards. Teachers must be able to provide core skills to learners and the challenge is on how to do it effectively.

In India, there are initiatives underway towards imparting core skills, like being a "good netizen". India has recently launched Digital India which allows children to engage with ICT. There are interesting online quiz competitions for school children, with the winners being invited to Delhi. But, there must be a sustainable framework to inculcate core skills to all learners.

Mr. Umarov left the group with something to ponder on: How about value education?

Mr. Alisher Umarov

Ms. Moutushi Sengupta, Director, MacArthur Foundation acknowledged that to have Sustainable Development Goals is a historic moment. But, what is required to make things happen? That would be the bigger challenge than just defining the goals. What do we do to make sure the goals are achieved?

The SDGs sign-off seems imminent with Goal 4 focused on education. With diverse stakeholders involved, it would be a challenge to make it achievable. SDG 4 with its 7 targets is massive. Developing teachers and methodologies to teach new skills will require huge effort. There is also need to keep in mind all the other goals in relation to the role of teachers.

MacArthur Foundation seeks to address skills required for the 21st Century beyond literacy and numeracy focusing on learning. The experience in India, Bangladesh and other countries with a concurrent focus on students, teachers and head teachers mirroring efforts at each level serves as a good guide. The Foundation has focused on education in the past year and supports a number of interesting innovations across the

Ms. Moutushi Sengupta

countries. The Foundation recognises that it can only support pilots and models and the governments need to play a role to mainstream, if upscale these.

Why is it difficult to teach core skills? Changing the curriculum could be "untidy" and could bring the system into disarray. Change may need to break the standard but should hold on to some sense of structure.

After the presentations from the panellists, there was ensuing discussions on various issues. A participant noted that to become a global citizen requires inclusive education, and the challenge is to develop thinking capacity among teachers to be able to guide children. Value education based on ethics is critical and we have to separate religion and spirituality. Ethics serve as the basis of spirituality, and spirituality is universal.

The question of too much expectations from teachers was raised. Teachers are teaching something he/she was not taught (or familiar with, if competent about). Expectation of teachers
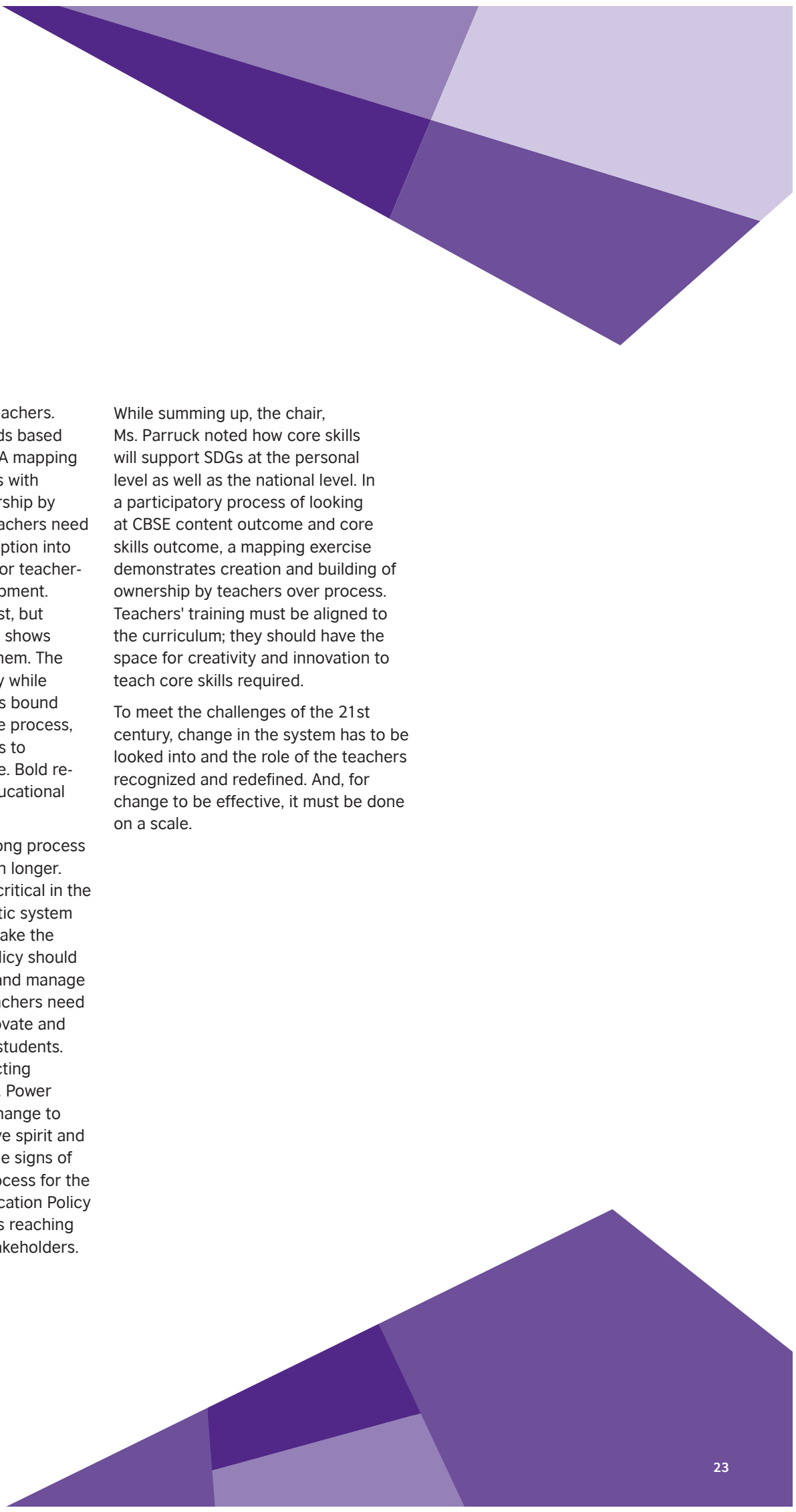
to teach beyond their expertise is unreasonable.

