



Centre for
Education Innovation
& Action Research

*Initiative for
Excellence in
Teacher Education*



Winner of the UNESCO-King
Hamad Prize for Excellence in
the Use of ICTs in Education,
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KV Sanghatan ZIET Webinar Series:
Possible Options for Schools in the Present Constraints

17th June 2020

What can make school resilient,
and what should school resilience aim to achieve?

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South Asian Region:

Ours is a traditional society and we are also very populous
Youth account for 20% of population (comparable to Africa)

Traditional social hierarchies, social inequalities
Region has seen economic growth since the 1990s, but with significant persistent inequalities.

Teachers:

8. Among worlds' largest teaching corps. 7 million in India (primary and secondary)
9. Teacher Shortages: PTR is 34:1 (primary) and 29:1 (secondary) compared to global average of 18:1.
Vacancies and shortages particularly in SME
10. Professional qualification. India 88% in Govt vs 78% in Private;
11. Traditional education tends to be rote learning oriented
12. Important that we have made gains in the last two decades towards more active and child centred education.



Source: <https://study.com/academy/lesson/geography-of-southern-eastern-asia.html>

What is resilience?

Ability to cope with adversity and learn and grow in the process

What is a resilient school system?

Remain positive and optimistic

Retain focus on our educational vision and aims and important curricular goals

And take a problem solving approach

not try to do the same thing but adapt and change

Why be resilient?

Why not just close and wait for the pandemic to blow over?

Our school system

Mostly hierarchical and stratified

Including across private and government

- KVs are an important exception

Teachers are most important link in the system

BUT also the ones with least power and voice

New managerialism tends to use language of accountability

What teachers value is autonomy and professional identity

'school': as an institution

- A physical space
- A neighbourhood school?
- A boundary marking inside and outside
- Parents and community have limited access to and role in the school
- Parent-teacher association
- Relationship is managed and restricted
- Parental 'support' and 'cooperation' wanted BUT
- Curriculum is strongly 'framed'
- Pedagogic work in school happens through work of teacher
 - AND hidden curriculum of the school
 - AND peer group

What is a curriculum? An intentional plan to realise educational aims

How long does it take to realise educational aims?

6-14 years of a child? (RTE)

4 to 16 years (2+10 years of schooling)?

4 to 18 years (2+10+2 years of schooling)?

What are the sites where curricular aims are realised?

Classroom, Labs and workrooms,
Morning assembly, Playground

Field trips

What resources?

Textbooks, Maps, Labs, Library books,
ICT

Who is involved?

Peers, diversity in peers, Subject
teachers, Class teachers (pastoral
role), School head, Other visitors...

Parents...., Community...

Aiming for what?

Individual aims

Developing abilities: reading, writing, numeracy
Understanding of modern science, understanding of society
Developing skills of productive work
Empathy and working with others
Creativity and ability to realise ones' potential
Self confidence and autonomy

Social aims

Respecting others rights
Citizenship
Ability to reason and act autonomously
Social values
Equity
growth

Who decides?

Who has the authority to decide?

Parents/caregivers

state

Educational authorities

Teachers

Children themselves?

Education aims



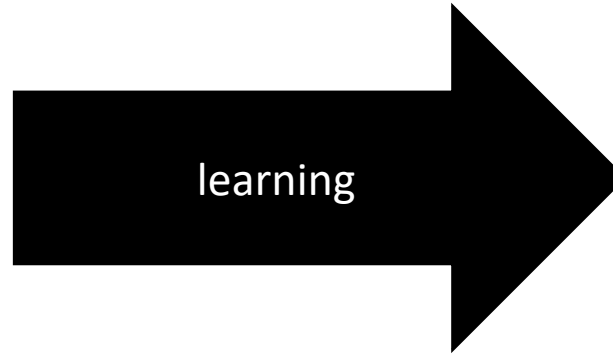
Education



Learning

What is learning?

