



SCHOOLSCAPES

A consultation on mapping indicators
for effective learning structures
In supporting learning.

A Report
Adolescent Intervention Team.
23rd-24th April - 1st May

Documenting the process of mapping indicators
for effective school structures in supporting active learning environment for young people

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Context of the consultation

India's education system has seen a quantum leap in the last 5 years. After considerable deliberation to rehaul the 5 decade long education system, concrete steps are being taken to creatively motivate a fresh spirit of enquiry.

The recently enacted Right to Education Act has provided a new momentum to this effort. It has made it obligatory for the government to provide free elementary education to all. Coupled with this, the Comprehensive Continuous Evaluation System (CCE) and the National Curriculum Framework (NCF, 2005), have formed the bulwark of new strategies that will now have to be evolved and put in place, to make education useful and relevant to the modern day context.

Some key areas undergoing rapid transformation is how knowledge and learning are being perceived and delivered today. There has to be an endeavor to allow the environment to generate constructive shifts that make learning more nurturing and holistic. Attempts to connect students to the larger canvas of the heterogeneous Indian society outside, in a meaningful way are to be explored. How schools extend their academic space to discover and incorporate a vibrant learning atmosphere are to be examined.

Amid a wide range of ideas and expectations of “what- should-be-taught-to-our-children-and-how,” the new National Curriculum framework recognizes the need for schools in a particular

- To develop systemic reforms (Chapter 5, NCF),
- To improve the quality of the school ethos (Chapter 4, NCF)

To make this paradigm shift, students, teachers and parents are being seen as important and active stakeholders in the knowledge construction and delivery process. What is also being sought at this juncture is substantial clarity on how schools will develop and strengthen new learning spaces, within existing structures, including all stakeholders.

In the recent years a large number schools have introduced many new sets of innovations for enriching the learning process. However a bulk of the schools are still grappling with challenges of reorienting themselves to the emerging needs in the context that the reforms are seeking the schools to have

- Define a set of critical attributes to support them in meeting the new vision.
- Put in place some measurable indicators to chart their progress in the various areas they have decided to address.

As a support agency that has been actively promoting adolescents issues, Pravah holds core interest in helping to understand the processes involved in this transition and how to handle them more efficiently - Thus opening channels of additional communication and dialogue between researchers and practitioners, bridging gaps wherever necessary.

Having worked in the field of education since 1993, Pravah realizes the urgent need to develop management tools and processes to help the schools in their efforts to redefine their roles and also mainstream them in a way that they can

- Introspect on their changing roles in a collaborative manner
- Evaluate the relevance of their initiatives and processes for enriching learning in a way that is self evident and uniform
- Create a body of evidence that measure the efficacy of their initiatives

With the above in focus Pravah recently organized a two day consultation with the major and stakeholders. The idea was to initiate a process of appreciative enquiry to develop the needed attributes and indicators to improve the learning environment in schools.

Executive Summary

Initiating a process of participatory deliberation to help schools reorient themselves to the changing educational scenario, Pravah organized a 3 day broad based consultation with teachers, students and principals, spread over two phases, on 23rd – 24th April and 1st May 2010 at Kaustabh Auditorium, New Delhi.

This report captures the process, glimpses of discussions and the major learnings, during the consultation.

Pravah's contribution to the platform was its positive, strength-based approach to change – finding and unleashing the positive core of every stakeholder to inspire new changes in the existing environment. It encouraged the stakeholders to discover the best in the people and the world around them and then through a meaningful dialogue co-create inspiring future images for their schools. Through appreciative enquiry stakeholders focused on what more they could do to improve the learning environment of their school.

The outcome of the consultation would lead to the development of a self-audit tool to help schools assess their current engagement and create opportunities of a more enabling learning environment. The self audit tool is also meant to help schools to take necessary remedial actions wherever there is a scope for improvement.

The following are highlighted in this summary –

- Understanding the changing roles of schools
- Identifying the attributes of a learning environment in the school
- Developing indicators that can evaluate the structures and systems of schools in the light of values, beliefs and attitudes a learning environment should demonstrate.

The underlying premise guiding the consultation was that as instruments of change the school environment needs active participation from all its stakeholders namely students, teachers and even parents to create a spaces, outside the four walls of the classroom, for overall growth of a student. Some of the cross cutting issues that seemed to recur during the consultations were how to improve ownership and a sense of responsibility among its stake holders.

Perceiving that the institutional ethos of schools as the most critical barrier to supporting and sustaining integrated development in an adolescent some discussion revolved around how to strengthen processes and evolve system for measuring feedback, to build the ethos within the schools.

Participants expect that this consultation will lead to concrete actions steps, which will help individual schools to chart out a course, towards new approaches in school systems, teacher preparation and practices and also student ownership in their holistic growth process.

The report reflects the consultation participants' diverse ideas, views and concerns centered on the paradigm shift sought by the new educational policies and summarizes recommendations in form of indicators of those changes.

The Consultation

Introduction

Pravah hosted a 3-day consultation with teachers, students and principals on 23rd - 24th April and 1st May 2010 at Kaustubh Auditorium, Lalit Kala Academy from 10 am – 5 pm, to build up a strength based approach in the stakeholders to dream, design and deliver positive changes in the school environment to promote learnability.

There were about sixty participants. The audience comprised students, teachers and principals from different schools across the spectrum, representing various strata, from both Hindi and English medium schools. The conscious attempt was to ensure the participation of alumni of Pravah's programs. About 80% of the participants in this consultation was therefore alumni while the remaining 20% were invited teachers and students from schools where Pravah is not intervening.