The question of teacher-students ratio was also raised. Can the ratio be reduced? What are we doing to make it comfortable to deal with the numbers given India's context? How about use of technology in education? Student-teacher ratios of more than 40:1 can be disempowering for teachers. Some subjects need to be taught 1:1, while some subjects can be handled with a large group of students. In India, education system reach out to a large number of students, especially those areas with large number of students with limited teachers and where technology has not reached. While teachers are aware about structure as well as the need for core skills, they do not have the time considering the number of children they manage and the demands of the structure. The number of available teachers is small compared to the demand.

Structure becomes critical under the circumstances. But, where does one put/classify certain subjects or inputs for core skills? Are there any protocols on this? Do we add human resources? Do we manage the system? There is also the matter of bureaucracy versus development with focus on education.

In terms of core skills, they need to be integrated into the structure rather than added on to it. There must be participation of teachers in this

regard, not imposition on teachers. Teachers must identify needs based on classroom experiences. A mapping exercise of/about core skills with teachers will result in ownership by teachers of the process. Teachers need to make materials, and co-option into SCERTs may be necessary for teacher-led manual/material development. Core skills are difficult to test, but action-research undertaken shows innovative ways to assess them. The need is to balance creativity while keeping a structure. There is bound to be some messiness in the process, and change in culture needs to precede change in structure. Bold re-conceptualization of the educational system is needed.

Educational reforms are a long process and seeing results take even longer. Involvement of teachers is critical in the reform process. A democratic system where teachers who undertake the work and implement the policy should have the leeway to decide and manage things must be in place. Teachers need to have the freedom to innovate and engage creatively with the students. The power structures impacting teachers must be looked at. Power establishment must allow change to happen through participative spirit and bottom-up development. The signs of the current consultative process for the formulation of the New Education Policy are thus encouraging as it is reaching out to a large number of stakeholders.

While summing up, the chair, Ms. Parruck noted how core skills will support SDGs at the personal level as well as the national level. In a participatory process of looking at CBSE content outcome and core skills outcome, a mapping exercise demonstrates creation and building of ownership by teachers over process. Teachers' training must be aligned to the curriculum; they should have the space for creativity and innovation to teach core skills required.

