

Transformative Education

When The Best Is Not Enough...



WITH SPECIAL FOCUS ON SERVICE LEARNING
6-8 September, 2014



7th International Roundtable



INTERNATIONAL
LITERACY DAY
8th September

TRANSFORMATIVE EDUCATION

When The Best Is Not Enough...



Dear Ed Leader:

The 'best' is nearly not enough. We need to increasingly distinguish between

Doing old things in old ways (traditional teacher led, class dynamic education) from

Doing old things in new ways (traditional education with a dash of inquiry, constructivism, multiple intelligences, cooperative learning, etc.), to

Doing new things in new ways (fundamental changes including the use of 'compete with yourself' ethics, etc.).

Transformation *Going from 'Best' to the 'Next'*

*If we want a new outcome, it is clear we need to do things differently, and we also need to do different things. But what are these **new and different** things, and where is the evidence that they work?*

What is the relative effectiveness of 130 plus educational interventions / factors that define good and not so good outcome from an education? What does international research and meta-analysis show in terms of effectiveness of these existing and new factors? What are the absolute NO's in education and what are the must do's? Hear from those involved in the world's largest meta-analysis of research on education!

How do we compare the 'best' and the 'next' set of practices and move forward trusting all these will improve our children's well-being, nurture their self-esteem and,

confidence, make learning more joyful and meaningful, and at the same time, boost academic outcome, the minimum goal of any 'good' school. Hear from individuals who have been leading change in their own countries, this despite the fact these countries have produced the best academic results!

Service Learning *The missing factor in schooling*

Service Learning that provides real-world learning experiences, according to research, is an important predictor of academic outcome, including student attachment to school, school engagement and motivation to learn.

On the 8th of September, our special guest, Madam Nurjahan Begum will speak. She took over from Dr Mohammed Yunus, upon his retirement, as the Head of Grameen Bank. She subsequently began to spearhead some of the most innovative education programmes and became the Managing Director of Grameen Shiksha.

Ed Leadership *You Are Invited!*

Join and share in the conversations that lead to change. Ed Leadership has always been about deliberate and directed discussions that create a better future for the world's children. Every school needs to aspire to do more than it currently does. This is because all children deserve the next, not just the best.

We invite your wholehearted participation.

A purpose-driven team along with

Sunita Gandhi, PhD

Convenor, Ed Leadership and Education We Want
Co-Founder, Council for Global Education, USA

www.EducationWeWant.org



Lighting of the Lamp



Dee Loftus, UK



Sharing Session



Innovation Awards



Views from the Floor



Time to work



Mikko Korhonen, Finland



Andre Roberfroid, Marite Roberfroid, Switzerland, and Lynne Lawrence, USA



It's Time for Cooperative Games



Making a Percussion Band, Together!



Panel Sessions



Time for Interaction



Fred Mednick, Teachers Without Borders

Confirmed **resource persons** include...



Pirjo koivula
FINLAND

School Based Innovations

Pirjo Koivula is currently the Counsellor of Education in The Finnish National Board of Education, in the Curriculum Development Unit. She has the main responsibility of developing the achievement of all learners, special needs and inclusive education on national level. She has helped in drafting the national legislation and has been responsible of introducing changes in the national core curriculum in the area of pupil support and inclusive education.



Dr Fred Madnick
USA

Next Beyond The Best

Dr. Fred Mednick is a professor at Johns Hopkins University's School of Education, where he teaches four online global courses for teachers. After more than 20 years as a teacher and principal, Dr. Mednick founded Teachers Without Borders (TWB) in 2000. Dr. Mednick has advocated for the direct connection between teacher professional development and global change. Teachers Without Borders has worked with the Clinton Global Initiative and received Ashoka's Champion of African Education award. Dr. Mednick has been a delegate at the prestigious Global Creative Leadership Summit four times, was Cisco Systems' guest at the Nobel Prize summit, and has consulted for the Commonwealth Ministers of Education as an advocate for teachers' voice.



Shaun Hawthorne
NEW ZEALAND

Factors that Create a Visible Change

Shaun Hawthorne joined the Visible Learning educational consultancy team in February 2014. Shaun has over 20 years experience in working in the secondary schooling sector in New Zealand, most recently as a deputy principal in a co-educational Y9-13 school in Auckland. Previously, Shaun has been the Head of two English departments and a member of the national executive of the New Zealand Association for Teachers of English (NZATE). Shaun holds a Doctor of Education degree specialising in effective practices in teaching writing.



