



## **Role of educator training for a sustainable future**



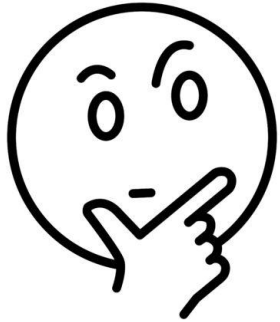
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# Brief:

## **The Role of Educator Training for a Sustainable Future"**

When we say the word 'education, what is it that comes to our minds? It is usually a string of images and feelings. When we prod this question further, we recall the terms, content, curriculum from your training and field of work. Many of us might even remember the vision and mission statement of our respective organisations. Having long years in service and exploration, education has certainly reached a point of retrospect and reconsideration. The investigators being the educators, who are one of the people engaged deeply in the field of education. In this talk, we will explore our learnings as educators and how we can use the best of our limited capabilities to participate in good education that is relevant, applicable, and sustainable.

Let us **ponder**:



- Use a piece of paper to make personal notes on the following triggers.
- Use very short answers and words.
- Each question should be attempted on a separate sheet.

**1. What is your understanding of "Education"?**

## **2. What is role of educators?**

**3. What is the role of the learners?**

**4. How does this relationship between educators and learners look like for you?**

**5. What do you understand under the concept of sustainable education?**





# Team up

With minimum chaos form teams of 3-5 people.  
Choose people who are physically closest to you.

**Discuss your answers now.**

*My school principal once said,*

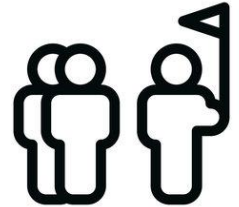
**A teacher is not the only teacher  
in the classroom.**



**Caught in the Title**

## Does your previous training defined an **Educator** as:

- I have to **'know it all'** or I must know more than my students in all aspects.
- I cannot be **wrong** about anything.
- If I don't teach **they don't learn**.
- I need to **punish** uncalled for behaviour, else it will send the wrong message.
- My job is to **complete** the **curriculum**.
- Follow protocols and rules laid down by the system **without question**.
- I **cannot apologise** to my students.



# 2021

## The future is already here.



*Is education ready,  
Updated, Personalised and Relevant ?*

Up Next in Future >>  
**Emotional Intelligence**

# Redefining an Educator

*Our role is closer to being a **behavioural psychologist** than you can imagine.*

We are **not judges**. Judgement is not a part of our profession.

We do not celebrate excellence, rather **celebrate good learning** and the act of **trying**.

We understand that **growth** is relative and **differently paced** for each individual.

Identifying **unique learning methods** for each student is what we do best.

We may not be experts, but we know how to **share** what we know really well.

**We care!**



EMPATHY

# Our **loyalty**

1. **First** to the **children** and **students**.

We are their guardians.

2. **Secondly**, to our **subject**. We must do justice to our subject by making it understood and loved.
3. **Third** comes our **institution** and employer.

# Educators

Humans who cherish learning and sharing.

We are counsellors, guides, mentors, experts  
and **we care** for students like no one else.



# Learners

Humans who cherish learning and sharing

**We try !**

# Sustainability



Growth | Pace | Balance | Co-Existence

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Consideration for Future



**Sustainable Future** is a byproduct of *active learning skills, ethics, care, sense of oneness, accountability* and *ownership* for local and global earth.