To meet the challenges of the 21st century, change in the system has to be looked into and the role of the teachers recognized and redefined. And, for change to be effective, it must be done on a scale.

FOCUSED GROUP DISCUSSION

RESPONSE 2: WHAT ARE THE CHALLENGES AND OPPORTUNITIES FOR INTEGRATING CORE SKILLS INTO OUR CURRICULUM?

Chair:

Mr. Mark Herbert,
Head of School Programmes,
British Council

Panellists:

Ms. Lalita Pandey, DIET Lucknow

Ms. Lata Vaidyanathan, Retired
Principal, Modern School,
Barakhamba Road, New Delhi

Ms. Poonam Batra, Professor,
Department of Education,
University of Delhi

The session was chaired by **Mr. Mark Herbert, Head of School Programmes, British Council.** He stressed that core skills are very important and the teaching of core skills needs to be woven into school education. However, this is not easy as issues of scale and diversity, among others, need to be considered to make it happen.

Ms. Lalita Pandey, DIET Lucknow shared that core skills are already part of the curriculum and of teachers' training. But, teachers are not able to teach core skills effectively given 'programmatic' or highly structured framework of education.

Indeed, she acknowledged that the teaching faculty needs to be well equipped with core skills for them to be able to impart those to students. Even if core skills are integrated into the curriculum, that alone is not sufficient for its learning to happen in the classroom. Teacher preparation is critical and orientation or space for core skills must be provided. Teachers should be given space to be creative, to design their own lesson plans. Teachers do understand the need for core skills but there are restrictions with focus on the programme.

Ms. Lalita Pandey

Ms. Lata Vaidyanathan, Retired Principal, Modern School, Barakhamba Road, New Delhi remarked that domain skills and soft skills must be looked at to rate the success for any human being. The present school structure focuses on domain skills with 80% emphasis on it, and merely 20% on soft skills. This is a factor why only 20% of the people are presently employable. The focus of teaching in our context is to drill concepts into the students.

Meantime, schools are classified into local, regional and national. Nonetheless, there is need to inculcate that issues discussed in the classroom have global dimension, thus teachers must help students realise that and discuss the issue at hand in the lesson plan for its local/national and global aspects. Issues must be looked at locally, nationally and internationally.

For example, students are encouraged to research how Diwali is celebrated in different ways in different parts of the country, and then accordingly discuss the different aspects of the festival. Similarly, a research into what kinds of festival of lights are celebrated around the world or the manner of harvest festivals can be undertaken. Such exercises help students expand not only their knowledge but help them appreciate diversity and develop sensitivity.

The present generation of children have the ability of using digital media and it is incumbent to teach them to use the technology creatively. Teachers are co-learners in this process. Changes may be initiated by individual schools, individual communities. Yet, learning has to go beyond the classroom - to the next class, to the next school, etc. This approach to learning allows school boundaries to be transcended.

The expertise of teachers must be developed. The opportunities to see systems available around the world and mechanisms for imparting core skills must be provided. Unless teachers are involved in developing lesson plans, there is no ownership of the content and they don't grow as professionals.

Ms. Lata Vaidyanathan

Ms. Poonam Batra, Professor, Department of Education, University of Delhi spoke of diversity being the centre of any subject in India. She stressed that it is important to keep in mind the children who are not able to read and write and have only basic numeracy. In India, a sense of 'historicity' must be established. There is talk about building 21st century skills for some time now, dating back to the Rajiv Gandhi times, at least. The education sector should therefore look at institutional memory and create continuity. For example, citizenship must be approached as needed by present-day needs, but the topic is in the discourse since the 2005 NCERT and that must taken into consideration.

The interrelationship between how teachers are being prepared viz-a-viz the realities in the classrooms must be considered. Training is provided as many times to teachers but there is no review of the contents of training. Where is critical thinking? What perspectives are being introduced or developed? Critical thinking is important and there is a need to bring back this aspect into teaching. While mathematical thinking is important, the focus needs to move from mere algorithmic rote as in vedic maths.