Mari-Paauliina
FINLAND

PISA and Research Based Teaching and Learning

Mari-Paauliina Vainikainen is the Project Manager for the Centre For Educational Assessment, University of Helsinki, Finland. She holds a Masters in Psychology. As the project manager of the Centre she is committed to the further development of methods for assessing educational equity in Finnish schools and for ensuring that assessment results and research can be utilized in developing practices at school-level. She also work as the vice-NPM of Finland in PISA 2015, coordinating the assessment of collaborative problem-solving.



Dr Manu Kapur
SINGAPORE

Teaching and Learning

Dr Manu Kapur is a tenured Associate Professor of Curriculum, Teaching and Learning, and the Head of the Learning Sciences Lab (LSL) at the National Institute of Education (NIE) of Singapore. An engineer by bachelors training, Manu was a pre-university mathematics teacher for five years before receiving his doctorate in instructional technology and media from Teachers College, Columbia University in New York, where he also completed a Master of Science in Applied Statistics. He also has a Master of Education from the NIE. Early in his academic career, Manu directed a \$50m interactive and digital media R&D program at the Ministry of Education of Singapore to jumpstart research on interactive and digital media in education in Singapore.



Dr Biswaroop
Roy Chowdhury
INDIA

The Game of Mind to Cure the Body

Dr Biswaroop Roy Chowdhury, a prodigy in memory enhancement techniques, holds two Guinness World Records for Mind and Body. He has authored more than 25 books on mind and body. His biography is included in 'Who's Who in the World, 2013 Edition'. He has specialization in 'The China Study' from Cornell University, USA, and Certification in Raw Nutrition from Mint Culinary School, Vietnam. Dr Biswaroop Roy Chowdhury is an internationally acclaimed memory trainer. He has conducted more than 2000 memory seminars and workshops nationally and internationally addressing over 10 lakh audience.



Bob Baratta-Lorton
USA

Involving Every Child

Bob Baratta-Lorton and his wife Mary are the co-founders and chief curriculum developers of the Center for Innovation in Education, a not-for-profit organization, whose purpose is to create a curriculum in reading and mathematics for elementary school children of all socioeconomic backgrounds. The Center's core belief, around which its curriculum is created, is that all children can learn and that every child matters. The curriculum developed by Bob and Mary's Center aims at achieving learning success for every child in every classroom, with no exceptions.



Louka Parry
AUSTRALIA

Making a Difference

Louka is principal of Mimili Anangu School in the Far Northwest of South Australia. Louka arrived at Mimili in 2009 as a new graduate teacher and through commitment and determination became the Principal in 2013. With a huge focus on integrating the demands of the Australian education system with the realities of life for his students, Louka has led an incredible team in Mimili that is seeing improved results for students living in very challenging conditions. In 2012 Louka was awarded the South Australian Inspirational Secondary Teacher of the Year and in 2013 was a keynote speaker at the Social Ventures Australia Great Teachers in Tough Schools Conference and the NARIS Leaders' Conference for the National Alliance for Remote Indigenous Schools.



Gwyneth Hughes
UK

Lifelong and Comparative Education

Gwyneth Hughes is Reader in Higher Education at the Institute of Education, London where she teaches on Masters programmes in Education and supervises doctoral students. She is leading a 3 year research project: Assessment Careers: learning pathways through assessment (www.ioe.ac.uk/assessmentcareers). She is on the editorial board for the journal London Review of Education. She has published widely on learning and teaching in Higher Education. Her book Ipsative Assessment: Motivation through marking progress is recently published by Palgrave Macmillan.



Alok Ranjan
INDIA

Adult Literacy in India

Alok Ranjan has over 30 years of experience in administrative services. A Delhi University student and an alumnus of IIM(A), Alok Ranjan belongs to the 1978 batch of the IAS. Having started his career as the District Magistrate and Collector of Ghazipur, he went on to occupy managerial positions at the UP Spinning Mills. This was followed by stints in sectors as varied as Municipality, Education, Finance, Agriculture and Technical and Vocational Education. Alok Ranjan served as Secretary to Chief Minister from 1998 to 2002. Currently working as the Principal Secretary, Urban Development and Environment, Uttar Pradesh, he has also authored books such as 'The Collector Today' and 'Towards Adult Literacy in India.'



Prof. Geeta Kingdon
UK

Education Policy and Reform

Geeta Kingdon an advisor on government policy in education. She is Professor of Education and International Development at the Institute of Education, London University, and was until recently, a Research Fellow at the Department of Economics, University of Oxford. She lectures in Development Economics and her research interests include Economics of Education, Labour Economics and the Economics of Happiness, mostly in countries of South Asia and Africa. Her work is based on micro-econometric analysis of survey data and has resulted in more than 40 papers in peer reviewed Economics and Development Economics journals. She is on the Editorial Board of academic journals and does extensive academic refereeing as well as advisory work for governments and donor agencies.



Dr Sunita Gandhi
INDIA

Education with a Vision

Dr Sunita Gandhi is Founder, Council for Global Education, USA, Dignity, Education Vision International, India, and the Education Society of Iceland (Islensku menntasamtökin ses). She has travelled to some 38 countries and studied their education systems. She came back to India recently after 26 years overseas with a Ph.D. in Physics from Cambridge University, UK, a ten-year tenure as an Economist at the World Bank in Washington, D.C., USA, where she was selected as a Young Professional, and after having established Iceland's first two charter schools and an experimental school in the Czech Republic. Dr Gandhi was invited to Finland last year in April 2013 as the Keynote Speaker to Finland's Annual Educator's Conference organised by the Finnish National Board of Education. In India, among other things, Dr Gandhi serves as Honorary Chief Academic Advisor of her parents-run City Montessori School, Lucknow.

L!teracy a global dream

SPECIAL GUEST



Kiran Bedi is an Indian social activist and a retired Indian Police Service (IPS) officer. She joined the police service in 1972 and became the first woman officer in the IPS. Her expertise includes more than 35 years of creative and reformative policing and prison management. She worked with the United Nations in New York as the Police Advisor to the Secretary General, in the Department of Peace Keeping Operations. She represented India in International forums on crime prevention, drug abuse, police and prison reforms and women's issues. She is a recipient of the prestigious Ramon Magsaysay Award. She is the founder of two NGOs, Navjyoti and India Vision Foundation, which reach out to thousands of underserved children, women and men in the areas of education, vocational skills, environment, counseling, and health care to the urban and rural poor, including prisoners and policemen's children.

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Nurjahan Begum is currently the Managing Director at Grameen Shiksha (Education). Mrs Begum served as Acting Managing Director of Grameen Bank following the retirement of Dr Muhammad Yunus. She was also the First Principal of Grameen Bank Training Institute. She was one of the earliest associates of Professor Muhammad Yunus, when the latter started the Grameen Bank Project in 1976, in the village Jobra in Chittagong district of Bangladesh. She participated in the Fortune Most Powerful Women Summit held in Los Angeles in 2007 and was also the President of the Foundation for Justice prize-giving ceremony held in Valencia, Spain, in 2007.

She was awarded the Susan M. Davis Lifetime Achievement Award in 2008 by the Grameen Foundation. She was also awarded World Summit Millennium Development Goals Award, 2009, and the Vision Award, 2009. Mrs. Begum studied Bangla Literature and Culture at Chittagong University.

WHAT IS YOUR SCHOOL'S SHARE?

Tentative Programme

Delegates are requested to arrive on September 5th and leave after the programme on the 8th of September. Programme begins each day at 8 am and ends at 6 pm on Day 1 and Day 2. Site seeing on Day 3 is after the official programme ends at 5 pm. Chikan and other local handicrafts will be made available at the venue itself.

DAY 1 6th September, 2014

Theme 1 — *Changes education needs based on worldwide research and evidence*

So many factors we think are responsible for better learning have been challenged by the world's largest meta-analysis: repetition, ability-grouping, differentiation at the level of a table, etc. What are the factors that have the highest impact on learning?

Theme 2A — *Case study of Finland (what has worked and what hasn't)*

Hear experts from Finland share their success story of educating children of diverse cultures and socio-economic backgrounds.

Theme 2B — *Case study of Singapore (what has worked and what hasn't)*

Hear experts from Singapore share their success story of educating children of diverse cultures and socio-economic backgrounds.

Theme 2C — *Case study of Australia (what has worked and what hasn't)*

Hear experts from Canada and Australia share their success stories of educating children of diverse cultures and socio-economic backgrounds.

DAY 2 7th September, 2014

Theme 3 — *New approaches to teaching and learning*

Experts share their pedagogical innovations which have brought about a revolution in the way education is imparted and perceived. Be a part of the change you want to see in education.

Theme 4 — *Next beyond the best*

What lies ahead for education systems that have already surpassed the benchmarks they set for themselves? Is there really a 'best' education system? Experts from countries whose children have topped the world discuss what lies ahead of them.

Theme 5 — *A broader, bolder education*

Experts vouch for a no-holds-barred and never-seen-before teaching methodology to herald a worldwide revolution in education that is the need of the hour. Educators elaborate on the need for a broader bolder system of education.

Theme 6 — *Literacy and education*

Filling in the blanks between literacy and education. Out of the box thinking for the advent of a literacy revolution.

DAY 3 8th September, 2014

Theme 7 — *Service Learning, the missing component in education*

What is the connection between service learning, academic improvement and life skills development?

Theme 8 — *Proactive government and other initiatives and successes*

Cutting edge work being done nationally and internationally to usher in education.

Theme 9 — *Launch of 'Have a Heart for Literacy' Campaign and the Global Dream Curriculum*

Keynote session and launch of the campaign by **Mrs Nurjahan Begum, Managing Director, Grameen Shiksha, Bangladesh**

Theme 10 — *FELLOWSHIPS AND AWARDS CEREMONY*

Innovation-in-Process
Fellowships and Awards will be given to over 100 individuals involved in bringing about change through their innovative ideas and work in education.

Individuals can apply on Day 1 & 2 of the Roundtable and an independent jury appointed from attending Principals will select the Fellows based on their ideas for change.

APPLY FOR INNOVATION-IN-PROCESS FELLOWSHIPS

MORE THAN 200 SCHOOLS have been awarded IIP Fellowships in the last four years.

Fellowships and Awards are our way of saying thank you for being part of the change process so urgently needed in education today!


- Innovation-In-Process Fellowships encourage the implementation of a wide array of innovative ideas and serve as catalyst to build momentum towards the improvement of education.
- Fellowships are given for an idea that is yet to be implemented. The idea may be simple but one you feel will have an impact, improve the way we do education and / or simply inspire children. Given the urgency of the need for reform, **we must initiate change at all levels: from top-down policy to the bottom-up grassroots levels.**
- Upon completion of implementation of the Trial or their own ideas, Fellows are expected to produce documentation including anecdotal, qualitative and quantitative data, videos, PPTs and other ways in which impact can be established. Upon submission of this documentation (guidelines are provided), Fellows become automatically eligible for the Education Innovator Awards. Other awards are given for outstanding contribution to development.

THIS YEAR'S THEMES INCLUDE

- ⊙ Changes education needs based on worldwide research and evidence
- ⊙ Case studies of success around the globe (what works and what doesn't)
- ⊙ New approaches to teaching and learning
- ⊙ Next beyond the best
- ⊙ A broader bolder education
- ⊙ An outstanding education of the underprivileged



Education We Want Fellowships and Awards are our way of saying thank you for being part of the change process so urgently needed in education today! EdWW Fellowships and Awards are dedicated to Drs Jagdish and Bharti Gandhi, Co-Founders, City Montessori School, Lucknow, for their lifelong contribution to education for world citizenship, spreading the message of 'Jai Jagat' to far corners of the world.



The roundtable answered all queries a teacher is faced with when dealing with her class. The workshop provided me with a new working direction. I feel that the corner that was empty in my heart is now filled with the valuable thoughts of the resource persons.

Monika Agarwal, Meerut Public School, Meerut

It is an important platform for principals and policy-makers as well as teachers to consult, share and come up with new ideas and innovations to create a new world for education in the 21st century. Congratulations to Dr. Gandhi and her team.

Jiba Nath Aryal, Malpi International School, Kathmandu, Nepal

It is wonderful to be here amidst leaders who are engaged in the sacred field of 'Shiksha'.

Alok Kumar Mohanty, Pushpdeep International School, Khategaon, M.P.

I am very impressed with the policy of global unity and the value of spiritual power to be imbibed in every individual.

W.Basco Eraiyambu, Little Flower School, Sathyamanglam, Tamil Nadu

F E E D B A C K

Being new to the education field, I was hoping to derive the right confidence and knowledge from the renowned speakers at this conference. I'm glad that this purpose has been achieved.

Vikas Madnani, Creative Minds Pre School, Neemuch, M.P.

Really amazed by hands-on learning techniques and activity-based project work on display in the exhibit area.

Deepti Sharma, Pragyan Public School, Jewar, U.P.

The conference gave me a whole lot of new ideas and innovations to implement in my school.

Anju Mariwala, J.B Academy, Faizabad

Through this conference, I got to know the importance of universal values in making the students more humble, tolerant and productive.

Anil Sharma, Delhi Public School, Jhunjhunu, Rajasthan

The seminar was informative, knowledge-oriented and very interactive. Also, the hospitality was overwhelming.

Sadhana Tiwari, Jingle Bells School, U.P.

I extend my heartfelt thanks to the entire team of Ed Leadership for providing educators with such a huge platform to exchange ideas and move ahead in a new, shared direction.

Asis Kumar Ghosh, Pranabananda Vidyamandir, Assam

The strategies discussed here are very informative and out-of-the-box. It was a delight being here.

Tulsi Dhara, Le' Cole Du Monde, Lucknow

The execution of the workshop with regard to time management and convening was flawless and smooth.

Krishna Kumari, Delhi Public School, Lucknow





Children as Teachers



Participatory Learning



Joyful Learning

Some Presenters from Past Roundtables

Multiple Intelligences and five minds theory



Prof. Howard Gardner
US

Cosmic education for new the millennium



Mr Mathew Rich and Ms Anneke Tolsma
South Africa and the Netherlands

Beyond observation



Ms Meher Van Groenou
USA

Health



Dr Nita Gandhi Forouhi
UK

Multi age classrooms



Ms Indu Eisenberg
Germany

Teaching life skills



Ms Rina Ray, IAS
India

Creative and thinking classroom



Ms Stella Fernandez
Singapore

Science



Mr K K Chatterjee
India

Global education



Dr Robert J Saunders
USA

English



Andy Harvey
UK

Human psychology



Dr Branton Shearer
USA

Hands-on mathematics



Mr Jose Paul
India

Students *Leading Change*

Service *A Missing Focus in Our Schools*

An essential part of education of a child is his / her preparedness for service. Service is a way of life, and distinct and different from charity. Many schools and curriculums across the world incorporate Service Learning. The International Baccalaureate has the Creativity, Action, Service (CAS) component. Service requires students to understand their capacity to make a meaningful contribution to their community and society. Through Service, students develop and apply personal and social skills in real-life situations involving decision-making, problem solving, initiative, responsibility, and accountability for their actions.

Service Learning

A High Correlation to Academic Gain

Individual elements of quality service-learning that involve real-life situations have been linked to academic outcomes. For example, students who participate in interaction with the community, are more apt to attain high grades, stay engaged in school, and remain committed to class work than others.*

YOUTH *An Untapped Resource*

It is well-known that children and youth are idealistic. When their idealism is directed, they are able to accomplish much more than we can ever expect. Service Learning feeds youth idealism. All children have a desire to serve and all children must be exposed to opportunities to serve from the earliest ages.



**GLOBAL
DREAM**

Ways to Participate

- Literacy SUPW Campaign *by Children for Illiterate Children and Adults*
- Literacy Labs / Dream Lab Schools *at Schools*
- One Teacher Schools *Anyone, Anywhere, Right Now!*



The programme has created beautiful opportunities, like taking a woman who'd never gone to school through a booklet for half an hour, after which she's already begun to read a few words and her face beams with accomplishment and self-worth.

The joy that you see when a person finally can read words for themselves is wonderful. It might take only one or two months to give someone a gift that will continue paying off for the rest of their lives. Who wouldn't want to give that gift?

**Jonathan and Rose H,
Nai Basti**



Komal, Class X, with her learner.

"Give someone a break...

HAVE A HEART FOR LITERACY!"

www.GlobalDream.guru

* Scales, Blyth, Berkas, & Kielsmeier, 2000; Billig, Root, & Jesse, 2005; Meyer, Billig, & Hofschire, 2004.

EACH ONE REACH AND TEACH AT LEAST ONE CAMPAIGN A PERFECT SUPW PROJECT

 **GLOBAL DREAM**
Leave no one behind

In the first week of launch of this exciting campaign, over 150 schools and nearly 60,000 children of Lucknow had made the commitment to reach out to at least one child or adult who is presently illiterate and teach him / her to read during the summer break in May / June 2014.

The Global Dream Reading Toolkit is designed such that anyone, even a Class III child, can mentor another child or an adult, for example, a domestic worker, and teach him or her to read.

It was amazing to witness the enthusiasm of the youth and their schools embracing the Global Dream Campaign with the following observations:

1. The youth are eager to find opportunities to serve.
2. They specially like initiatives that allow them to be a teacher and lead.
3. The Global Dream program has the potential to tap into youth power to make India literate faster than any other program, government or non-government.
4. Children learn more life skills and values through this program, than they would learn through a year's worth of **other school-based efforts through Socially Useful and Productive Work (SUPW) and Moral Education periods.**

The learning sessions are 15-20 minute short, which any child can afford to spend. Almost any person (the learner), with a zero in knowledge of the alphabet, can begin to read a newspaper within 30 sessions of 15-20 minutes each, or a total time investment of some 10-15 hours over a month. There is no quicker programme for teaching a person to read.

The children in Lucknow used their summer break but it is possible to make this a three to six month SUPW project. The toolkit includes two short booklets, cutouts of letters and pictures, a pre- and post-test sheet and a cover letter which explains the process. Every child who becomes a

mentor is expected to create and maintain a portfolio of his / her work with the learner and combine suggested methods with their own creative ideas. Upon completion of the project, children receive a certificate as 'Leaders of Change.'

Both the mentors and the learners gain enormously from such a process, while at the same time contribute in a profound way to the welfare of society.

Children can take up further modules that include writing, numeracy and English up to Class III level, followed by materials up to Class V proficiency. Learners are motivated to attend school as soon as their circumstances allow them to.

ACROSS INDIA

Within one month of the launch of the programme in Hindi, the Reading Toolkit was finalized for Marathi, English, Urdu and Bengali. Work has also begun on Kannar, Telugu, Tamil, Gujarati and Oriya. Other Indian language versions are being planned. Commitments have been made to make 1 lakh literate in Pune and Kanpur. More and more schools have begun to join the campaign throughout India.

INTERNATIONAL LAUNCH

International Literacy Day will also be the day that Global Dream will be launched internationally for Africa, Asia and South America.



Global Dream Literacy Lab at City International School, Lucknow



VENUE

World Unity Convention Centre
CMS, LDA Campus, Kanpur Road, Lucknow

REGISTER

Fill out the Registration Form attached, register online on www.EducationWeWant.org, or sms **EDUCATION** to **58888**.
For further queries, call or email Conference Secretary, Anam Zaidi, anamzaidi@globalmail.in, M: 740 840 1000.

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9235 6200 13 / 14 / 15 sms **EDUCATION** to **58888**
abcd@GlobalClassroom.in www.GlobalClassroom.in



www.EducationWeWant.org

A non-profit initiative of
 **GLOBAL CLASSROOM**
Leading change in education...

WHO MAY PARTICIPATE?

As this is a decision-maker's forum, up to three School Heads (School Founders, Principals, Vice Principals and Incharges) from a school may participate.

FEE PER DELEGATE FOR ALL 3 DAYS COVERS

| | |
|--|-----------------|
| Registration + All Meals + Tea / Coffee, Conference Binder + Certificates | ₹ 4500/- |
|--|-----------------|

Pay on-line on www.EducationWeWant.org or by Demand Draft in favour of '**NURTURE INTERNATIONAL WELFARE SOCIETY**', payable at Lucknow. The payments are 80G tax-deductible. Ed Leadership is a non-profit initiative.

In-house accommodation at the World Unity Convention Center is available for ₹ 2000 / per person for the entire duration. It is on a shared basis of up to a maximum of three persons per room. You are welcome to arrive a previous night and leave a day later, if necessary, at no extra cost and with all meals

included. As rooms are limited, please register immediately.

A list of hotels is provided on: www.EducationWeWant.org.

All participants will be warmly welcomed. Kindly provide your arrival and departure details on the EdWW