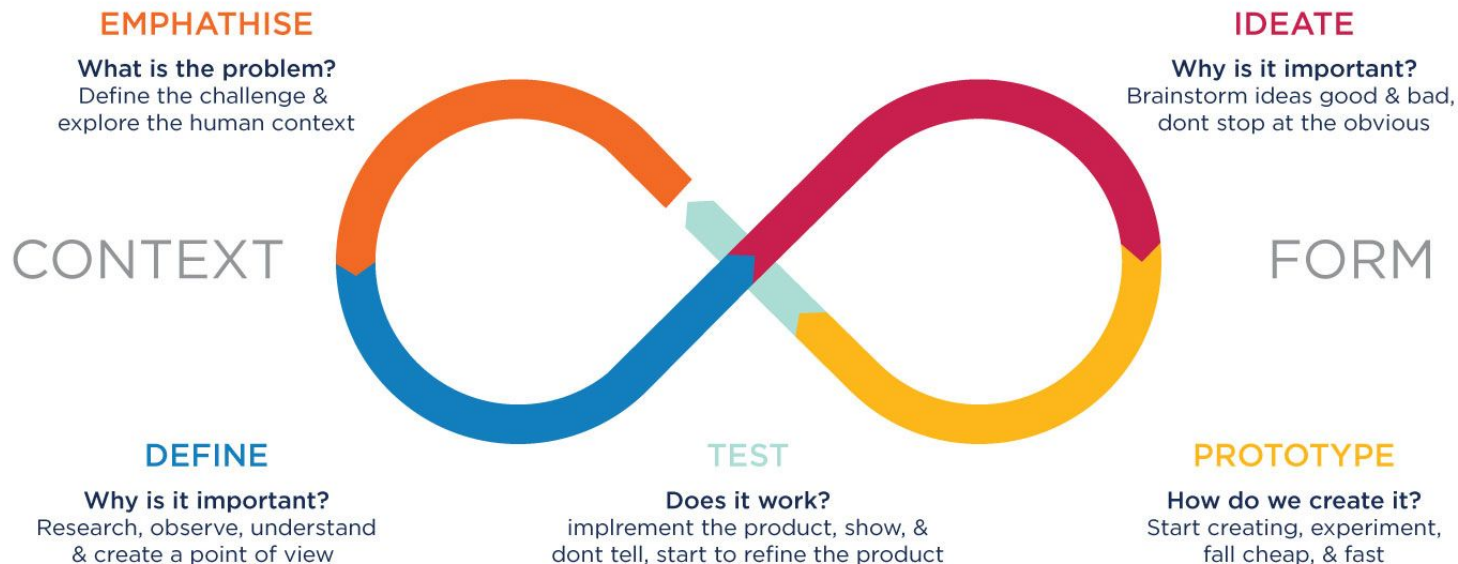
***So if we can take care of children and youth, the global state will take care of itself.***

**How do we achieve this?**

Don't solve  
**DESIGN**

# DESIGN THINKING

## A FRAMEWORK FOR INNOVATION





FEEL

*make sense of the  
situation*



IMAGINE

*explore creative  
ideas*



DO

*act to make the best  
of the situation*



SHARE

*share your message  
with the world*

\*Simplified variation by  
Kiran Bir Sethi  
Riverside School, Ahmedabad

**Let us put the act  
of Designing to test.**



## Task:

Each team must choose one **topic** and use design thinking method to come up with **good engaging content**.



# 1. FEEL

## Step 1

We are already very well versed with the '**feeling**' aspect of our domain, i.e. ***education***.

We are know our ***classrooms, the problems, the joy and the challenges*** we face everyday.

\*In Design since problem domain keeps changing, so a designer needs to undergo ***primary experiences*** as the ***first step***.



## 2. DEFINE - Setting the **Guides**

8 mins

### Step 2

As a team make a list of the most important **components** of a ***good learning*** session or a good education system.

### Step 3

As a team make a list of **criteria** you would like to **evaluate** the student on.

# Learning is **Playing**

Rules can be fun, just like football or cricket.