In the end, the child has to be the objective of reform. The move towards "teacher as object of reform" from "students as object of reform" is taking attention away from the classroom. The market is taking over education space in India today. Education isn't all about employability but also about developing capacities to appreciate differences, to appreciate diversity. Ms. Batra asked: How about education for harmonious society?

Taking from the presentations of the panellists, the ensuing discussion among the participants made a note on policy issues. Why are progressive ideas in educational documents not getting translated into action? While the dearth of capacity in the teaching profession is getting noted, why are qualified teachers not recruited? 95% of Teacher Education institutes are private, while 90% of the schools are government schools. There has to be alignment of teachers' training and the school curriculum. A large number of teachers are employed on a contract basis and it is a challenge to have quality teachers that way. There needs a policy perspective in this regard

which has been raised in the Justice Verma Committee already.

While one presentation stated that core skills are already in the curriculum but teachers are unable to teach the same, it was opined that teachers don't take "liberty" to be creative in teaching and, as such, they confine themselves to set parameters. Politics/politicians are influencing school management and this is impacting the contents of learning. It was stated that fear has no place in education sector. Teachers must be given space to formulate their lesson plans and employ creative approaches to teaching.

CCE opened the door for innovation, yet its implementation has a lot of issues. Teachers have to be involved in making lesson plans that would empower them to teach meaningfully. Processes to change the curriculum need to bring in a wide range of stakeholders including primary level teachers. Taking away the task of formulating curriculum from teachers is tantamount to taking away the soul of teaching.

Ms. Poonam Batra
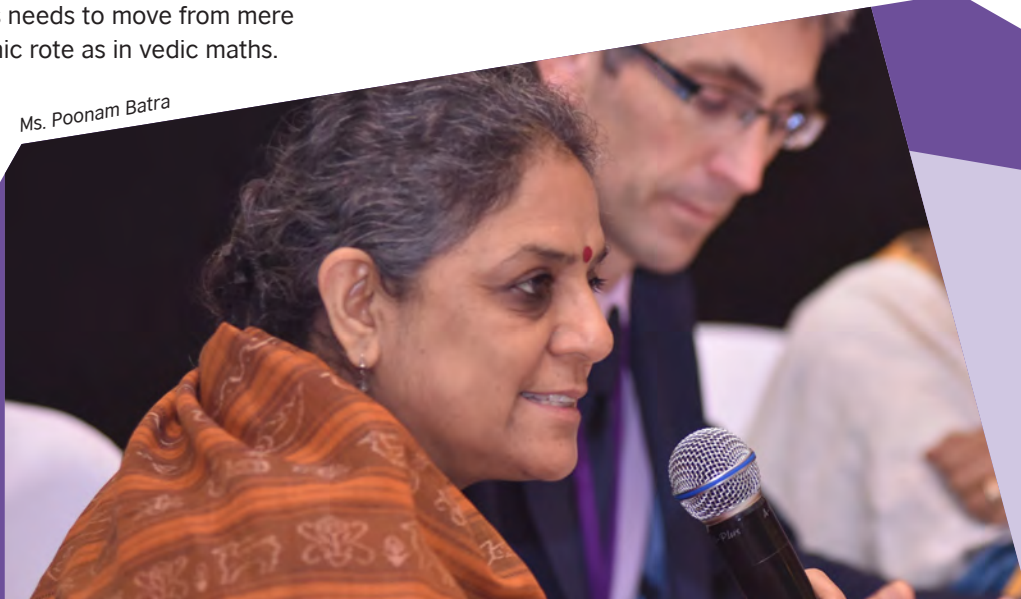
Assessment leads to all kinds of issues. Assessment pattern has guided teaching in India. Essentially, assessment decides what happens in the classroom. Education is a learning experience and not just outcome-based. Some things are, and cannot be assessed by tests in the classroom. Learning outcomes measured through large scale testing like maths, sciences, languages only tell us how many children are at a particular level, and this large-scale testing does not involve social science.

