



Report On International

Conference for Principals

23rd October-25th October 2019

Venue: East China Normal University Stadium

22nd October 2019: Arrival on the university campus. (Stayed at the Campus hotel)

23rd October 2019

Opening ceremony:



- **Warm up musical performances by East China Normal University and city's school students.**
- Flags of all participating countries were brought by students on the stage and then kept in the hall to start the conference. This was facilitated by ECNU Vice President Mr Dai Liyi.
- ICP President Ms. Alta Van Herden welcomed all the 1500 principals from all across the world and spoke about the importance of connecting leaders for the benefit of education of future generation. She spoke about improving the teaching learning in schools and importance of leadership in the same who need to hone their skills to improve school culture as a principal cannot change the mindsets of all if he/she herself is not a global citizen.
- Ms Sheshana, class 8 chinese student as representative of student's community, addressed the gathering insisting on happiness in school, family and community to inspire student for gaining knowledge.
- President of ECNU, Mayor of Shanghai, Vice minister of school education China also addressed the gathering. They all spoke about the changes Chinese education system is incorporating and how government and education ministry is helping for the same. They talked about equality in education with mutual learning and synergy in all stake holders. Imparting basic education to all strata of society was insisted on.

KEYNOTE: Jack Ma the founder of Alibaba



Jack founded Alibaba Group in 1999 and served as Executive Chairman of Alibaba Group from 1999 to September, 2019. He served as Chief Executive Officer of Alibaba Group from 1999 to May, 2013. Jack currently serves as member of the Board of Trustees of the World Economic Forum, president of the General Association of Zhejiang Entrepreneurs and chairman of the China Entrepreneur Club. He has been appointed by the United Nations Secretary General António Guterres as co-chair of the UN High-Level Panel on Digital Cooperation since 2018. Jack graduated from Hangzhou Normal University with a Bachelor of Arts degree in English education. Jack Ma Yun is a Chinese business magnate, investor, and philanthropist. As of August 2018, he is one of China's richest men with a net worth of US\$38.6 billion, as well as one of the wealthiest people in the world. Ma's primary ideology was for an open and market driven economy. A prominent business figure, Ma is seen as a global ambassador for Chinese business and as such is frequently listed as one of the world's most powerful people by Forbes. In 2017, he was ranked 2nd in the annual "World's 50 Greatest Leaders" list by Fortune.

Jack Ma spoke in Chinese and he told the gathering that he will now be taking up teaching in educational institutes which he is bringing up.

He compared the 1500 principals as **CEOs** i.e., **Chief Education Officers** of their respective schools, which means lots of responsibilities towards the teachers. He said, on many teachers is one principal and it's the Principal whose main focus should be bringing the best in all teachers so that they can bring the best potential in their students. We need to understand how so many families whose children are with the teachers have great hopes towards the education of their children.

He talked about loneliness at the top positions by giving example of his own family who miss him. Surprisingly he commented that he regrets creating Alibaba as he is not able to spend time with family. He also talked about his method of creating best in business wherein he revealed that **he always hires people who are intelligent than him and is able to excel because of this**. He also pointed out to not so good employees in his company who give him huge stress.

As the digital era is on fast track and AI is invading our lives in big way, he insisted that with smart machines people will not be recognized by the knowledge they memorise but what they do with the knowledge. He quoted that **cleverness is acquired but smartness is developed**. Machines will never be able to acquire human wisdom so the Education today should have mission to change from teaching to cultivation by experiencing to learn. The work time in future will reduce to 3 days a week and 3 hrs in day max, hence to maximize the human experience the education needs to be individualized.

Instead of exams we need to focus what to examine for an individual. Each school should now offer freedom to students for choosing their subjects, he insisted that along with EQ (Emotional Quotient) school should focus more on **LQ** (Love Quotient) in all areas as machines cannot substitute motherly love and care. Schools should now get ready for a brand-new education which can be brought about by teachers only.

Two of Indian delegates Ms Sadhna Parashar (NTA) and Dr Indu Khetrpal asked him questions during question answer time about how a special need child in rural setting can be helped and What is purpose of his life now?