Objectives

To create an understanding of the changing role of schools.

To identify the attributes of a learning environment in schools.

To develop indicators that can evaluate the structures and systems of schools in the light of the values, beliefs and attitudes that a learning environment should demonstrate.

AI's next principle states that to create a positive future one must be hopeful of the future so that one is inspired to take that quantum leap into the unknown. Only by building on ones strength does one feel empowered to take bold steps towards the desired future.

At this stage stakeholders were asked to share positive “change stories” (Pg 18) to get a glimpse of how life changing events affected their long term learnings in life. Positive learning was perceived in all those areas where an individual felt a deeper inner need to change and therefore worked tirelessly to achieve it.



Process

The consultation around education organized by Pravah, adopted the appreciative enquiry (AI) approach taking the participants through a series of experiences that enabled them to recognize the critical role of a stakeholder in bringing sustainable change.

In order to play an active role in the creation of the new reality they sought in their schools, the participants were encouraged to seek the positive synergy of a team instead of going solo in a problem solving mode.

The consultation was a step by step approach as below

Step 1

“Appreciate the best of what is”

Pravah's approach to creating a new reality in the school environment revolved around the core philosophy of AI which recognizes reality as something that can be created proactively by stakeholders. Students, teachers, parents and the management as co-creators of the new learning environment played a vital role in shaping its destiny.

The strategy Pravah employed to help the stakeholders identify this reality was to get them in touch with their positive core. The “three hat exercise”(Pg 13) helped them to probe into the strengths and assets of their organizations which were to be the key attributes they needed to keep in mind, to build on, for the future.

Step 2

“Imagine what could be”

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Step 3

“Determine what should be”

Emboldened by the growing optimism that change and growth were nothing but internal mind shifts into taking focused decisions and working tirelessly towards them AI's third principle engages in designing new parameters for change.

Dipping into green hats, the stakeholders looked afresh into the creative new ways of bringing in change in the school environment. They realized by now that organizational success depends on effective teamwork, honest and clear communication, creativity and innovation, and appropriate leadership among all the relevant players, not just the management team. The focus had shifted from solving problems to creating a new reality together. The “indicators” (Pg 21) of a new learning environment were already taking shape before their eyes. More and more words like 'ownership' and 'responsibility' were seen to be surfacing while mapping the new paradigms of change

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Step 4

“Create what will be”

When all key players (all levels of staff, students, parents and the school management) talk in meaningful ways across organizational boundaries, they build quality relationships that help to deliver sustainable positive changes. As they understand each others' perspectives, alternatives they would not ordinarily consider, become real possibilities.

Bringing all the stakeholders together, face-to-face to develop a clear understanding of the whole organizational picture was the final step in this consultation. The two days of intense sharing had helped stakeholders to appreciate the diversity among them. A level of trust and collaboration had emerged which was ideal for taking the dialogue forward.



Day 1 Session I

Date	Time	Session Title	Facilitator
23 rd April '10	10 am	Introduction	Deep & Ishani
Objectives	<ul style="list-style-type: none"> • Establishing the context • Define the overview of the consultation 		
Methodology	<ul style="list-style-type: none"> • Energizers/Story telling 		
Exercise	<ul style="list-style-type: none"> • Participants were asked fold their hands, stay for a while and then release and resume folding it differently, the next time. Participants expressed discomfort. The exercise made realize change was uncomfortable - thus building the context of the consultation which was going to explore the changing dynamics of the new learning needs. • It was followed by a short anecdote which defined learning in the new context – something that cannot be evaluated by the amount of instructions followed or information gathered. New learning needs embraced a wider gamut of skills and perceptive change that implied holistic growth and over all personality development of an adolescent. 		
Session highlights	Simple exercises highlighted the objectives of the session with great clarity. Participants were adequately invigorated for a discussion.		



Day 1 Session II

Date	Time	Session Title	Facilitator
23 rd April '10	10.30 am	Ice breaker	Rashmi
Objectives	<ul style="list-style-type: none"> To warm up to the group. To identify one characteristic of own school. 		
Methodology	<ul style="list-style-type: none"> Photo language; Mixed groups 		
Exercise	<ul style="list-style-type: none"> Participants sit in groups of ten. They select a photo that best defines their school environment. They share their feelings with their group. Each group presents the group findings in turn. 		
Session highlights Comments	<p>Participants presented the diverse range of objectives a school fulfils in the society. It is a space which is a confluence of different stakeholders in the promotion of</p> <p>Academic growth - Providing good education/awareness. Life skill growth – Developing adaptability, sociability and personality. Creative growth – Providing exposure to experiment and explore imaginative space and involve fun and thrill in education. All of which help an adolescent to aim higher and paves the way to a happier and a better lifestyle.</p>		



Glimpses of 'Photo Language'