If the understanding of globalization/social science/citizenship is important, topics related to these subject must be given prominence. The fact, however, is that even if subjects on social sciences and core skills are available, students do not take them up as they are not relevant for college admission. Should assessment then be redesigned? In countries such as USA and Australia, emphasis on languages, maths, sciences is leading to schools reducing class time for social sciences. Yet, the experience of Cambridge Examinations show that their thrust is on skills, not merely content and knowledge.

In sum, the discussion underlined the importance of educational advocacy. Activism is critical and people need to understand that they need to demand difference and quality in education. The focus has to move to giving children access to education, not merely schools. A match between school and higher education is needed. Policy level, teacher recruitment and teacher capacity building are areas that need focusing on.

In the keynote **"Approaches to assessing core skills within schools – the challenges", Mr Baldev Singh, Director of Education, Imagine Education, UK** stated that it is important to be able to embed core skills as well as assess core skills effectively. In the UK, "Key Skills" were introduced in schools but withdrawn when Universities refused to take them into account for any entrance test. The problem, however, was not just because they were not acceptable for the next level of education but, the manner in which they were implemented in a piece-meal manner by the schools who could not effectively embed them into the curriculum.

What is critical here is to note that it is not the types of schools but the quality of teaching that is important, and that introduction of key (or core) skills happen in a manner that is systemic, sustainable and on scale to be able to get results.

For the 21st century framework, there is need to look at interlinking all of the following:

- the ways of thinking,
- the ways of working,
- tools for working, and
- skills for living.

These are all important when looking at core skills being adapted into school curriculum. The experience of implementing the programme in Brunei for the British Council has allowed the

Mr. Baldev Singh

content to be analysed and unpacked. This has allowed opportunities and challenges of learning core skills and working together be identified.

Education is more than teaching people to think but also teaching people things worth learning. It is important to get the balance right between policy and implementation for reforms to be successful.

Experiences from South Africa, Kenya, etc. have shown that it is not the quality of the classroom but what is relevant is the learnings students get from the teachers, variables like poorly constructed classrooms, mutli-level teaching by one teacher or even IT-enabled classes. Engagement of teachers in ensuring quality of learning

design is important. Teachers need to be involved in the process as they are currently not effectively engaged in developing lesson plans, and data shows that if teachers don't plan for core skills, the students obviously do not demonstrate having learned them. Teachers are not being able to keep up with changes around and change cannot happen without leadership and professional skills. Therefore, for the professional development of teachers, it is important to work on the content of the training so that, as the British Council experience shows, designing of learning material by teachers and building them into the lesson plans happens so that the student, in turn, can then demonstrate learning. This

kind of change cannot happen without keeping in mind aspects of knowledge transfer, knowledge sharing and building knowledge communities.

Technology, where available, can be effectively used to leverage the digital skills of the new generation and to accelerate whatever happens in the system. Examples of teachers building a curriculum around an aspect of a popular video game helps develop a narrative to teach/build core skills to students.

Measurement of capability and the adaptation of core skills is a challenge and technology can be used to assess

the learning. The best manner to assess learning is through observation, but the challenge is on how to record it. A simple way to record it through tapping an electronic tablet each time a certain core skill (leadership/collaboration) is demonstrated in the classroom which aggregated over time gives an indication of core skills acquired by the students.

RESPONSE 3: ARE WE ONLY TEACHING WHAT WE TEST?

Chair:

Mr. Alisher Umarov, Programme Specialist and Chief of Education Section, UNESCO

Panellists:

Mr. Y. Sreekanth, Professor and Head, Education Survey Division, NCERT

Ms. Ruchira Ghosh, Regional Director South Asia, Cambridge International Examinations

Ms. Pauline Lewis, Education Director, Avanti Schools Trust, UK

Ms. Poonam Batra, Professor, Department of Education, University of Delhi

Mr. Om Pathak, Chairman, Delhi Public School Ghaziabad Society

Mr. Alisher Umarov, Programme Specialist and Chief of Education Section, UNESCO chaired the session, guiding the discussions, synthesising relevant points and inputing his experiences from various places.