Keynote: Finding Your Leadership Edge by Michelle Gibbings, MD



Michelle Gibbings is a change leadership and career expert, and the author of 'Step Up: How to Build Your Influence at Work', and 'Career Leap: How to Reinvent and Liberate your Career'. Obsessed with unlocking high-impact choices to accelerate meaningful progress, Michelle is enabling a new breed of leader – one that's fit for the future of work. Michelle has more than twenty years' senior executive experience across multiple industries. Building on that experience, she now works with leading-edge organisations to optimise outcomes by building the capability, capacity and conviction of their leaders to lead. Michelle has Undergraduate Degrees in Communications and Commerce, a Masters in International Trade, Certification by the International Federation of Compliance Associations, and Chartered Manager stat. She is a graduate of the Australian Institute of Company Directors, a Fellow of Finsia and the Australian Institute of Managers and Leaders, and alumnus of Leadership Victoria's Williamson Community Leadership Program. She regularly appears and writes for major national publications and media outlets.

Michelle gave a nice presentation having great examples and talked about consciously cultivating our leadership edge through **Awareness, Acceptance and Adaptation** by starting from Inside.... Out. She talked about today's Principal losing out on their time even on Sundays and acting like emergency room physicians, permanently on call. She insisted on principals taking care of themselves and building healthy habits. She spoke about changing our thinking, ensuring that as leaders who so ever come in touch changes for the better. She pointed the people who get into power game and stated that these people feel they are always right which she connected with the story of Emperor's clothes to clear how these people get blinded by some flattering team members. Hence, we need to ensure that we are confident and not think ourselves as powerful as **power is granted**.

She talked about changing world by giving example of an old cartoon series which was at that time a fantasy but now reality. She talked about changing job scenario in the world and questioned if our lens is right and are we really looking correctly towards the future. She talked about the skills of future which will be needed by students to survive in technological advanced world. She insisted on lines by Robert Kegan and Lisa Lahey **".... It may be nearly impossible for us to bring about any important change in a system or organization without changing ourselves (at least somewhat)"**

Mischelle talked about the power of questions, she quoted that wise men pose right questions and not necessarily right answers. A leader should be giving **clear instructions**, provide **psychological safety** to his/her team members. Leader should know what he/she is standing for and need to build good relationships.

Competition and collaboration are two sides of the same coin. We need to create an environment where all stake holders are learning together with community collaboration. We need to ensure that the kids build healthy habits, understand about self-care, learn meditation and are able to reflect.

So, to get Leadership Edge the leader needs to take feedback, shine a light on intentions and take steps to progress with courage and perseverance.

Keynote: Professor Zhao

Time to Invent a New Paradigm of Education: The Trap of Global Borrowing in Education



Yong Zhao is a Foundation Distinguished Professor in the School of Education at the University of Kansas. He previously served as the Presidential Chair and Director of the Institute for Global and Online Education in the College of Education, University of Oregon, where he was also a Professor in the Department of Educational Measurement, Policy, and Leadership. Prior to Oregon, Yong Zhao was University Distinguished Professor at the College of Education, Michigan State University, where he also served as the founding director of the Center for Teaching and Technology, executive director of the Confucius Institute, as well as the US-China Center for Research on Educational Excellence. His works focus on the implications of globalization and technology on education. He has published over 100 articles and 30 books.

He showed a lot of concern regarding decline of creativity in students, backing it up with data he insisted on finding the uniqueness of each child and turning it into his/her passion.

Professor was very vocal about exams like PISA which measures all different personalities in one single way. He talked about students who pass may not guarantee that he/she will be able to apply the knowledge. He gave various examples including the red nose reindeer story to explain how every child is unique including the dyslexic ones. Unfortunately, the children who do not fit in the standard measurements are not being understood at the school and college levels. He gave example of dead bird whose trajectory can be predicted when thrown up but live bird is unpredictable. He insisted on **“strength based education”** and let the education system be like wildlife ecosystem where everything has a part to play, in which the very purpose of education should be finding the strengths of students individually and use it to make them discover their passion which will lead to their success. He also quoted about the millions of students who are depressed as they are walking the wrong paths and resulting in low performing unhappy citizens. He insisted on giving autonomy to our students to choose what they wish to learn. He quoted that **“The teachers can be substituted but Education cannot.”** We must focus on **inventing the future.**

Workshops Session 1:

As the venue changed and finding the right place was difficult due to language issue. Managed to hear a portion of Session by Michael Battenally and Michael Hall, who were talking about Well-Being of Principals to make a difference, wherein it was being stressed that we should have some exclusive time during the day for clear decisions.