**Persona**

Temperament

**Exploration**

Hands on Testing and Trial

**Reflect**

Make Choices, Mistakes  
and ex

**Socialise**

Collaborate and observe  
how others react and solve

**Curiosity**

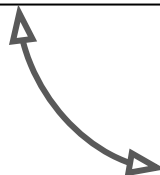
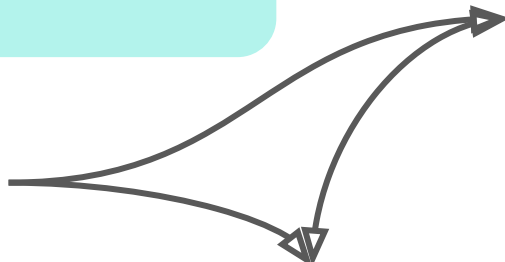
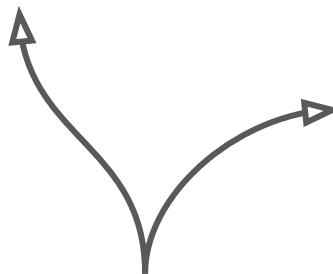
Interest and Introduction

**Ownership**

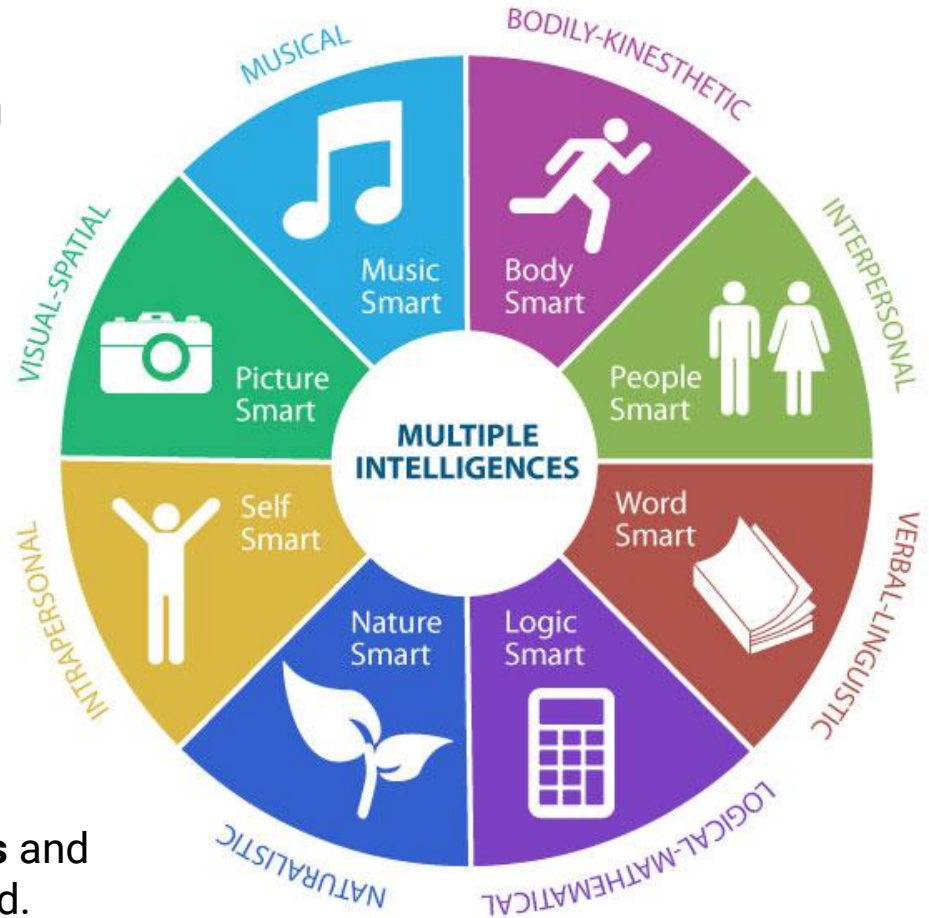
Option to choose, make  
mistakes with accountability

**Experience**

Journey and the Process



Develop and use criteria based on  
**Multiple Intelligences.**



\*This ensure a wider **spectrum of students** and their **underlying intelligences** get evaluated.