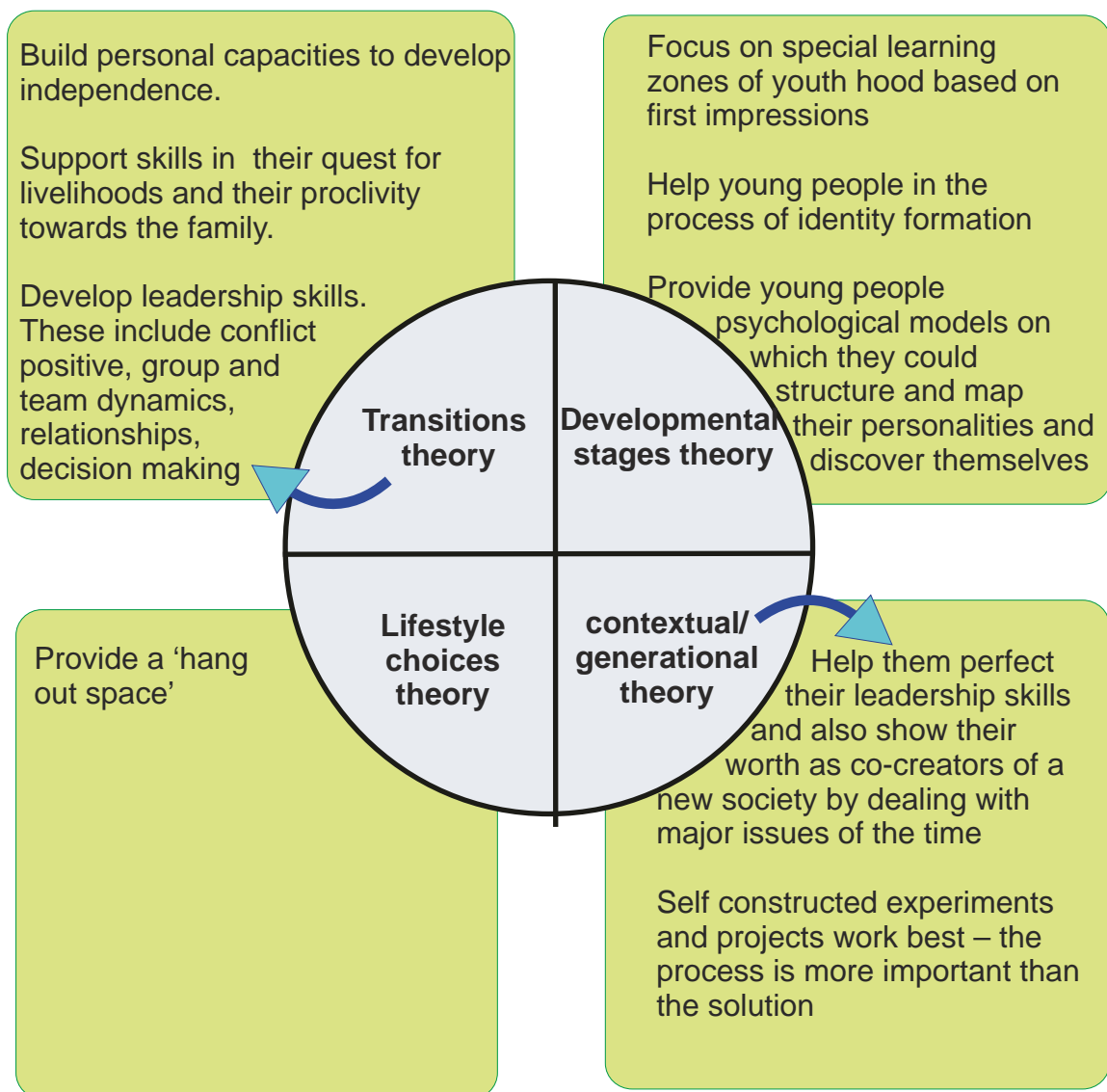


Day 1 Session III

Date	Time	Session Title	Facilitator
23 rd April '10	11.30	Changing Schoolscape	Meenu
Objectives	<ul style="list-style-type: none"> • To define schools' role in adolescents life. • To discuss about the larger role of schools in support. • To identify parameters for change. 		
Methodology	Sharing stories, followed by a power point presentation.		
Exercise	<ul style="list-style-type: none"> • Participants were asked to sit in groups, to share events in their life that was a turning point, one in the younger days and one in the immediate past. They shared these stories in their respective groups at first. Later each group shared one story in the larger assembly for everyone to hear • This was followed by a power point presentation entitled, "Oceans in the drop". 		
Session highlights Comments	<p>The highlight of the first exercise was to ascertain whether the life changing events that occur in our lives always take place within the structured environment of a classroom. A vast majority of the participants agreed that their greatest learnings occurred outside structured spaces of classrooms/ workshops and conferences. Deeper awakening and pivotal changes occurred within oneself away from home, friends, schools and games.</p> <p>The ppt presentation elaborated on many adolescent aspects and especially how it processes vital information for its own growth. It introduced the concept of the 'fifth- space'- a space where individuals grew as social actors by processing all the other leanings that was available to him in his interactions with others.</p> <p>The presentation left the participants with an important question to ponder upon. How can schools as co creators of a new society help in supporting the fifth space of an adolescent, encouraging deeper experiential awakening rather than just rote learning.</p> <p>These steps taken by the schools will lead one to the new parameters of change, the new learning environment that was being sought.</p>		

Schools Role In Co-Creating The Fifth Space for Adolescence

- How can schools enhance young peoples' capacities to learn about themselves and the world
- How can the school deepen young peoples' capacities to take decisions and lead processes in the school



Day 1 Session IV

Date	Time	Session Title	Facilitator
23 rd April '10	1.15 pm	Tracking change	Ishani/ Kamini
Objectives	<ul style="list-style-type: none"> • To critically analyze actual contributions made by schools in supporting adolescent's growth. • To categories broad areas which influence adolescent learning. • To build consensus on the critical domains to develop indicators. 		
Methodology	3 thinking hats		
Exercise	<ul style="list-style-type: none"> • Introduction to thinking hats – The 3 thinking hats are Yellow, black, green hats – three groups that focus on “what are we doing well in schools to support adolescent growth” (Yellow), “where the short comings are” (Black), “what can we do better” (Green). 		
Session highlights Comments	<p>Participating members contributed to this game in three groups with adults and children in separate rooms. Their respective feedback provided an excellent array of critical domains that influence change.</p> <p>The open forum was a great experiment in initiating a democratic process of involving the major stakeholders into the discussion of change. When the feedback was compared adults were surprised to find students, as active stakeholders, providing such deep insight into the systemic deficiencies that hinder their self expression and growth. They also seemed to be reasonably objective about the role they played in making the school environment conducive to growth.</p> <p>The domains of change sought by the participants followed the process of systematic growth that moved from independence to interdependence, with the school at the helm consciously promoting these changes. The session was therefore summarized by sorting these components or cross cutting issues under three broad categories namely – Self, Relationship and Systemic changes</p> <p>Apart from accomplishing a list of components from the big buckets to work towards a set of indicators, the vibrancy amidst the participants and their candid, heartfelt participation was a great take away.</p>		

Some examples from the 3 hats exercise

YELLOW HATS	BLACK HATS	GREEN HATS
Positive initiatives	Shortcomings	Challenges
Community work projects beyond school time	Students are not involved in decision making.	Allow students to make mistakes/ take calculated risks
Various clubs - ECA participation encouraged	Dialogues with students not encouraged	Build ownership, taking responsibility
Students council for representation of students	No systematic approach to address concerns	Link classroom with life experience
Exchange programs	Teachers contradict each other	Allow questions/ issues to be raised
Assembly	School not democratic	Look for solutions together
Extra classes	No indicators to see change in students behavior	Respect students' feeling, views.
Activity periods in the time table to strike a balance	Rigid structure allowing little creativity	Allow various kinds of learning experiences
Picnics, trips, travels- exposures	No accountability of teachers to students	Grow bonding between teacher and student
	Threatening environment that creates pressure of performance	Orient parents/ teachers to student need
	Lack of emotional bonding between teachers and adolescent students	Make time for self reflection/ introspection
ABOVE CROSS CUTTING ISSUES CAN BE CLUSTERED UNDER THREE BROAD HEADS		
SCHOOL'S ROLE IN NURTURING THE INDIVIDUAL		
<ul style="list-style-type: none"> • Schools should create a sense of ownership and autonomy in students and teachers • Schools should provide spaces for self reflection for students and teachers • Schools should create opportunities for children to make their own choices • Schools should develop critical and analytical thinking 		

Day 1 Session V

Date	Time	Session Title	Facilitator
23 rd April '10	3 pm	Bills for change	Neha
Objectives	<ul style="list-style-type: none"> To understand the dynamics of a decision making process To understand the role of stakeholders' in influencing sustainable change To appreciate the participatory process involved in inducing change in a pluralistic environment 		
Methodology	Role Play, Simulation		
Exercise	<p>A mock "Jan Sunwai" was conducted with the participants playing roles of different stakeholders in the passing of an important bill on education. They were handed over chits that predetermined their stand on the issue. In this case there are students from marginal communities, government, and private schools, discontented and harassed parents, all of who have a say in influencing a policy change. Apart from them there was the media and the opinion of people who mattered. These inputs came as announcements from the facilitator from time to time to influence the stakeholders. The stakeholders were expected to talk to each other and approach the minister with their demands regarding the Bill.</p>		
Session highlights Comments	<p>The "Jan Sunwai" as a simulation was a major success with all the objectives achieved. The participants put up a vigorous debate to influence each other. They also manifested shifts in their views with concurrent events of media broadcasts and comments from important personalities who, even if temporarily, managed to sway the decision making process.</p> <p>As a powerful tool the role play displayed the dynamics of a decision making process where all stakeholders are equally important and their valued inputs need to be collated to bring in meaningful and sustainable change.</p>		

Stakeholders views

TEACHERS

There are lack of proper spaces in schools for students to channelise their energy.

The school space is not democratic enough to allow freedom of expression and open dialogues

No efforts to develop ownership in students

Rigid structures. Extended classroom spaces/opportunities are missing

Lack of accountability in teachers due to inefficient structures for feedback

Lack of skills in teachers to develop learning

Pressure of completing the syllabus

Students are not involved in the decision making process for school policies

Lack of emotional bonding between the students and teachers

Not allowing children to learn from their mistakes. The focus needs to be on the learning component

There should be spaces where people can come together and share their experiences

The students should be allowed to question. Teachers should make an inventory of q's that students ask

Orientation of parents and teachers towards life skills

There needs to be more collaboration between the teachers, students and parents

STUDENTS

Schools need to connect us to concepts like teamwork, discipline and responsibility.

PTM should be a forum to discuss overall growth of a child rather than academics.

Learning atmosphere is not efficiently created . The teachers and students should work together and take initiative for learning beyond books

Schools should focus on having better infrastructure for promoting development in students

There is a need for more interactive sessions and group activities to help students become more confident

More focus should be laid on the practical aspects of education. For eg, field trips to develop a better understanding of subjects

More counseling sessions needed

There is a need for talent enhancement courses . The schools should provide these to enhance abilities of students

The parent teacher meetings should go beyond discussions of academics . It should be a space of collaboration for teachers , students and parents

There should be more doubt classes + extra classes

There should be a greater emphasis on freedom of expression . Students should be able able to speak out

Inclusion of parents in school processes

Increase in length of library period to read non academic books

Need for group activities to develop relationships

Students should be given the liberty to choose more than one activity for their SUPW

Schools can develop analytical skills through discussions , debates and field trips

DAY 2 Session 1

Date	Time	Session Title	Facilitator
23 rd April '10	10 am	Plenary	
Objectives	Recap		
Methodology			
Exercise	After a short energizer where participants danced and sang in rhythmic progression, they sat down to recapitulate previous day's program and clarification of doubts.		
Session highlights Comments	<p>During the plenary teacher and student representatives shared their views with each other about an idyllic school environment that created, nurtured and developed future citizens of the world.</p> <p>They both agreed that apart from providing invaluable knowledge schools played a big role in enhancing self worthiness, leadership qualities and other essential life skills to help students to grow holistically.</p> <p>Schools were spaces that were meant to provide discipline, support, counseling and guidelines to children in their formative years to help them discover and nurture their identity and potential.</p> <p>They were also a springboard for adolescents to make a smooth transition into the real world.</p> <p>The diverse need of a heterogeneous society made it compelling for schools to create a more open and democratic environment where students and teachers as stakeholders were involved in the decision making process and a proactive member of the changing schoolscape.</p>		

Students Talk...

Lets include energisers between periods!

Let us focus on talent enhancement rather than academics

We need vocational guidance and personal counseling

Let some learning happen outside the classroom in the real environment

Let's have more time to share and spend with friends as an important part of growing

Let's have more core group activities focused on developing bonding with peers teachers and parents

Involve us in the decision making process – we want to have a say about our lives...

Help us develop analytical skills – learn how and why and what to do - when things go wrong

Let students be allowed to take classes as teachers.

Let's have meditation for concentration and self reflection

Let's have doubt classes, where we are free to raise general questions

Let's have time to explore the library for fun reading

Let's have more informal parental involvement



Day 2 Session II

Date	Time	Session Title	Facilitator
23 rd April '10	11.52 am	Stories of change	
Objectives	<ul style="list-style-type: none"> To articulate significant change stories (outcome) To analyze what contributed to the change (indicators) 		
Methodology	Group sharing		
Exercise	<ul style="list-style-type: none"> Participants are to sit in groups and share one significant change observed in oneself or another due to some experiences undergone in school. Discussion Points - <ul style="list-style-type: none"> What was the significant story? Why was it significant? How did the school contribute to the change? In the larger group participants are to see how many of these stories are at the level, relationship and society or school. 		
Session highlights Comments	<p>Participants were engrossed in the activity of personal sharing.</p> <p>The two big objectives of this exercise were to help participants' objectively articulate significant changes and then arrive at the indicators of those changes. This was a preparatory exercise in developing indicators from a set of outcomes and the participants got a fair amount of idea how to go about it.</p> <p>For example a student expressed her great delight in noticing visible improvements in the school infrastructure because of the demands made by the students and teachers. The outcome of this entire episode, which was a milestone experience in the student's life, a personal sense of wellbeing she achieved overnight. She had not even remotely imagined such changes were possible. The indicators that supported her renewed sense of optimism were the changes in the infrastructure etc. Such measurable changes would always produce outcomes of wellbeing in a person and can therefore be used as an indicator for similar outcomes in the future.</p> <p>The sharing revealed another interesting aspect namely the areas that were being repeatedly addressed for change... The most pertinent was perhaps the self. Others were relationships building and school management</p>		

Glimpses of “Change Stories”

“The student parliament in my school changed me.

Being a part of the student parliament, I had to take a number of decisions on behalf of my class. This improved my decision making ability over a period of time and I became increasingly confident. Later I was chosen the head girl. I see the student parliament as an excellent platform to strengthen one ideas and views – it gives immense opportunity for personality development and growth.”

-Student

“In class 8, I had an English teacher. She was a very loving person and because of her open and approachable demeanor, we began to call her “Amma”. We would never miss her class. That was a life changing experience for me because I was comfortable in the classroom space. She allowed us to explore within the realm of the classroom space. The interaction with her has made me a confident person. I will never forget that. “

- Teacher

Day 2 Session III

Date	Time	Session Title	Facilitator
23 rd April '10	Post Lunch	Setting Indicators	
Objectives	<ul style="list-style-type: none"> To set aside indicators for the changing schoolscape 		
Methodology	Group activity		
Exercise	<p>The teachers and students were asked to revisit the list of changes that came out from the big buckets the previous day. They sat in separate groups to do group work.</p> <p>The changes culled from the big bucket lists had been segregated under three sections namely the self, relationship and school management.</p> <p>The participants in groups were handed out three different sets of outcomes. They were asked to read each outcome and look for a set of tentative indicators that would show the outcomes were being included in the school agenda. "How will you make sure the outcome was being achieved in measurable terms?" the facilitator asked.</p>		
Session highlights Comments	<p>This was by far the most absorbing yet grueling task for the participants.</p> <p>Even when the outcomes were easy to understand to look for measurable indicators was a tough call.</p> <p>Again while it was easy to find indicators to measure an ongoing program, it wasn't as easy to measure behavioral changes in students or teachers.</p> <p>For example what would indicate that children were learning from their mistakes? That they were improving in their behavior not because they feared punishment but because they had actually learnt to make internal choices, weighing the pros and cons and developing a new standard for their behavior for themselves?</p> <p>Participants were expected to do deeper probing. This exercise helped them look at a problem threadbare, ensuring they don't come up with superfluous temporary measures to achieve a certain set of changes.</p>		

Brainstorming outcomes- Indicators

	Expected outcome from schools	Indicators
1.	Children to learn from their mistakes	<ul style="list-style-type: none"> • No of people/times owned up mistakes • Steps taken to address mistakes • Mistakes not repeated.
2.	Children to learn empathy and respect	<ul style="list-style-type: none"> • Examples of expressing feelings/emotional authentically across hierarchies • Individuals feeling that their opinion /voice is valued • Recognition of dissatisfaction and examples of initiatives taken to address these • No of students participating in classroom discussions
3.	Schools to build ownership	<ul style="list-style-type: none"> • No. of new initiatives taken • No of initiatives taken voluntarily • Examples of engaging all stakeholders taking initiatives to promote adolescent growth and learning
4.	Schools to teach constructive conflict resolution	<ul style="list-style-type: none"> • Frequency of problems/issues brought up • Solutions jointly explored • No of conflicts resolved • Approach used to resolve conflicts to build consensus/collaboration

Consolidation

Understanding the changing roles of schools and identifying the attributes of a learning environment in the school

- During the two day dialogue and deliberation all stakeholders present were equivocal about the changing role of the school to becoming more student-centric, adolescent friendly and holistically enabling.
- They agreed that since the schools provided a significant personal and social fifth space to its students it had to be a physically safe, emotionally secure and psychologically enabling.
- In order to be student-friendly the schools should engage support, participation and collaboration from all stakeholders - parents, teachers and management.
- To build a thriving learning environment, the schools need to recognize, encourage and support students' and teachers' growing capacities as learners.
- Students and teachers should be included in the decision making process to create more ownership for their own development

Developing indicators that can evaluate the structures and systems of schools in the light of values, beliefs and attitudes a learning environment should demonstrate

- A tentative framework with a list of indicators for what can be an enabling school environment for an adolescent can be a powerful tool to enhance learnability.
- Such a set of indicators can be very useful for developing appropriate systems and environments and replicating them as best practices.
- As a collaborative programming framework the indicators can lead to focused and greater resource allocations as per requirement for better education, staff training or infrastructural changes.
- Such a framework can serve as both a goal and a tool of quality improvement through localized self-assessment, planning, and management of various school level systems and programs.

How to take it forward

It was suggested that the indicators developed needed to be further fine-tuned and collated and Pravah took the responsibility of doing this with the help of some teachers who volunteered.

It was further decided to try and invite a number of Principals to share and discuss the list of indicators that emerged out of the two days to get their inputs.

Post that, it was planned that the list of indicators would be converted into a tool that could be used by schools to measure the efficacy of the initiatives they were undertaking to promote learnability.

DAY 3

1st May 2010

Synopsis

The final day of the consultation for changing schoolscape was a consolidation meeting aimed at opening a dialogue with the school principals.

- The day began with a couple of warm-up exercises. During the last game participants were asked to shut their eyes. They were given instructions to move in different directions. After awhile they were asked to stop and point at the door. “Are we pointing at the same direction?” asked the facilitator initiating the next event.
- This was followed by a short documentary on, “Active Citizenship”. Participants were asked to re-group and share “challenge stories” in promoting active citizenship. “Resistance to change” was the most common experience. To convince others was the biggest challenge. Fighting superstition was another.
- Participants played the game, “turn the tide”. They then formed groups to revisit the indicators.
- This was followed with a talk from Mr. Chiranjeev Kaul, former Principal of Sahyadri School Pune. The highlights of talk were as follows –
 - The reality of the present education system is that even when children are cramming and learning all the time (and perhaps scoring higher, academically), they are unable to retain very little of those lessons that have no connection with their life. Teachers, on the other hand, are condemned like Sisyphus, from the Greek mythology, to the eternal hard labor of pushing their pupils to new heights of learning.
 - The entrenching effect of this habitual forgetfulness and meaninglessness, rising from a lack of respect and a lackadaisical attitude, has gradually becoming the framework for life, deeply affecting the society as well.
 - Schools claim that their chief objective is to bring up “good human beings”. What is quite evident from the activities they pursue (and the way learning is inducted) is that they are simply pushing the academic agenda.
 - Instead of challenging this system most express vulnerability - “We are helpless” or pessimism “It is not easy to change the system.”
 - The truth is once we want to change, the path will automatically emerge. What is needed is faith.
 - Teachers must aim at helping their students to retain their learning. This will be possible only when they connect academic lessons to real life.
 - A student's relationship with his community will be strengthened only when his learnings connect him to the society. The society will also automatically change when a strong bond is established.
- The way to take the three day consultation towards a meaningful conclusion was deliberated upon. Pravah assured it will meet the principals and take the process forward.

- The open forum invited several interesting questions which were answered by Mr. Kaul.
 1. “Why are we not able to bring the required changes despite our wasted efforts?” asked a teacher.

It must be remembered that no effort is ever a waste. The first thing that needs to be seen is, “Are we learning from our mistakes?” There is a lesson to be gleaned from every effort- even an apparent failure. If shortcomings are converted to lessons learnt, there is growth. Sooner or later the right path emerges.

The next thing to be seen is, “Are we recognizing change?” It may not come the way we expected it to come. It may surface quite differently. So we need to recognize change.
 2. “What should be the right attitude for a student to contribute to the learning environment?” asked a student.

He should be curious and he should be respectful. By asking questions and reposing a certain faith and willingness to learn, students contribute to the positive environment of learning.
- A recapitulation of the two days of consultation followed.
- Teachers and students expressed their gratitude to Pravah for providing such a wonderful opportunity to brainstorm the significant ways of improving the learning environment of the school.
- Participants and teachers were felicitated on the occasion.
- The way to take the three day consultation towards a meaningful conclusion was deliberated upon. Pravah assured it will meet the principals and take the process forward.

Conclusion

The consultation had endeavored to bring together major stakeholders in the changing schoolscape, to deliberate upon and discover a path for enhanced learnability in their schools.

In this effort they had gone through a series of exercises that helped participants understand at an experiential level, the importance and the impact of change. They also discovered that effective and sustainable learning emanated from spaces that lay beyond the four walls of the classroom.

To enhance school learnability would therefore mean focused efforts by schools for creating positive spaces within the school environment and having measurable indicators to track the efficacy of their efforts.

The stakeholders' avid participation during the three day consultation made it amply clear that there was more than a consensus to usher in the required change. There was a palpable urgency to redesign the system to ensure that enhancing learnability is a critical area of focus in schools.

Pravah's efforts at initiating the process of dialogue and brainstorming, among the stakeholders, were much appreciated. Mr. Chiranjeet Kaul's inspiring speech helped the stakeholders understand the imperative need to reorient learning needs to connect the individual to the society, above all.

It was decided that the first sets of indicators derived at the consultation could be used to create a tool to measure this learnability quotient of a school.

Appendix A

List of teachers

Sno	Name	School	Phone	Email
1	Anju Sharma	Happy Days School	9098605484	
2	Neelam	Happy Days School	9425715015	
3	Abida Taj	Anglo Arabic Model School	9899333212	
4	Anjum	Anglo Arabic Model School		
5	Afsana	Anglo Arabic Model School	9910370823	
6	Mobina	Anglo Arabic Model School	01123216212	
7	Hima Bindu	AES ITO		
8	Kamrunisha	AES ITO	9871975412	
9	Preeti Singh	Ramjas School Pusa Road	9891144881	
10	Sheela Rao	St Pauls	26968984	
11	Shakunthala Ghosh	St Pauls		
12	Shistashi Hans	Ramjas Rk Puram		
13	Poonam	Ramjas Rk Puram	9818300856	
14	Mohamad Ghazanfar	Shafeeq memorial school	9811359859	
15	S. U Siddiqui	Shafeeq memorial school	9811641621	
16	MN Islam	Shafeeq memorial school	9015063757	
17	Vikas gupta	Shafeeq memorial school	9350662583	
18	Namita	Bharat National Public School	9810317238	
19	Philip	Bharat National	9810760793	

20	Nivedita Bose	Bluebells School	9810887749	
21	Amit Kumar	AES Janakpuri	9899045170	
22	Ethel Prashant	AES Janakpuri	9810897017	
23	Renu . D	APS Noida	9810638652	
24	Renu Patel	APS Noida	9891369567	
25	Siddhanth . P	Patang	9937330062	
26	Uttam Padam	Patang	09090169882	
27	Kavita M Prakash	Infinite Scope		
28	Ashok. A	Life skills teacher		

Appendix B

List of students

Sno	Name	School	Phone	Email
1	Rashi Goel	Fr Agnel		
2	Paromita Das	Fr Agnel		
3	Akshita Khullar	Fr Agnel		
4	Bhavika Malhotra	Fr Agnel		
5	Kanika Somani	Fr Agnel		
6	Iqro Jabeen	Anglo Arabic	23216212	
7	Mohammad Talha	Anglo Arabic		
8	Usama Shaqeel	Anglo Arabic		
9	Shardooli Mann	Sanskriti		
10	Neha Joshi	Sanskriti		
11	Nikhil Das	Sanskriti		
12	Vivek Venkat	Sanskriti		
13	Divya Varghese	Sanskriti		
14	Yogita	AES ITO		
15	Palak Dogra	AES ITO	23378656	
16	Salman Hussain	AES ITO	23236177	
17	Bharat Bhushan	AES ITO	9811047631	
18	Abdullah Khalid	AES ITO	9211613055	
19	Rohini Vijaya kumar	St Pauls	26968984	
20	Rajarshi Roy	St Pauls	26968984	
21	Shishti Mittal	St Pauls	26511725	
22	Rachita Garg	St Pauls		
23	Jenny S Jacob	St Pauls		
24	Divya Mittal	Ramjas	26183449	
25	Prachi Negi	Ramjas	9899245790	
26	Vaibhav	Ramjas	9953762216	

27	Abhishek	Ramjas	9868011211	
28	Upasana	Ramjas	9910991119	
29	Saim Siddiqui	Shafeeq memorial School	9811641621	
30	Shahnawaz	Shafeeq memorial School	9891052014	
31	Danish	Shafeeq memorial School	9910532313	
32	Shahzeb	Shafeeq memorial School	9213627981	
33	Mohammad Meher-e-alam	Shafeeq memorial School		
34	S Venkat	AES Janakpuri		
35	S Prerna	AES Janakpuri		
36	Rupali	AES Janakpuri		

Appendix C

Felicitated teachers

NAME		SCHOOL
Mamta Bhushan		BNPS
Asthana		BNPS
Shikha		Maxfort
Sunita Jain	Principal	Maxfort
Abha Sehgal	Principal	Sanskriti
Ruma		Sanskriti
Shivani		Sanskriti
Asha		AESPV
Amit Kumar Meena		AESPV
Natasha		AESPV
Susheela	Principal	AESPV
Ethel		AESJP
Amit Kumar		
Karuna		Dreams Infinite
Anita E	Principal	AES Janakpuri
Alka		Ryan
Arti		Ryan
Deepika		DPS In'puram
Santosh		BNPS
Ruchi		BNPS
Padmeshankar		AES PV
Hemalata		AES PV
Zafar		KVPV
Meena	Principal	Fbd
SU Siddiqui	Principal	Shafique Memorial
Durga	Principal	AES ITO