Ms. Pauline Lewis, Education Director, Avanti Schools Trust, UK, talked about the matter of testing and teaching core skills. She emphasised that these two are not mutually exclusive. She noted that assessment per se is not wrong but the kind of questions to be asked and when is important. But, "teaching to test" is clearly limiting.

Core skills are required for learning. Schools must ensure to make best possible provision for all pupils and teachers must support pupils in the attainment of core skills. However, it is critical to "keep the main thing the main thing". For which, the main thing is quality education as declared in the Incheon Declaration "(t)owards inclusive and equitable quality education and lifelong learning for all".

To re-emphasise her point, she left the audience with the questions:

Are we teaching for the test?

Or, are we facilitating quality education?

Ms. Pauline Lewis

Mr. Y. Sreekanth, Professor and Head, Education Survey Division, NCERT spoke about how teaching contents tend to get limited by the kind of test/s to be administered. As a case in point, he said that "30,000 questions are taught within 6-7 years" in coaching schools (for IIT and similar institutions). Teaching in the given situation is focused on the learners being able to pass the admission examinations so, those preparing the learners would have collected questionnaires given over the years and patterned the learning contents along the lines of the questions given earlier, expecting them to be repeated.

Test should not only be "pen and paper test" but should be designed according to the particular skill being assessed. Assessments must have clear, exhibitable and demonstrable indicators for performance. He observed that standardized testing do not provide room for teaching to be creative as assessment at the end of the term is limited to the mastery of the prescribed curriculum and prescribed materials. He noted school practices that while NCERT provides model questions in textbooks at the end of each unit, teachers tend to use only these suggested questions when they design tests.

The matter of assessment and its many considerations should be reviewed. He suggested that this must be done by looking at what works better for the country.

Mr. Y. Sreekanth

Ms. Ruchira Ghosh, Regional Director South Asia, Cambridge International Examinations observed that "too many tests in school leave students unprepared for their undergraduate studies". She noted the mismatch between school curriculum and college admissions. Where students easily score high in examinations, she asked the question: "Are we making learning easy for students?"

She delved into the concept of being "intelligent" in relation to learning, that being intelligent is not only about delivering what is expected but being able to deal with unexpected situations. For which, learners must be taught knowledge and skills to "flounder intelligently" in life.

School curriculum must balance knowledge, understanding, skills; it must help students develop transferable skills. Accordingly, teaching approaches must be attuned to the needs beyond just meeting the requirements of tests. Education must aim for "assessment for learning, not assessment of learning."

Ms. Ruchira Ghosh

Mr. Om Pathak, Chairman, Delhi Public School Ghaziabad Society looked at the macro and micro approaches to teaching. At the macro level, he asked the questions: "What do we teach?" "Why do we teach?" Teaching is about preparing students for life. Learning must be integrated and education must be able to prepare students for unpredictable situations in the world outside of school. The question to reflect on is: "Is teaching (as it is currently undertaken) designed to do that?"

There is great need to bring synchronisation of testing administered in school and the larger context outside, e.g. what is taught in school vs what life demands. Students must develop readiness for challenges beyond tests.

At the micro level, for the purpose of assessment, how do we make questions? What is the purpose of the questions we ask during assessments? What level of cognitive learning and skill development is being measured? There must be clarity as to "when, what and how" of testing. Indeed, there is need to recreate the matrix of curriculum - content - assessment in teaching.

Mr. Om Pathak

Ms. Poonam Batra, Professor, Department of Education, University of Delhi explained the two parallel discourses in education, namely: 1. education for social transformation, and 2. policy discourse in education, although there are a lot of new policies related to the education sector in place. Quality education has been debated for a long time, and there are aspects of quality education not dealt with by policies. The two discourses are not meeting in so far as issues pertaining to class, caste, ethnicity, gender and many more are concerned.

While focusing on the set of skills needed to be imparted to students, subject content should not be overlooked. Emphasising on her point, Ms Batra specifically spoke of citizenship[3] and the broader definition by which it should be understood, referring to NCERT 2005. Knowledge and knowledge construction are crucial parts of education. They relate to the development of attitude, comprising emotions and the intellectual response

to a situation which should underline action.