## 2. DEFINE - Problem Statement

1 mins

### Step 4

Problem Statement- **A quality session plan for a particular topic**

*Eg. Science session on Simple Machines for grade 4*

As a team decide which **topic** you wish to design.  
**Write it down in clear words.**

Let us concentrate on  
micro problems for now



*MACRO Problem - System Design*

*Eg. Redesigning better learning experience in your school.*

→ **A future challenge**



## 2. DEFINE - Setting the **Guides**

3 mins

### Step 5

Each person in the team notes down **3** most important **aspects** associated with the **topic** as per their understanding. **Discuss.**

Eg. Topic: *Simple Machines*: Make life Easier, Technical Terms, Hands on Experience, Measure and Read)

# DESIGN loves constraints.

The more **limitations** we have the more **effective** our design will be.

*Limitations provide us focus.*

*Therefore we can design regardless of the school and conditions we are working in.*





## 2. DEFINE **constraints**. *\*Revisit Steps 2-5*

4 mins

### Step 6

Team must note down **constraints** for the particular session.

#### Example:

- Time limit,
- Age group,
- Material & Mediums(art, words, dance, craft),
- Space (Hall, outdoor, Park. Classroom, Lab)
- Human resources required(Teacher, experts),
- Good education components to be used
- Focus Area & Objective to be frozen,
- Evaluation Criteria



### 3. Ideate - **Brainstorm**

8 mins

#### Step 7

#### Create combinations to find relationships between subjects

Simple Machines + Notebook (Identify, Observe, Draw and Label)

Simple Machines + Music (Play instruments and identify application of simple machines)

Simple Machines + Theatre (A play with characters as levers, screw, inclined plane)

Simple Machines + Storytelling (Create a meme)

Simple Machines + Maths (Measure, Take readings, Alter take readings)

*\*Teams must revisit Steps 1 - 3 to maintain focus on the key **objective** of the topic and include a hearty mix of **good learning practices**.*



### 3. Ideate - **Synthesise**

4 mins

#### Step 8

##### Create a session plan

**Topic:** Simple Machines - Levers

**Brief:** In 20 minutes identify all the levers you can find in the school. You must draw and label the object. Mention class of the lever, location, and its function. You may work alone or in a group but must not disturb any ongoing classes or activities). You will be displaying your findings to your peers for open feedback.

**Time:** 40 mins (20 min Exploration + 20 minutes sharing)

**Objective:** Observe, Identify, Draw, Find relationships, Drawing skills

**Material/Medium :** Paper, Sketch pens

**Good Practices:** Movement, Choice, Socialise, Observation, Curiosity, Art Integration, Communicate



### 3. Share - **Exponential Learning**

#### Step 9

Let students **display** and see each other's work and **comment**. They see tons of variations for the same problem that they tried to solve. They **self-evaluate** and this results in exponential learning and healthy competition.

#### Step 10

**Document** and **share** experiences with fellow teachers. This is a good practice as everyone will receive more ideas upon feedback and it beats reservations and cold environments.



### 3. Share - **Reflect and Document**

#### **Step 11**

Evaluate and save data on excel sheet (best on cloud for collaborative working with peers).

Keep a tab of the gaps, what worked, what did not work, feedback received and how to improve it for the next time.

#### **Step 12**

Share document for others to follow or take reference from.

Don't reinvent the wheel everytime but adopt and change as per requirement.

## Guiding thoughts:

1. **Each session** is a **small step** and learning is a slow process, do not have miraculous expectations.
2. Each session is a peek into the real world. Try that they **taste, smell, touch, hear, see, play, with knowledge**.
3. Choose **different learning objectives** each time to cover larger spectrum.
4. Have **long term and short term vision**. The small sessions must feed wholistic learning.
5. **Clearly mention the key expectation** for each exercise. As long as students fulfill the condition, they should be allowed freedom to think and act.

## Ponder time:

1. Where do you see a problem/obstacles when you think of this topic?



**2. What resources would you need to change something In  
your institution/approach to make it more sustainable?**



**3. What would be your next step?**

## **4. What is realistic?**

**5. What would be your ideal scenario with respect to sustainable education?**

-X-

Presentation is available on [www.gauravjuyal.com/resources](http://www.gauravjuyal.com/resources)