Appendix D

List of Indicators

INDICATORS OF LEARNING ENVIRONMENT			
S.No	Competency	Indicator	
1.	Self	<p>Self Awareness</p> <p>Ability to introspect and do self-analysis</p> <p>Ability to define and prioritize personal and professional goals</p> <p>Ability to prioritise work schedules (it doesn't really fit into self awareness, but doesn't fit anywhere else either)</p>	<p>Articulation of strengths, areas of improvement, personality traits etc</p> <p>Articulation of their goals/aims/vision</p> <p>Prioritized work plan in place</p>
		<p>Ability to learn from feedback</p> <p>Ability to learn from real life exposures/different sources</p> <p>Ability to review learnings</p>	<p>Frequency of modifications made based on feedback</p> <p>Articulation of learnings from feedback</p> <p>Analysis and demonstration of things learnt</p> <p>Variety in perspective on issues shared</p> <p>Diversity of issues brought in to discuss</p> <p>Examples of diverse ways of assessing students.(through field trips, visits etc)</p> <p>No of students responding positively to diverse learning sources.</p> <p>Frequency of reviews to monitor progress in learning plan</p>
		Ability to ask questions	<p>Frequency of questions asked proactively</p> <p>No and diversity of questions asked that led to building new perspective/ understanding</p>
		Ability to learn from mistakes	<p>No of people/times owned up mistakes</p> <p>Frequency of correction of mistake</p> <p>Mistakes not being repeated</p>
		<p>Ownership</p> <p>Ability to take initiatives</p> <p>Willingness to respond</p>	<p>No. of new initiatives taken voluntarily by different stakeholders teachers, students, parents, management to bring about a positive change</p> <p>No.of times responded to a stimulus to bring about change</p> <p>Completion of tasks without imposition</p>

		Ability to make the school a physically safe space	Decrease in complains of intended or unintended incidents of aggression Fewer incidents of destruction of physical property.
		Expression Ability to express freely	Examples of expressing feelings/emotions/opinions authentically
		Ability to negotiate	Frequency of opinion/ suggestions shared across hierarchies Instances of successful negotiation with rationale
2.	Relationships	Ability to engage with individuals from diverse backgrounds and abilities	Diversity in group composition during group work. Diversity in the range and scope of issues being brought up by different stakeholders Examples of successful group work Examples of cordial relationship between different stakeholders
		Ability to appreciate	No of times students appreciated for efforts No of times students punished for mistakes committed Sharing and celebration of individual milestones (birthdays etc)
		Ability to facilitate dialogue and consensus building	Frequency of problems/issues brought up Solutions jointly explored
		Ability to Build Agreement	No.of conflicts resolved Approach used to resolve conflicts being consensus/collaboration
		Ability to Empathize / Respect	Examples of expressing feelings/emotional authentically across hierarchies Individuals feeling that their opinion /voice is valued Examples of open communication across hierarchies. Listening patiently Co-creating solutions
3.	School Environment	Ability to introduce interventions that enable individuals to work on their self growth	No. of opportunities created for each student to participate in different activities No of students proactively participating in the activities

			<p>Spaces and time available for students and teachers to reflect and introspect</p> <p>No of leadership opportunities created by the school</p> <p>Systems in place to track behavioral changes.</p> <p>Examples of positive change in behaviour/attitudes</p> <p>Frequency of meetings to review and monitor progress in learning plan with stake holder.</p> <p>Process of self review systematised</p>
		Ability to create interventions that promote positive relationships between different stakeholders	<p>Co-creation/ shared vision</p> <p>No of times stakeholders contribution invited and recognised</p> <p>Structured spaces build within system where questions are invited/entertained</p> <p>Systems to identify and articulate changes required.</p> <p>Positive feedback by teachers on their work schedules</p> <p>360 degree feedback to students/teachers/management</p> <p>Decrease in no of cases of unresolved conflicts being brought up</p> <p>Examples and frequency of informal recreation spaces made available and avail systems in place for celebration of personal milestones</p> <p>Processes in place for joint decision making by different stakeholders</p> <p>Documentation of decisions with rationale</p>
		Ability to implement interventions	<p>Information made available on a range of career choices</p> <p>No of people participating in different networks</p> <p>Students and teachers feeling safe while commuting and in school</p> <p>No of innovations introduced in systems and practices to address changing needs</p> <p>Process in place for systemic evaluation</p> <p>Democratically elected leaders</p> <p>No of times management has responded to issues raised by stakeholders</p>

ABOUT PRAVAH

Pravah is an organization based in New Delhi, India that works with young people to impact issues of social justice through youth citizenship action. We became a registered organization in 1993. We work with adolescents and diverse groups like youth organizations and institutions working directly with young people.

After a decade of intensive work, we have expanded our portfolio to include teachers training, incubating new initiatives and facilitative work with other organizations working on youth development. Together with these partners we are currently advocating for youth development and citizenship action.

The Teacher Training intervention- The World is My Classroom (TWMC) facilitates school teachers to design and implement life skills and active citizenship curricula within the existing educational framework and links the process of education with social realities.

Educators Collective brings teachers and educators together to promote an exchange and dialogue on active citizenship issues.

The Teachers Resource Centre build in teachers and approach to citizenship issues and supports them to embed citizenship curricula within the school system.



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