24th October 2019 :

Keynote Presentations:

-Principled, Invitational and Imperfect Leadership by Dr Steve Munby



Steve Munby is a self-employed consultant and speaker on leadership and on system reform. He retired in 2017 as Chief Executive of Education Development Trust, an international education charity working in Asia, Africa, the Middle East and Europe. As CEO of Education Development Trust, he led the advisory support for the development of the new National Academy for Educational Leadership in Wales. Between 2005 and 2012, Steve was Chief Executive of the National College for School Leadership in England. As CEO, he had overall responsibility for the training and development of school principals in 22,000 state-maintained schools in England and also for the training and development of Directors of Children’s Services in 150 Local Authorities. Whilst at the National College, Steve oversaw the work on the identification and development of National

Leaders of Education, the development of Teaching Schools in England and the review of the National Professional Qualification for Headship. In 2016 he wrote a think-piece with Michael Fullan: “Inside-out and downside-up. How leading from the middle has the power to transform education systems.” Steve is also the facilitator for the Atlantic Rim Collaboratory summits (9 education systems from around the world committed to equity, excellence, well-being and social justice). He is Visiting Professor at University College London Institute for Education and is Chair of the Teaching Awards Trust in England.

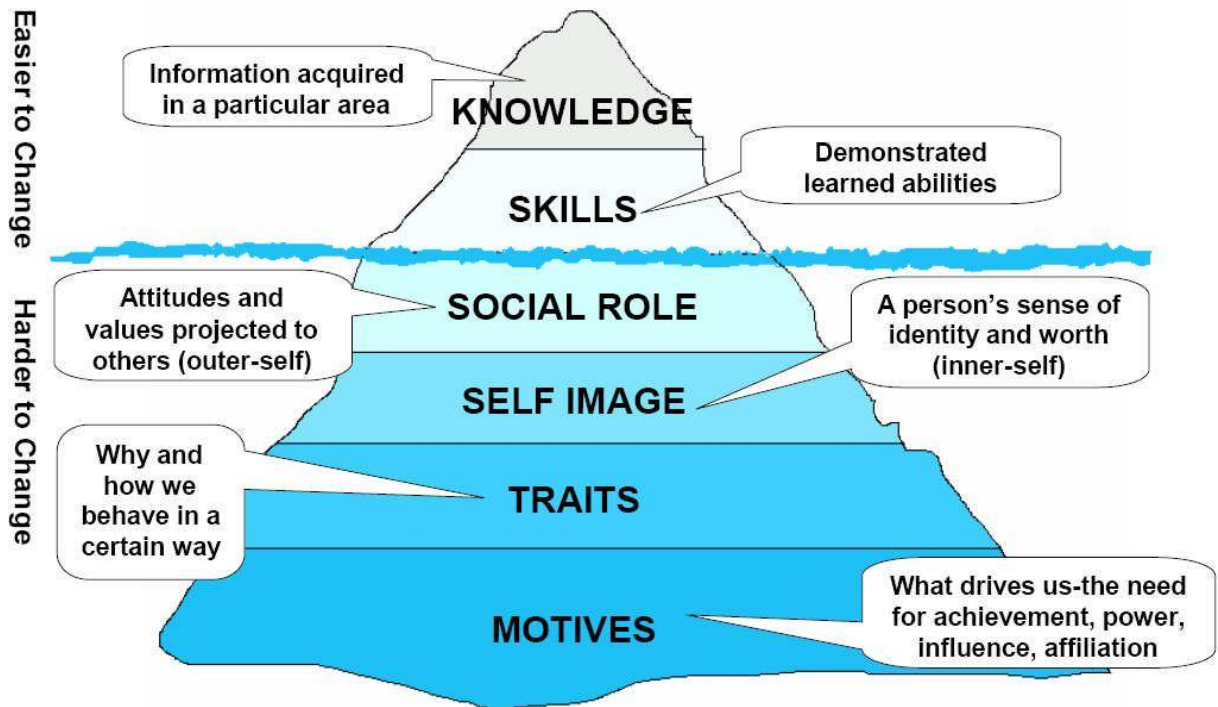
As Dr. Steve is author of a book called **“Principled and Imperfect Leadership”** he spoke mostly about the content. He insisted on modeling values in systems and processes. He talked about the insensitive behavior of teachers and to identify it, insisted on 360-degree assessment of staff. He spoke about how Principals Day in and day out run after being perfect which he said leads to frustration hence principals should remain imperfect and remain aware of their strengths and weaknesses. **As the imperfect leader only can answer the question – why should anyone be led by him/her?**