Education is about people. Therefore, by developing teachers, we are developing people. Teacher training needs to focus on developing not only an aptitute for testing but disposition towards teaching, towards students/ children. This can be cultivated by engaging and designing the right kind of learning experiences. And, this can be evaluated in various ways.

Assessment is FOR learning and not OF learning as it has increasingly become (and which is what large scale testing is about). Learning needs to be assessed in order to enhance learning, to give feedback to the teacher. There are multitude ways to assess, including self-assessment. If teachers are to be assessed, they are able to imagine more effective and helpful ways to assess students. In formulating questions for assessment, it is important to consider what is being assessed, viz:

1. when you enter a classrooom, assess the readiness level of the learners;

2. in the classroom, while teaching a topic, help students to move deeper into the learning process;

3. after teaching, assess how far the students have engaged with the issue/learned.

Teachers must be reflective, as they must be critical. Asking the right kind of questions is vital to teaching. Yet, this can only happen when teachers give enough time to look at the totality of classroom processes as the embodiment of learning, and approach assessment as a way to further learning in the classroom and not as a test, albeit an end in itself.

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3.   "The vision of democracy articulated by the Secondary Education Commission (1952) is worth recalling: Citizenship in a democracy involves many intellectual, social and moral qualities...a democratic citizen should have the understanding and theintellectual integrity to sift truth from falsehood,facts from propaganda and to reject the dangerous appeal of fanaticism and prejudice … should neither reject the old because it is old nor accept the new because it is new, but dispassionately examine both and courageously reject what arrests the forces of justice and progress….."

Ms. Poonam Batra

In the final Q&A, three main questions were taken by the Chair from the audience, thus:

1. the alignment of school curriculum to college admissions/education;
2. the matter of what needs to be assessed
3. the need for changes in teachers' training

In sum, the following were the final points raised in the concluding discussion:

on the alignment of school curriculum to college admissions/education:

There was feedback on how content of school education tends to narrow down to subjects relevant to CBSE where results determine college admissions. One opinion expressed was that if criteria for college admissions are changed, changing the school curriculum may not be an uphill task. But, for now, the alignment of school curriculum to college admissions/ education looks very complicated.

on the matter of what needs to be assessed:

In deliberating the significance of tests or assessments, teachers are not sure what to assess, neither are they sure where is the focus of what they should be teaching. Teachers tend to ask themselves: "What am i testing?"

When asked by the Chair of the session, many teachers in the audience responded that they didn't know how to make questions for assessment when they joined the profession. In fact, they were not trained to do so, but they learned on the job. It was reiterated that assessment is presently about benchmarking, to see how far the learner has achieved. But, measurement must be deemed only as input into the teaching content and methodologies. It was also emphasised that different ways of assessment may be used, including self-assessment and peer feedback based on pre-agreed parameters. Mr. Umarov also underscored that teachers have to pass their assessments, in the way students are required to. Thus, teachers' continuing education bears utmost relevance in this regard.

on the need for changes in teachers' training:

There needs change in teachers' training but, when do we make the changes to align teachers' training to content and to assessment? Teachers' education needs to change radically in order for teaching to be effective and learning to be in sync with realities locally and globally. Teaching should be able to impart not only knowledge but core skills and attributes needed in the 21st century.

APPENDIX 1

A variety of terms are used to indicate these competences, the most frequent ones being competences or competencies (defined as key, core, general, generic, basic, cross-curricular or transversal competences) and skills (defined as key, foundation, core, basic, essential, cross-thematic, cross-curricular or 21st century skills).

Within the European Union area eight key competences for lifelong learning are defined: communication in the mother tongue; communication in foreign languages; competences in mathematics, science and technology; digital competence; learning to learn; interpersonal, intercultural and social competences, and civic competence; entrepreneurship; and cultural expression (CEDEFOP, 2011). Competence in the fundamental basic skills of language, literacy, numeracy and in ICTs is an essential foundation for learning, and learning to learn supports all learning activities. Critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings play a role in all eight key competences (European Parliament, 2006).