I did not know
How to count
How to write a letter
How to say mother in Hindi
How to stand up in front of a group and express my opinion
Why leaves were green
Why the seasons change
How to prove that an equilateral triangle is also isosceles
That girls are as capable as boys and have equal rights.
That I can persist at difficult problems and learn to solve them
That I am quite good at History
That everyone has a right to their opinions



Now I know
How to count
How to write a letter
.....

* How does learning happen?
Role of the individual learner,
the teacher, parents, natural
settings, the school...
*(Why) do we need schools
for it?

What do schools do well and what they don't do so well

- Equalise/democratise opportunities and access to resources and knowledge/culture
- Provide varied peer group and opportunity for social learning and citizenship learning
- Give access to 'civilizational' culture
- Give access to social network (outside family and community)
- Set standards, norms and values of 'modernity'
- Engage with Knowledge rather than knowledge
- Assess, evaluate, certify
- Attend to individual differences and learning needs
- Ensure individual growth
- Ensure that learning is educative and not miseducative (experiencing indignity, failure)
- Provide width of curriculum
- Integrate rather than 'alienate' from community and local knowledge system
- Deal with 'hidden curriculum'
- Provide 'active' and 'engaging' learning

Schools educate through organisation, their structure and curriculum, the peer group they provide, continuity of engagement with learners and their parents and most importantly through the **work of their teachers**

Pre NCF

'transmission'
'banking'
Functional
Centralised and
textbook based

NCF and NCF period

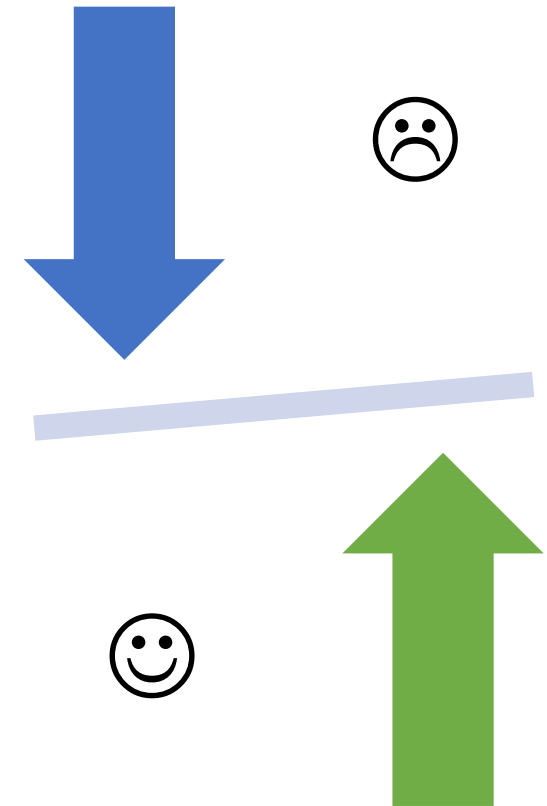
Education for ALL

Autonomy in learners
Active-interactive learning
Social learning & collaboration
inclusion
'local knowledge'
21st Century skills
More curricular decisions in
hands of teachers
Professional teacher

New Public Management:

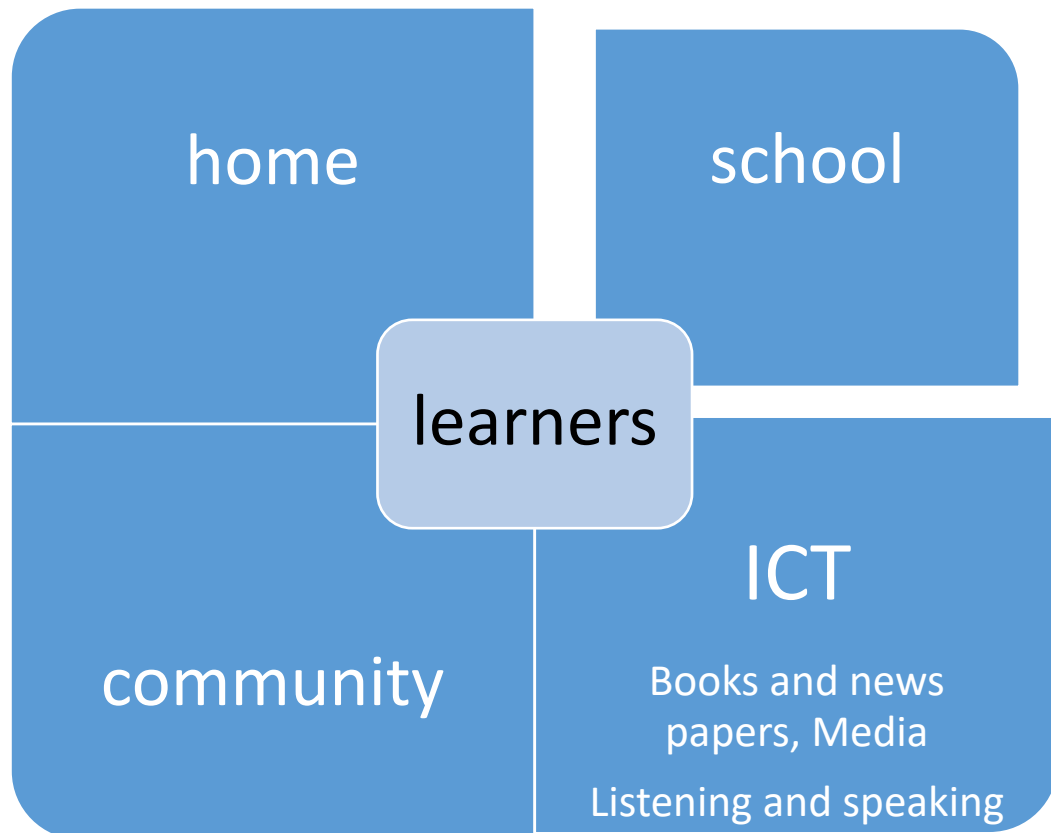
Testing based accountability systems
Technology controlled and driven
Micro managing and deskilling
teachers
Transmission based 'learning systems'

What should
resilience aim
for?



How can **schools** become resilient?
How can we make **education**
resilient?
('How can we make **learning** resilient?')

SCHOOL: Space and sites of education



Review and revise the curriculum

New pedagogies:

home involvement, local resources, authentic learning, autonomy and initiative in learning, problem solving approach, ICT for interaction and engagement with peers and teacher, for skills and consolidation

Keeping in mind what can happen at home with parental supervision.

Use ICT strategically with students/children to further **educational processes and goals.**

mantra

Interactive * Collaborative * Active * Authentic

Enhance authentic learning opportunities—soften the 'frame'; get students to look at and observe and learn from and about what is around.

Bookish focus WILL NOT WORK.

Will create stress and will create rote response

Teachers will need to become designers and create 'ethos' and 'motivation to stay engaged with learning'

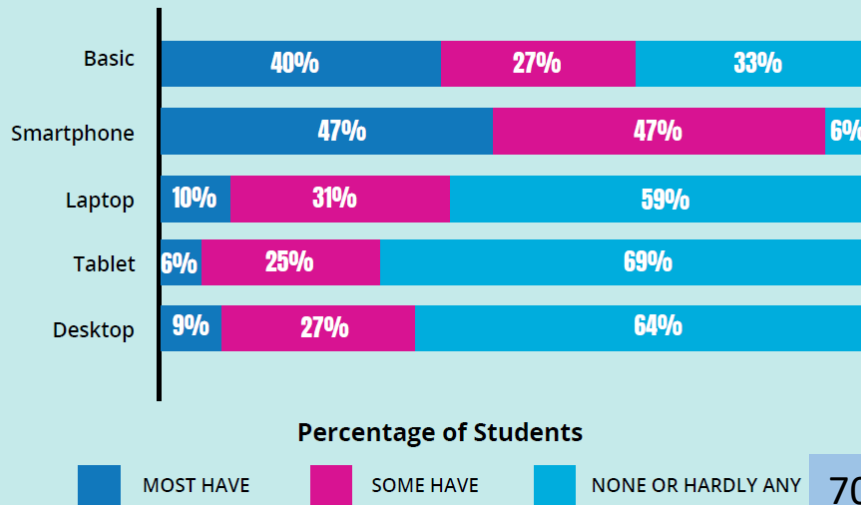
The end..... Or a new beginning?



Preparedness for ICT use in school education

access, power, devices, competences, resources (language and quality)

TEACHERS' PERCEPTION OF STUDENTS' ACCESS TO DEVICES (N=77)



TEACHER EDUCATOR CONTEXT

97%

Stable electricity

93%

Smartphone access

72%

Laptop access

76%

Data limit of more than 1 GB per day

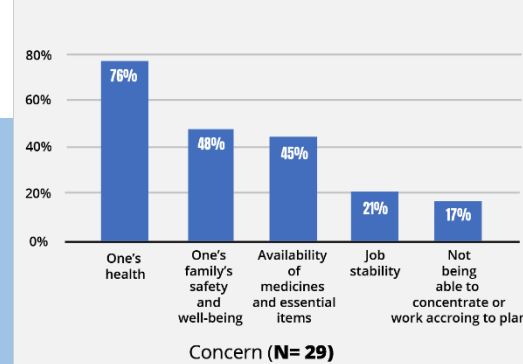
79%

Good internet connection (video streaming without interruption)

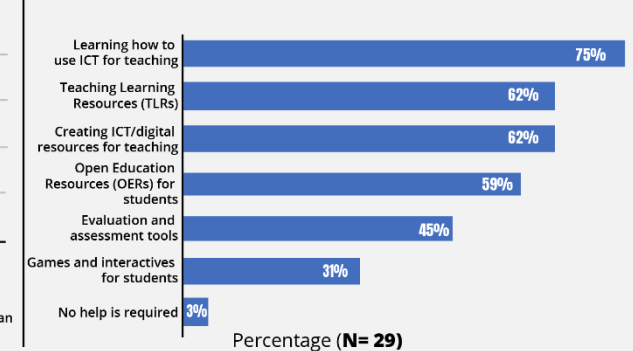
97%

Spend 2 or more hours per day online

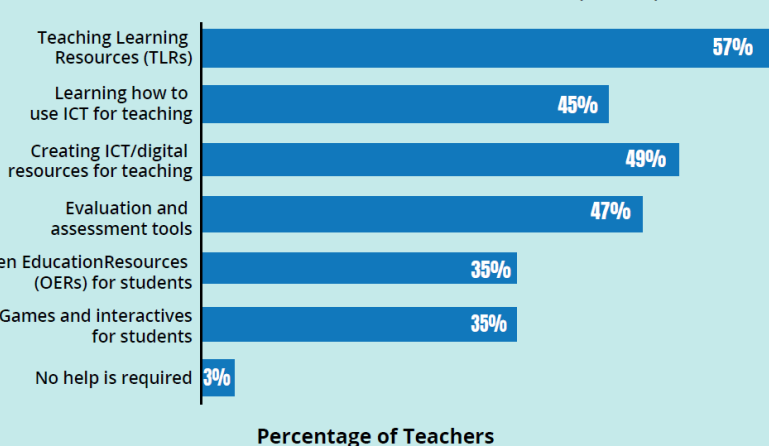
OVERALL CONCERNS OF TEACHER EDUCATORS



SUPPORT NEEDED FOR TEACHING DURING CURRENT PERIOD



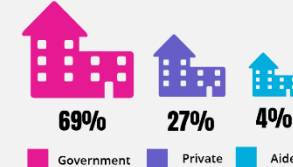
TEACHING SUPPORT NEEDED (N=77)



70% teachers had reached out to stay in touch with students using technology on their own. 30% private school teachers are concerned about job security. 60-70% teachers report anxiety (personal)

TEACHER EDUCATOR PROFILE

TYPE OF INSTITUTION



GENDER



CURRENT LOCATION