He said that leaders need to develop their own leadership style based on their belief and values, their expertise and skills and their personality. But context matters so our leadership style has to change as our context changes.

He described the reasons for dysfunction of teams and explained the most valuable aspect of team building through **“The circle of Trust”**

After explaining the ICEBERG MODEL, he moved to the traits of imperfect leaders.

ICEBERG MODEL OF COMPETENCIES



The main features of imperfect leaders:

- *Imperfect leaders know their weaknesses so they try to appoint people who are noticeably better at things than they are. They try to ensure that the team has balance of skills and expertise that no single person can possibly have.*
- *Imperfect leaders understand that it is not all about them (Why should it be?), and that it is better to be right at the end of a process than to be seen to be right at the beginning. They empower their team and distribute the leadership.*

-When Teams Go wrong :

Reason 1: The CEO (Principal) keeps too much control. He or She delegates tasks rather than responsibility/ accountability. Team members are neither empowered nor supported/coached in their key areas of work. The team just waits for the CEO to make all decisions.

Reason 2: People can think that it is CEO's meeting and his or her responsibility to make it work, not theirs. Therefore, they tend to do scant preparation and give the agenda little prior thought.

It requires constant vigilance, since the default position for any executive team is to rely on the CEO to make things work.

Reason 3:

People are there because of their role rather than their expertise on the issues being addressed. At any given time, the person in the organization with the most expertise on the issue being discussed may not even be in the room! This is a real weakness with executive teams. Decisions end up being less informed than they ought to be and at the same time those with the real expertise on the issue end up being on the receiving end of top-down change.

Reason 4:

Poor behavior (e.g., turning up late, being rude to a colleague, being rude about a colleague) is not challenged and confronted so it continues.

Reason 5:

Trust between team members is lacking. Lack of reciprocity and generosity within and outside the meeting can lead to tensions. The team does not address this or even discuss it.

The 5 dysfunctions of a team by Patrick Lencioni

- Absence of Trust (Lack of openness)
- Fear of Conflict (Artificial Harmony)
- Lack of commitment (Ambiguity & Vagueness)
- Avoidance of Accountability (Low standards)
- Inattention to Results (Ego-Attention on me/my team)

Members of trusting teams....

- Admit weaknesses and mistakes
- Ask for help
- Accept questions and input about their areas of responsibility
- Take risks in offering feedback and assistance
- Appreciate and tap into one another's skills and experience
- Focus time and energy on important issues, not politics
- Offer and accept apologies without hesitation

- *Imperfect leaders are invitational. They ask for help and are prepared to admit that they need it.*

Why Invitational leadership/asking for help is so effective:

- 1) *It builds collective ownership and is more likely to change behavior*
- 2) *It leads to better and cleverer strategies*
- 3) *It helps to avoid "Groupthink"*

***"For too many of us, it's become safer to retreat into our own bubbles, whether in our neighbourhoods...or our social media feeds, surround by people who look like us and share the same political outlook and never challenge our assumptions And increasingly, we become so secure in our bubbles that we accept only information whether true or not that fits our opinions, instead of basing our opinions on the evidence that's out there". Barack Obama ,
Final speech as President of USA- Jan 2017***

- **Imperfect leaders acknowledge their mistakes. They are not afraid of being seen to be imperfect. They avoid narcissism and manage their ego.**

“Success requires moderate fear of failure because it is the balance of such fear with the desire to excel that leads to great leadership....”