Beyond the European Union area, several organizations, partnerships and consortia have defined and endorsed different core competences/ skills frameworks using different foci, emphases, groupings and terminologies. Most frameworks seem to converge on a common set of 21st century skills or competences, namely: collaboration; communication; ICT

literacy; and social and/or cultural competencies (including citizenship). Most frameworks also mention creativity, critical thinking and problem solving. Across the various frameworks it is acknowledged that ICT is at the core of 21st century skills. Specifically, it is regarded as both (a) an argument for the need of 21st century skills, and (b) a tool that can support the acquisition and assessment of these skills (adapted from: Lai & Viering, 2012).

The recent publication "New Pedagogies for Deep Learning" (Michael Fullan and Maria Langworthy, 2013) also defines core skills as collaboration and communications; digital literacy; leadership; critical thinking and problem solving; creativity and imagination; and citizenship.

The 2012 EFA Global Monitoring Report, with the theme "Youth and Skills: Putting Education to Work", defines transferable skills as "the ability to solve problems, communicate ideas and information effectively, be creative, show leadership and conscientiousness, and demonstrate entrepreneurial capabilities these skills are required for young people to be able to adapt to different and changing work and life environments." These "transferable skills" are not taught from a textbook, but can be acquired through good quality education.

The Asia-Pacific Education Research Institutes Network (ERI-Net) Seminar (7-8 March 2013, Bangkok, Thailand) is also highlighted that definition of transversal/non-cognitive skills

includes: critical and innovative thinking; interpersonal skills; intrapersonal skills; global citizenship; and physical and psychological health.

For UNESCO, global citizenship education (GCE) develops the knowledge, skills, values and attitudes learners need to build a more just, peaceful, tolerant, inclusive, secure and sustainable world.

One will agree that in a globalized and fast-changing world, these are critical skills that current and future generations need to act today and find solutions to tomorrow's global challenges.

However as the IBE Position Paper prepared for the WEF 2015 in Incheon, Korea, states: "The shift to a competency - based approach to curriculum and learning, at least in this broader conceptualization of competencies, is best understood in terms of and parallel to the shift to holistic approaches to education and development. The discourse of competencies in curriculum has elaborated a more sophisticated, integrated and holistic understanding of what it is that we want young people to learn, be able to do and to become. Not content knowledge on its own; nor, as the pendulum has swung away from rote-learned content, skills alone".

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i.   http://www.ibe.unesco.org/cops/Competencies/CompetCurDevZhou.pdf

APPENDIX 2: LIST OF PARTICIPANTS

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Managing Director BSE Institute Ltd.

ANITA SATIA
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B K SAHOO
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Education Survey Division
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BRITISH COUNCIL CORE SKILLS AND COMPETENCIES

British Council through its research identified key skills that are critical to meeting the needs of students in the 21st century and a globalised economy, relevant to the British Council's Charter and relevant to the educational context of the countries and regions where the British Council operates. These are described herein

CRITICAL THINKING AND PROBLEM SOLVING

Self-directed thinking that produces new and innovative ideas and solves problems. Reflecting critically on learning experiences and processes and making effective decisions.

COLLABORATION AND COMMUNICATION

Communicate effectively orally, in writing, actively listen to others in diverse and multi-lingual environments and understand verbal and non-verbal communication. Work in diverse international teams, learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions.

CREATIVITY AND IMAGINATION

Economic and social entrepreneurialism, imagining and pursuing novel ideas, judging value, developing innovation and curiosity.

CITIZENSHIP

Active and globally-aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue. Developing students' understanding of what it means to be a citizen of their own country and their own country's values.

DIGITAL LITERACY

Using technology as a tool to reinforce, extend and deepen learning through international collaboration. Enabling the student to discover, master and communicate knowledge and information in a globalised economy.
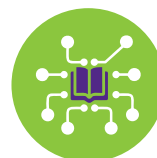
STUDENT LEADERSHIP AND PERSONAL DEVELOPMENT

Honesty, leadership, self-regulation and responsibility, perseverance, empathy for contributing to the safety and benefit of others, self-confidence, pupil voice, resilience, personal health and well-being, career and life skills and learning to learn/life-long learning.

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