Those who lack this fear of failure “break rules, take risks and sense no boundaries; they are a law unto themselves” - Dr Ben Laker

- *Imperfect leaders make public promises because they are acutely aware of their own weaknesses and they know that, without making public promises, they might fail to deliver on something that is really important.*
- *Imperfect leaders are learners. If they mess up-and they often do-imperfect leaders learn from their mistakes and try to do better next time. They worry about having got it wrong today (Sometimes they worry too much), but they are even more concerned about getting it right tomorrow.*

Being at our best more often

“We all have down times and up times and it is important that we give ourselves permission to have those down times. But the best leaders are able to be at their best more often because they reflect on it, then they apply what they are learning in a more consistent way. Reducing variation within our own leadership- that is a great skill. Outstanding leaders aren’t necessarily better leaders than the rest of us, they just operate at their best more often”

- *Imperfect leaders encourage others to step up to leadership rather than putting them off. There is a deep understanding in the organization that you don’t have to be “the finished product” in order to become a leader.*
- *Imperfect leaders are authentic.*

“People will forgive leaders who make mistakes and admit to them but they hate cover-up or a blame culture. It takes confidence to admit to being a learner and to being vulnerable, and those who do so are probably more self-confident than those who give the impression that they know all the answers.”

Why imperfect leadership is so important:

If we want sustainable , well led schools, if we want long-term and effective education systems, if we want to attract the next generation into leadership, then we should ditch all the striving towards perfection, focus on doing what is right for the students, genuinely ask for help from others and celebrate the fact that we are imperfect leaders” -STEVE MUNBY

Keynote:

Uncommon Leadership: Catalysing Innovation by Vicki Phillips, National Geographic Executive Vice President, Chief of education



Vicki Phillips serves as an Education Executive and Strategist for national and international organisations and ed-tech companies devoted to the engagement and professional learning of leaders and teachers and the design of enabling conditions and systems in which courageous leadership and high-quality teaching and learning can thrive. She is the CEO in Residence for Educurious, a founding partner of Teaching Partners, a member of the board for Enlearn and School by Design and a Senior Executive Coach – Institute for Personal Leadership. Dr. Phillips has a strong record of reform at all levels of education – from neighborhood schools to the federal government. She has served as a teacher, leader of a nonprofit education foundation, superintendent of schools, state chief of basic and higher education and for nearly a decade as the director of K-12 education for the world’s largest foundation. Phillips most recently served as Director of Education, College Ready, for the Bill & Melinda Gates Foundation where she led the work to ensure students graduate from high school ready to succeed in college, career and community and to improve the effectiveness and support of teachers. Phillips and her team sought to advance education innovations, including new school designs focused on personalized learning and high-quality tech-enabled curriculum and instructional tools. Prior to joining the Bill & Melinda Gates Foundation, she was superintendent of Portland Public Schools in Portland, Oregon. Earlier, Phillips served as Pennsylvania’s State Secretary of Education and as superintendent in the School District of Lancaster, PA. She previously served at the state level in her home state of Kentucky, helping to implement the sweeping changes demanded by the Kentucky Education Reform Act of 1990. Born in Kentucky and raised on a small farm, Phillips was the first in her family to go to college. She holds a doctorate in international leadership and management from the University of Lincoln in England as well as three honorary doctorates. Dr. Phillips has served as a founding member of the governing council for England’s National College for School Leadership, an advisor to the Harvard Urban Superintendent’s Program and as a senior advisor/faculty for the Holdsworth Center district and school campus leadership programs.

Some of the points which she elaborated:

- WHY does leading successfully remain an anomaly- remain uncommon?
- Uncommon times call for uncommon leadership
- Understand that VICTORY is in the classroom
- Give POWER to the teacher-student bond.... they are relentless about learning!
- Interest = Energy
- Focus on the artful use of infrastructure
- See Culture as core
- **Attributes of uncommon leaders**
 - Focus on equity, they have a moral compass
 - Live in the “&”
 - Are intellectually curious
 - Have a healthy dose of skepticism
 - Are focused on going the distance
 - are present

-take joy in the journey

She discussed how the new tools of explorations in education are changing the classrooms and discussed about youth platform provided by National Geographic website.

The Future Has Arrived: Education is Experiencing a Great Revolution by Prof Yuan Zhenguo, East China Normal University



Yuan Zhenguo is a well-known educationalist in China and the full professor of ECNU. He was once the deputy director of Department of Teacher Education of Ministry of Education, the deputy director of Department of Social Sciences of Ministry of Education, the director of National Institute of Education Sciences, the deputy director of the Leading Group Office for National Education System Reform and the secretary-general of National Education Advisory Committee. He is now the dean of Faculty of Education of East China Normal University, the vice president of Chinese Education Society, the deputy director of the Academic Committee of China Association of Higher Education, the deputy director of Chinese Society of Educational

Development Strategy. He once made a speech themed by "Give Priority to the Development of Education and Build a Strong Country with Rich Human Resource" at the 26th Collective Learning Meeting of the Political Bureau of the Central Committee. As an education theory researcher, he is committed to building a new system of pedagogy. His book Contemporary Pedagogy, which has become the national textbook in hundreds of colleges and universities and he was honored the First Award of National Textbook Award for it. He is committed to transforming and popularizing the educational scientific research achievements. His book New Educational Ideas, which has been reprinted for more than 20 times, is rated as China's most popular bestseller in the field of educational theory. In particular, he is committed to making the scientific research serve decision-making, improving the scientific level of education decision and pioneering to have developed study on educational policy. He has published many influential works, such as Theory on Education Reform, Confrontation and Integration: One Century of World Education Reform, Educational Policy Science (the second prize of the First National Humanities and Social Sciences Research Achievements for Institutions of Higher Education), Changes of China's Educational Policies, Bridging the Gap: A Major Proposition for China's Educational Policy and The Great Revelation of Education Reform for Leaping Middle-Income Countries Trap, etc. The Review on China's Educational Policies, of which he is the editor-in-chief, has been published for 15 years with widespread reputation overseas.

Professor talked about the education revolution related to AI in context with the policies and various measures china is taking to adopt it. He advocated the contemporary pedagogy in educational institutions. He spoke about the injustice we do to the talents who get judged by similar measuring tools like PISA. He insisted on individual based assessment and allowing the students to develop their unique ability to have a happy and stable life. He emphasized on having storytelling to improve innovation in the class rooms and students should **"Learn to Learn"**.

Workshop session:



Attended session by Dr Jennifer Moore, Moore Well Being (USA)

Dr. Jennifer Moore, fabulous education consultant and adviser.

Doctorate of Education in Organization Change; Pepperdine University; Malibu, CA

Well-being as the Future Focus of Schooling

She spoke about the crisis of shortage of good teachers which the world has started facing as no good intelligent person is opting for this work as career choice. The main reason for the same is parents attitude towards school and teachers.

In these stressful times, well-being of all stakeholders especially the teachers is most important. She elaborated on **7 dimensions of well-being:**

Cognitive, Social, Environmental, Emotional, Physical, Spiritual and Financial

For spiritual part a short Body Scan Meditation was introduced which can be used in every staff meeting. In every staff meeting one case study by a teacher to be discussed on her well-being management. She emphasized on surveys for various aspects in school to flush out things which are not working. She also insisted that we should take collective decisions and not what Principal thinks is right to make team feel responsible. And lastly every school should have a core well-being team plus guide to ensure everyone's well-being in the system.

Workshop Session:



Old, New, Borrowed and Blue.... Creating the first Finnish High School Abroad by Ari Pokka

Ari Pokka being one of the most respected educators (I was told this by senior principals) failed to deliver anything substantial in his session. He only spoke about how he had set up first Finnish International School in Qatar. What all difficulties he got to get through the government, and now there is a question mark on where students will get admissions after doing the Finnish high school diploma.

25th October, 2019

Keynote Presentation1: Professor Mark Bray



Mark Bray is a Distinguished Chair Professor in the Faculty of East China Normal University (ECNU), Shanghai. He is also Emeritus Professor holding the UNESCO Chair in Comparative Education at the University of Hong Kong. Between 2006 and 2010, Prof. Bray was Director in Paris of UNESCO's International Institute for Educational Planning (IIEP). He has also taught at the Universities of Edinburgh, Papua New Guinea and London, and in secondary schools in Kenya and Nigeria. Prof. Bray has consulted and advised in over 60 countries in Europe, North America, Africa, the Caribbean, Asia, and the South Pacific. Prof. Bray has researched and published in the domains of policy-making, financing and planning of education systems. He has become particularly known for his work on the so-called shadow education system of private supplementary tutoring. This phenomenon is especially prominent in East Asia, but is now visible throughout the world. Prof. Bray points out that out-of-school tutoring has far-reaching implications for the work of schools as well as for wider social and economic development.

Professor spoke in detail about the **Shadow education system** of private supplementary parallel schooling being done by tutors. He asked principals to introspect and find ways to combat the parallel economy running with schools which is open and unguarded. He gave suggestions if we can use our own teachers in the school as tutors after school hours and utilize the infrastructure available for extra studies which will lead to close monitoring of students and revenue sharing as well.

Shadow education system is here to stay its only we who need to think how to take **shadow out of the shadow**.

Keynote Presentation2:

Educating Learners for their future rather than our past-

Andreas Schleicher is Director for Education and Skills, and Special Advisor on Education Policy to the Secretary-General at the Organisation for Economic Co-operation and Development (OECD) in Paris. As a key member of the OECD Senior Management team, Mr. Schleicher supports the Secretary-General's strategy to produce analysis and policy advice that advances economic growth and social progress. He promotes the work of the Directorate for Education and Skills on a global stage and fosters co-operation both within and outside the OECD. In addition to policy and country reviews, the work of the Directorate includes the Programme for International Student Assessment (PISA), the OECD Survey of Adult Skills (PIAAC), the OECD Teaching and Learning International Survey (TALIS), and the development and analysis of benchmarks on the performance of education systems (INES).



Before joining the OECD, Mr. Schleicher was Director for Analysis at the International Association for Educational Achievement (IEA). He studied Physics in Germany and received a degree in Mathematics and Statistics in Australia. He is the recipient of numerous honours and awards, including the "Theodor Heuss" prize, awarded in the name of the first president of the Federal Republic of Germany for "exemplary democratic engagement". He holds an honorary Professorship at the University of Heidelberg.

Andreas Schleicher spoke about detail analysis of PISA results and its inference about the various trends in performance of students in science since 2006 and talked about how the aspirations of students are changing with time. He showed lots of graphs showcasing results of various surveys in different countries to talk about the life satisfaction, and discussed in length about the various reasons for the values. He strongly talked about poverty which should not be the destiny and stressed on the aligning of resources with needs.

While speaking about the digital world he said that Education won race with technology throughout history, but there is no automaticity it will do so in the future, as Virality seems privileged over quality in the distribution of information and Truth and Facts are losing currency.

There is scarcity of attention and abundance of information due to algorithms who sorts us into groups of like-minded individuals create echo chambers that amplify our views, leave us uninformed of opposing arguments, and polarize our societies.

He discussed about Life satisfaction among 15 yr old students through a graph for various countries and showed that the high satisfaction levels are found where the students talk or meet with friends after school, has Good Teacher support, Good parent support, socializing with friends and more physical activities.

Factors that predict poor life satisfaction:

Anxiety with school work

High Internet usage

Changing Education can be like moving graveyards:

He talked about why everyone is not interested or is not working towards making changes in the education area.

The status quo has many protectors

- Everyone supports reforms –except for their own children
- Even those who promote reforms often change their mind when they understand what change entails them

The frogs rarely clear the swamp

- The loss of privilege is pervasive because of vested interests

Asymmetry of cost and benefits of educational reform

- Costs are certain and immediate, benefits are uncertain and long term

Lack of supportive Ecosystems

- Lack of an 'education industry' that pushes innovation and absorbs risks
- A research sector that is often disengaged from the real needs of real classrooms

You can lose an election but you don't win one over education

- Complexity and length of reform trajectory that extends electoral cycles
- A substantial gap between the time when the cost of reforms is incurred, and the time when benefits materialize.

STUDENT AGENCY:

It is about acting rather than being acted upon; Shaping rather than being shaped; making responsible decisions and choices rather than accepting those determined by others

- *The belief that students have the will and the ability to positively influence their own lives and the world around them.*
- *The capacity to set a goal, reflect and act responsibly to effect change*

Constructs comprising "Student agency"

- Identify
- A sense of purpose
- Growth Mind Set
- Motivation
- Self-efficacy
- Trust
- Learning to Learn etc.

He then on the basis of data deconstructed the syllabus and curriculum in various countries and how much the above constructs are being used.

He elaborated on Teacher's job satisfaction and professionalism along with the parent's interest in their child's activities at school and well-being through data analysis.

In education he spoke in depth about the pedagogy affecting the future generation. The **past was divided:** Teachers and content divided by subjects and students' destinations. School designed to keep students inside, and rest of the world outside. **The future is Integrated:** Integration of subjects, students and learning context. Connection with real world contexts and preamble to the rich resources in the community, less subject based and more project based. Teachers need to be appreciated to be different and should not be afraid of trying new methodologies, which should be ensured by the management.

Panel Discussion was held wherein all the keynote speakers discussed about the takeaways from the conference and gave their feedbacks.

Recommendations for Salwan Schools on the basis of key learnings:

Although there was nothing in the conference which we as Principals do not know and understand. The issues world over are same in school education, the challenges are similar but as the keynote speakers talked about each aspect in detail, the understanding of the challenges towards getting solution became clearer.

In the conference while sitting during the sessions made us reflect and think about various ideas which can be implemented in Salwan Schools:

Short Term:

We need to start online surveys (like we did for CPD need analysis) for teachers and other staff members regarding their professional satisfaction and well-being on 360 degree and if needed change our strategies and policies.

Create a Well Being team and guide for the students and staff.

Introduce Meditation (for stress relief) in all Salwan Schools for all stakeholders.

IMPLEMENTATION STATUS : All 3 points implemented in Salwan GGM . Rather it was very helpful in sailing through the Covid times which started just 5 months of the conference.

Mid Term:

Look into revamping the assessment strategies for staff and students, keeping in view of Student Agency

IMPLEMENTATION STATUS : APAR form reworked on at Trust level . Assessments strategies were made adapted to online methods.

Long Term:

In classes Nur-2nd :

More focus on Linguistics and numerical ability with only hands-on projects or experiential learning.

IMPLEMENTATION STATUS : LEAP experimented and implemented .

In classes 3rd to 8th :

Integrated Project based learning of concepts with focus on teaching them how to Learn. This means we have to do away with the individual subject classes and may be books for students. Instead using the NCERT curriculum create projects and activities for students to ensure concept clearance with specific focus on creativity and innovations.

IMPLEMENTATION STATUS : LEAP experimented and implemented with the more focus on creativity.

In classes 9th to 12th :

Change the subject allocations format, create subject wise learning spaces and do away with regular class rooms with 8 periods time table.

Giving clear syllabus quarterly to students' level wise, giving them openness to sit in any subject area to complete the concepts learning, assess the child according to the learning objectives and give them green signal to go to next level with proper grades.

Starting after school coaching either by creating own subsidiary or in association with some reputed agency so that the students don't go out for coaching. We can also think of some advance technology based online coaching for kids.

IMPLEMENTATION STATUS : Pilot going on in SPS GGM wherein subject rooms have been created.

Online meetings for academic support have started. Had proposed for LMS implementation which will be done after new ERP implementation.

Rashmi Malik

Few Glimpses:

