

Teacher

THE PROFESSIONAL DEVELOPMENT COMMUNITY FOR EDUCATORS

Volume 14, number 1, January-March 2020



**Using project work
to enhance learning**

Fun with grammar

**Supporting examination
reform in Nepal**

**Student leadership:
why is it important and
how do we support it**

**Fostering educational
inclusion: reality far
removed from policy**

**Conceptions and
factors associated
with effective school
leadership**

Teacher

THE PROFESSIONAL DEVELOPMENT COMMUNITY FOR EDUCATORS

Teacher India is a quarterly print magazine for school leaders and teachers developed by the Australian Council for Educational Research (ACER)



SUBSCRIBE NOW

Annual institutional subscription	₹ 900
Two-year institutional subscription	₹ 1700
Three-year institutional subscription	₹ 2500
Two-year individual subscription	₹ 1200

For teachers, by teachers

- ✓ Bridges the gap between education research, policy, and practice.
- ✓ Showcases innovative school interventions and practices.
- ✓ Provides teaching resources for tackling modern classroom challenges.
- ✓ Includes contributions from international and national education experts and practitioners.



Contributions:
anannya.chakraborty@acer.org



Subscriptions:
subscribe.india@acer.org



Phone:
+91 11 41097433

Australian Council for Educational Research (India)



PUBLISHER



Australian Council for Educational Research

EDITOR Amit Kaushik

PRODUCTION

Editing: Anannya Chakraborty

Design: Hemang Mehta

CONTRIBUTIONS

Email: anannya.chakraborty@acer.org

SUBSCRIPTIONS

Email: subscribe.india@acer.org

ADVERTISING

Email: sales.india@acer.org

ACER India

Corporate Communications
C-3, Block C, Qutub Hotel,
Shaheed Jeet Singh Marg,
New Delhi 110 016
Phone: +91 11 41097433
Website: www.acer.org/in



Cover photo © Shutterstock

All reasonable attempts have been made to trace copyright holders of material published. Material contained in **Teacher** is protected under the Australian Commonwealth Copyright Act 1968, the Indian Copyright Act 1957 and internationally through the Berne Convention for the Protection of Literary and Artistic Works. No material may be reproduced wholly or in part without written consent from the copyright holders. The views expressed in this publication are not necessarily those of the Publisher or Editor. The Editor reserves the right to edit, abridge or otherwise alter articles for publication. All photographs have been published on the understanding that appropriate compliance with privacy legislation has been obtained.

REGULARS

44 News

40 Education & development

COLUMNISTS

04 Student leadership: why is it important and how do we support it?

08 Are the rights of children in conflict with the rights and entitlements of school teachers?

FEATURES

TEACHING & LEARNING

14 Using project work to enhance learning

23 Fostering educational inclusion: reality far removed from policy

30 Fun with grammar

ASSESSMENT

23 Supporting examination reform in Nepal



IN THIS EDITION

Amy Lightfoot talks about student leadership, Vimala Ramachandran discusses the challenges of ensuring that all children learn, Divya Kapoor focuses on project-based learning, and Beena Anil shares an English language grammar activity. In addition, Mee Young Han describes examination reform in Nepal. We have introduced three new sections in this Edition – book excerpt, quiz, and



23

INTEGRATING ICT I & 2

34 Mobile phones in the classroom

35 Digital resources

LEADERSHIP

20 Conceptions and factors associated with effective school leadership

TIME OUT

36 How good is your world geography knowledge?

40 Re-examining participatory approaches in education



26

letters to the Editor. We continue our partnership with the British Council and much more in this edition of **Teacher**. **T**



Student leadership: why is it important and how do we support it?

TEACHERS AND OTHER EDUCATORS CAN PLAY AN IMPORTANT ROLE IN HELPING YOUNG PEOPLE TO REALISE THEIR AMBITIONS AND TO HONE THEIR LEADERSHIP SKILLS. **AMY LIGHTFOOT** EXPLAINS HOW.

Malala Yousafzai and Greta Thunberg are household names around the world. Two young women who – in different ways – have used their right to education to highlight critically important global issues. There can be no doubt that these two individuals are leaders – they are leading thoughts and action not only for people from their own generation but for countless others across many countries, to achieve shared goals for making the world a better place.

It would be unrealistic to expect that all young people can achieve the same as Malala and Greta; however, there are some important lessons that can be learned from the work that they have done. First, we mustn't underestimate what young people are capable of doing – whether they are from a small village in rural South Asia or a city in Europe. Second, both girls and boys need support to develop their skills including leadership qualities. Too often, boys are given preference either directly or indirectly for leadership roles. Girls may need more encouragement to come forward, especially in contexts where male leaders dominate in the wider society. Thirdly, teachers and other educators can play an important role in helping young people to realise their ambitions and to hone their skills in this area.

There are countless books, podcasts, and TED talks that describe the qualities of 'a good leader', many of which can be applied to young people just as they can to politicians or those managing organisations – perhaps the more typical 'leaders' that we can identify. One interesting project led by Kouzes and Posner focuses specifically on student leadership, and suggests '... five practices of exemplary leadership that are common when leaders are able to make extraordinary things happen.' These practices are: a) modelling the way; b) inspiring a shared vision; c) challenging the process; d) enabling others to act; and e) encouraging the heart. If you take a moment to reflect on the leadership that either Malala

or Greta have shown, it's quite easy to see how these principles can be exemplified.

A further way of describing leadership is to consider the qualities that leaders display. These often include the ability to listen to others, to empathise, to control or manage emotions appropriately, to remain positive, to stay motivated in order to achieve what they set out to do, and to collaborate effectively with others. Less effective leaders have been shown to be too controlling, to refuse help or neglect to seek out others' opinions and ideas, and to lack resilience when faced with obstacles or challenges. All of us will demonstrate each of these characteristics at different times in our lives – both the positive and the negative: the trick is to see how we can cultivate the positive aspects while managing the temptation to default to the negative ones, both for ourselves and our students.

It is important to recognise that leadership is needed and can be displayed in a wide variety of contexts that might be at the micro-level (for example perhaps just in the school playground or during a specific group-work activity), or on a more macro-level (such as leading a club, the school council, or leading a community or social movement). Each of our students has the potential to lead at all of these levels if they are given opportunities to practise.

In the classroom there are a variety of practical things we can do to support our learners to develop the necessary skills and qualities to enable leadership.

I Group work roles – Perhaps the most obvious approach is to consider the different roles that students play when undertaking group work activities. Working together helps to support the development of collaboration, communication, and problem-solving skills, but it can also be a vehicle for practising leadership. How often do you assign specific roles to students when they are working in groups? Consider the

different roles you might ask them to play. These might be reporter, presenter, time manager, and of course, leader. Make these roles a regular feature of your class. Discuss with your students what skills and practices they need to be good at each one. Then, rotate the roles around the students over the course of your lessons. Ask them to reflect on how well they performed their role, according to the criteria they identified earlier.

I A project on inspiring leaders – Ask the students to work in pairs and choose a leader they know or about whom they can find out. They might want to choose someone local to the community, or someone who is known more widely – it's up to them. Ask them to find out and write about what they have achieved but importantly, what qualities they have demonstrated as a leader. What makes them an effective leader? How do they know? Ask the students to present their work to others in the class. Discuss the various qualities that they describe. What are the most common ones? How do they think they might develop these skills themselves?

I Set writing tasks to explore leadership skills – Make a regular time in class or set homework once a week where you ask students to write about the different aspects of leadership such as those outlined earlier in this article. You can frame questions such as 'What does empathy mean to you? Write about a time that you demonstrated empathy' or 'Do you think you are good at collaborating with others? Why is this important? Give some examples'. The aim here is for the students to consider and reflect on their own current practices and skills. Try to read and comment on each piece of writing, but don't worry about correcting errors. Ask them questions to encourage deeper thinking.

I Look for opportunities for older students to practice leading younger ones – Work with the other teachers in your school.



See if you can agree to develop a project where older classes work with the younger ones. The older students might also be able to suggest what they can do – perhaps they can practise reading, set up a homework club and answer questions, plan a project or an activity for the younger students to do. Before they do these activities, ask the older learners what qualities they will need to display in order to be effective and set a good example to the younger students.

I Reflect on leadership during project work – the next time your students are working on a project that requires decision making and collaboration, ask them to stop at various points during the process and reflect on three questions: ‘How did we make that decision?’ ‘Who was leading the group work?’ ‘Should we give someone else a turn to be the leader now?’ Ask them to answer the same three questions several times over the course of the project. You can use these questions during any kind of group work to encourage the students to think about giving others opportunities to practise leading and taking turns. **T**

AUTHOR

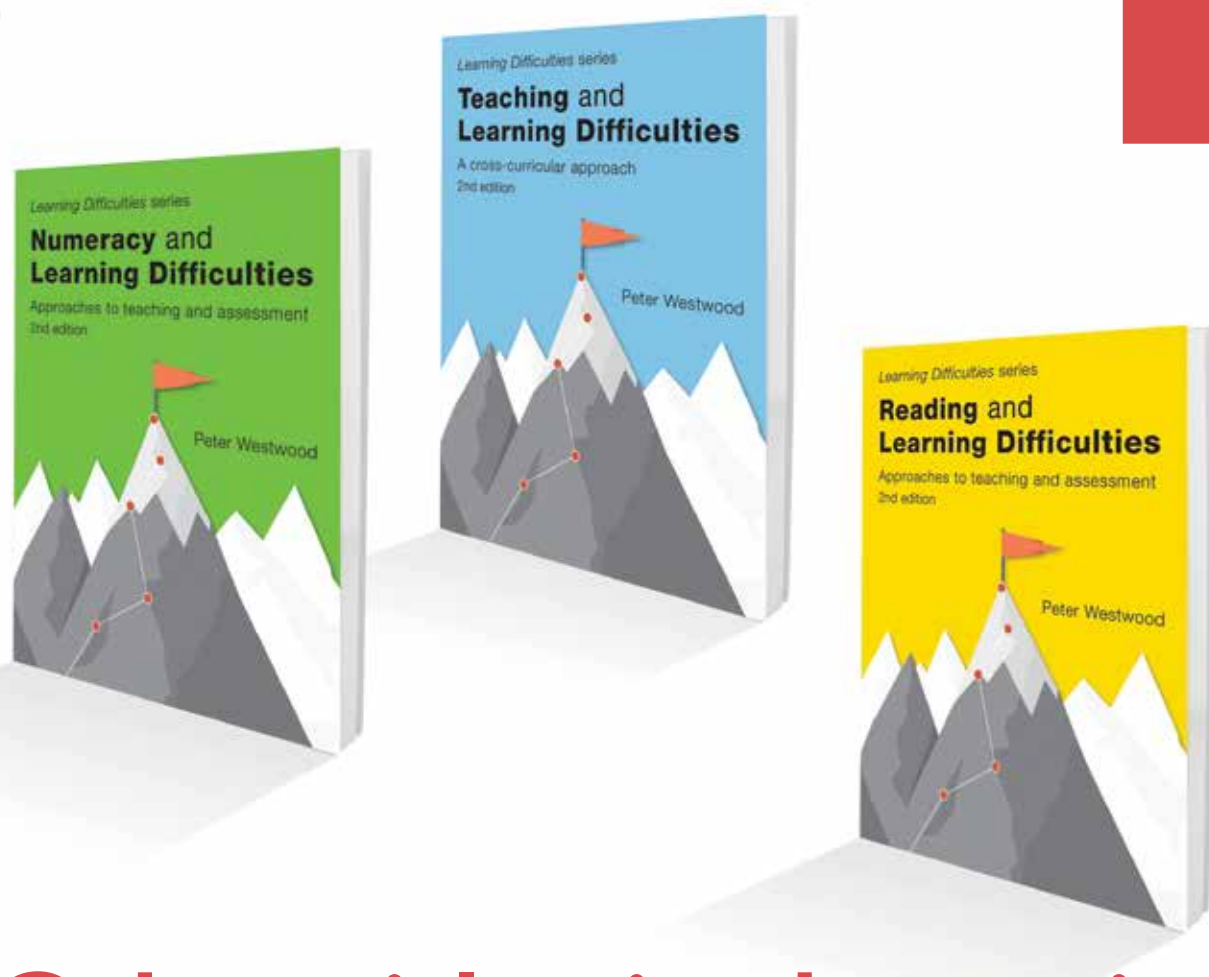
Amy Lightfoot is the Regional Education and English Academic Lead (South Asia) at the British Council, based in Sri Lanka.

REFERENCES

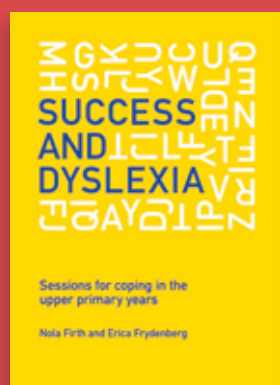
Kouzes J. & Posner B. (2013). The Student Leadership Challenge. Available online: www.studentleadershipchallenge.com

PHOTO © 123rf.com.

Learning Difficulties Series
by Peter Westwood
₹750 each



Other titles in the series



Success and Dyslexia
(with CD)
by Nola Firth and
Erica Frydenberg
₹800



What Teachers Need to Know About Series
by Peter Westwood
₹400



An Extraordinary School
edited by Sara James
₹500

For a detailed catalogue or further information contact ACER Customer Service
+91 11 41097433; +91 99717 91961 | subscribe.india@acer.org | www.acer.org/in



Are the rights of children in conflict with the rights and entitlements of school teachers?

UNFAVOURABLE TREATMENT AND DISCRIMINATION CONTINUE TO DOMINATE INDIAN CLASSROOMS. **VIMALA RAMACHANDRAN** DESCRIBES ON-GROUND REALITIES AND SYSTEMIC CHALLENGES OF SCHOOL EDUCATION IN INDIA.



Can we realise the right to education of children, their right to learn, and their right to grow in an environment free of discrimination and violence without the active support of teachers? Most advocates of child rights and even teachers, administrators, and parents will reply in the affirmative when such a question is posed. Yet, my own work of the last twenty five to thirty years has taught me that schools in our country continue to be spaces where discrimination is fairly common, corporal punishment, and different forms of verbal abuse continue to rule and most importantly, millions of children leave school without learning much.

Be it government-conducted learning assessment surveys or NGO surveys – almost all of them agree that our children are not learning much.

Who you are – your gender and caste identity, your economic situation, your location, and the status of your health and wellbeing – not only influence which school you will attend but also how you will be taught and how much love and care you will get inside your school.

Effectively, the ‘social capital’ a child brings into the school is an important predictor of ‘success’. Children who have educated parents, have access to books, and live in resource-rich environments gain a lot more from schooling than those from resource-poor households and environments. Equally, disturbing is that many teachers and administrators believe that ‘such’ children cannot learn, or are not interested in learning.

A six-state research study commissioned by the Ministry of Human Resource Deve-

lopment (MHRD), Government of India, in 2011-12 revealed that children from socially and economically disadvantaged communities and children who are perceived as 'dull' by teachers face blatant and subtle forms of discrimination from their teachers and fellow students. Girls carry the additional disadvantage of gender-based discrimination and sexual harassment. Recent media reports point to the rape of minor girls by teachers (Banda, Uttar Pradesh reported in *India Today* 24 November 2019, Bengaluru, Karnataka in *Times of India* 23 November 2019, Ambaji, Gujarat in *Express* 7 November 2019 – to cite a few).

The study also highlights the practice of teachers paying more attention to children who sit in the front rows and not to those at the back. Regrettably, many teachers also involve children in their household chores. Similarly, another study that I had conducted on behalf of UNICEF in 2009 found when teachers assigned school sanitation tasks, Dalit and tribal children were asked to clean toilets while forward caste children were assigned duties like sweeping classrooms and playgrounds.

Are teachers to blame?

When such issues are brought to the forefront, many educationists believe that instead of blaming teachers and portraying them as villains, the system should be blamed. There are others who argue that teachers reflect dominant social attitudes and that discrimination is a larger social issue and one that is not specific to teachers. While both arguments are valid at one level, the hard reality is that there are no mechanisms to ensure that teachers and all government officers adhere to the constitutionally enshrined rights of children to equality, against discrimination, and protection against gender, caste and community-based prejudice and stereotypes.

The challenge that we face today is to strike the right balance between the rights

of children to quality education in a humane and non-discriminatory environment and the rights of teachers who are often protected by strong teacher-unions. Initiating action against errant teachers may be possible if criminality can be proved in a court of law (rape, physical abuse) but there is little that the system can do to mitigate subtle forms of discrimination and abuse on a daily basis. Equally disturbing is the absence of teacher-appraisal mechanisms that ensure all children are given equal opportunity to learn and grow.

Ensuring all children learn has remained one of our most persistent challenges because the monitoring system in place privileges data on attendance and transition over that on learning. Outcome indicators, especially those related to learning, find no space in the current education monitoring system of India. Teachers are expected to complete the curriculum in a given time-frame. Teaching at the right level and reaching out to all children is not seen as part of teaching duties.

My colleague Saxena and I conducted interviews in 2018–19 with students who have dropped out. They revealed that as children reach secondary school they face a formidable task of coping with the requirements of class nine. The girls who dropped out of school in grades 8, 9, or 10 cited three main reasons for dropping out (i) one of them left the school as she could not understand English, mathematics, and science subjects; (ii) another said she failed in grade 10 and then left the school; (iii) one more girl said that while she was studying in grades 6 to 8 she had to work in the field as a labourer and then she left the school; (iv) one pointed out that '*for scholarship my school had asked for a caste certificate and I could not provide it. Since there was no scholarship my mother withdrew me from the school*'. Similarly, when we explored the same set of questions with boys, school going and dropouts, they said (i) up to grade 8 there was no need for studying as they

were automatically promoted. But in grade 9, it was difficult to understand various subjects and cope and hence they left the school; and (ii) the poor economic condition of their family compelled them to drop out.

In the same study, corporal punishment was cited as a major issue by boys who dropped out at the secondary level. Not doing well in school, being absent from school, and even not doing homework resulted in corporal punishment, which was a further deterrent to continuing. During conversations, boys pointed out that corporal punishment is a major reason for dropping out; however, this is not reflected in the responses received during the household survey carried out as part of the project. In fact, close to 25 per cent of boys we interacted with reported that they had dropped out of school due to corporal punishment. Girls did not report corporal punishment (physical) as boys did, but talked about being made to stand up or being sent out of the class for not doing homework. Sometimes teachers would scold the girls who sit at the back and neglect their participation in class if they were weak in a particular subject.

My interactions with teacher union leaders during the course of the studies cited above reveal that the unions essentially focus on transfers, posting, salary, reimbursement of expenses, retirement benefits, and non-academic duties. In almost all interactions, teacher union leaders refuse to engage with issues of discrimination, prejudice, classroom processes, and children's learning. Interactions with alternative teacher forums like subject-specific groups were, however, a bit different. Such forums highlighted issues such as the need for academic support to address poor subject knowledge, the problems of teaching in multi-grade and multi-level classes, and the challenges of adopting new pedagogic practices. They too were reticent about discussing discrimination, corporal punishment, and abuse (verbal and physical). The common



refrain was that this was an aberration and not the norm.

Discussions with administrators were not very different. When we presented the UNICEF 2009 study to the state education department, the response was one of denial. In fact, we were criticised for not filing a complaint in the police station when we had come across caste-based discrimination or abuse cases during the study. They echoed the view of the subject groups and insisted that such examples were deviations and not the norm. Similarly, when a MHRD-sponsored study in 2012 was presented, state government officials listened carefully and said that they would have to see it to believe what our research found. They also hinted at bias on the part of the researchers towards ‘ferreting out such cases’ and

believed that the majority of teachers were unbiased and adhered to basic norms of decency. Educational researchers and teacher educators present were more open. However, when we persisted and tried to move the discussion to systemic reforms that could work in India, some interesting ideas were put forth:

Possible solutions

- Empower teachers with adequate autonomy in the classroom so that they can deliver lessons at the pace set by children. Teachers should not be forced to complete the curriculum when most of their students lag behind. This will ensure learning for all.
- Introduce a more teacher-led Continuous and Comprehensive Evaluation (CCA) so that the teachers can regularly ascertain the learning of her students. On

the contrary, filling out forms for CCA has become an administrative task. Equally, there is a need to send the message that no-detention does not mean no-assessment.

- Provide on-site and on-demand academic support to all teachers. This could be done through cluster or school-complex level resource teams of teachers and teacher educators.

- Introduce a rigorous teacher appraisal system – one that holds them responsible for the learning and wellbeing of children. All teachers should sign a bond that they will adhere to the Constitution of India and will not discriminate against any child based on caste, community, gender, parental occupation, or economic status. It may be necessary to publicise mobile numbers where parents and children can

register their complaints when the rights of children are violated.

- Insulate teachers from patronage networks and streamline teacher recruitment and deployment policies and processes.

- Strengthen the institution of headteachers and principals and give them more power (and not just more responsibilities).

- Organise systematic induction programmes for all new teachers, which include familiarisation with constitutional rights of children, right against discrimination, and right to equality.

- Prepare and circulate booklets and posters to every teacher and every school with the rights of children clearly written and the consequences of violating these rights described in detail.

- Teachers must know that there are systems in place to protect their professional interests and aspirations for professional development and that equally importantly, performance matters. They must be suitably rewarded for better performance. A transparent grievance redressal mechanism needs to be in place alongside a transparent and rigorous appraisal system. This should include a robust teacher information system to address delays in promotions, increments, transfers, or deputation, etc.

Essentially, a system needs to be put in place to bring greater clarity to what is expected of teachers, what are their rights, and their constitutional duties. Any reform should address all the dimensions of the educational system and infuse greater transparency and accountability. Juxtaposing the rights of children against the rights of teachers helps no one. We in India have continually struggled to establish the rights of the most marginalised and vulnerable people and children form an important segment of our population. Depriving them of love and care in the formative years has a long-term irreversible impact on their future trajectory. There can be no compromise on safeguarding the

rights of children, especially when they have no voice anywhere in the system. **T**

AUTHOR

Prof. Vimala Ramachandran has worked in education for more than three decades focusing on elementary education, girls' education and women's empowerment. She is the Managing Director of Education Research Unit, and has been National Programme Manager for Mahila Samakhya, a women's empowerment programme of the Government of India, and National Fellow at the National Institute of Educational Planning and Administration.

REFERENCES

- Ramachandran, V. & Saxena N. (2018). *Quality and systemic functioning of Secondary Education in India: A qualitative study in Uttar Pradesh and Jharkhand. Draft report submitted to World Bank, New Delhi.*
- Ramachandran, V, & Naorem T. (2012). *Inclusion and exclusion of students in school and in the classroom in primary and upper primary school – A qualitative study commissioned by Sarva Shiksha Abhiyan, MHRD, GOI. New Delhi: EdCil/UNICEF. (2009).*
- Equity in school water and sanitation: Overcoming exclusion and discrimination in South Asia. India Country Report. Kathmandu: UNICEF ROSA.*

PHOTO © 123rf.com.

Teacher Professional Learning Programme

A set of **three** day-long workshops that delivers international professional learning courses designed for teachers in South Asia.

- Workshop 1 Foundations of Assessment
- Workshop 2 Assessment of Higher Order Thinking Skills
- Workshop 3 Using and Understanding Data

- Developed for teachers and by teachers
- Taught by best instructors
- Self-paced to fit your busy schedule
- Each workshop has specific learning outcomes



ACER Professional Learning Quality Principles

- Needs based
- High expectations
- Evidence informed
- Incorporating feedback
- Practice oriented
- Active and reflective
- Evaluating for improvement
- Supporting career development

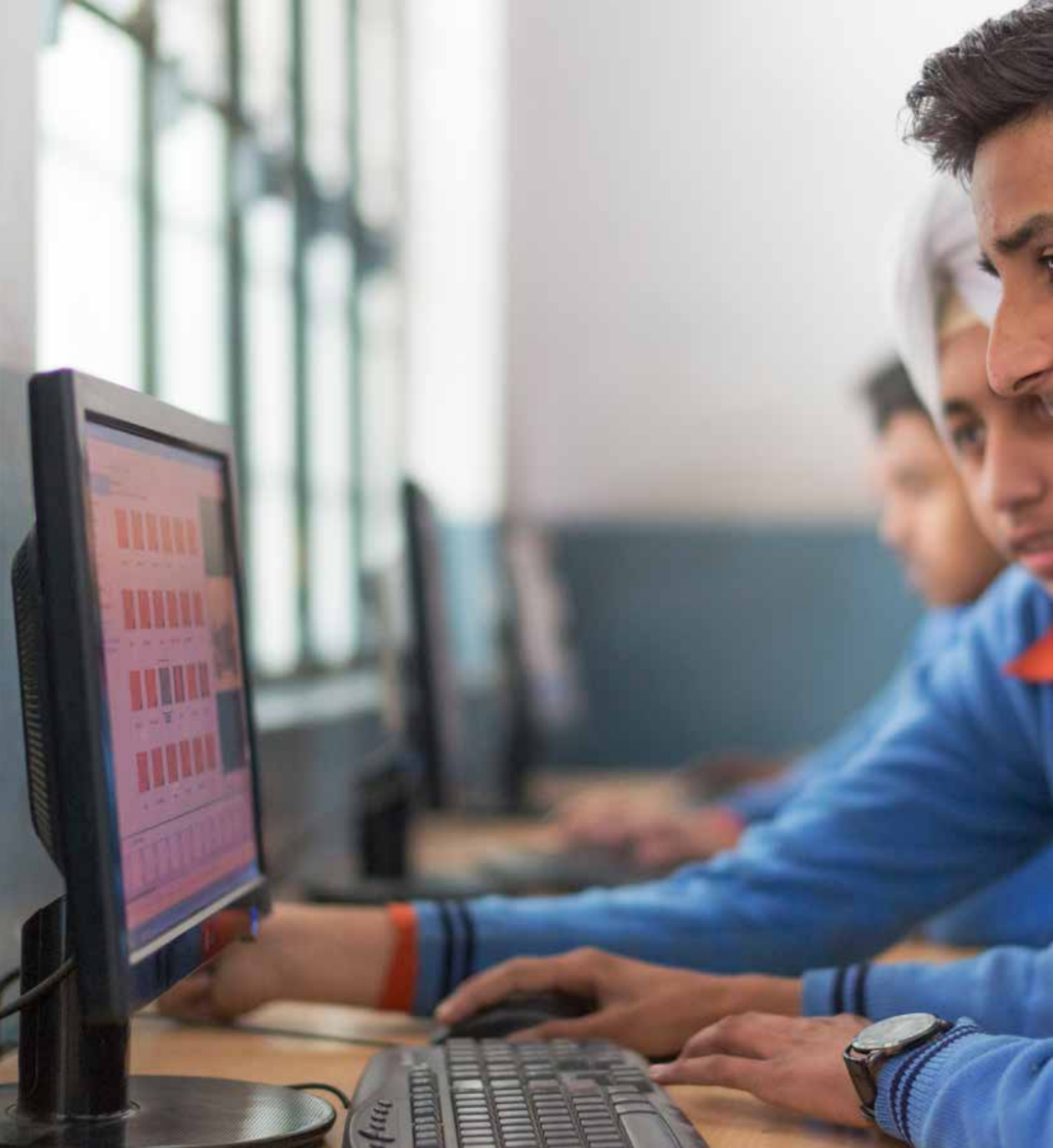


We also offer **bespoke** workshops that are delivered as one day workshops or a series of workshops.



Contact us for more information and exciting offers:

sales.india@acer.org



Using project work to enhance learning

THE OLD SCHOOL MODEL OF PASSIVELY LEARNING FACTS AND ROTE MEMORISATION IS NO LONGER SUFFICIENT FOR PREPARING STUDENTS TO SURVIVE IN TODAY'S WORLD. PROJECT-BASED LEARNING CAN HELP FOSTER 21ST CENTURY SKILLS, SAYS **DIVYA KAPOOR**.



What does a classroom of the future look like? We would like to imagine it as a technology-enabled space delivering modern pedagogies. In the context of developing countries, the role of pedagogy in classrooms remains critical as countries with low-income often find it difficult to build infrastructure.

In essence, the classroom of the future should be an engaging one where teachers foster in students 21st century knowledge, skills and attitudes such as critical thinking and problem-solving. Learning is a shared responsibility and cooperative learning can help achieve desired learning objectives.

In order to cater to the needs of millennial learners, it is important for educators to enhance the quality of learning. Along with restructuring and streamlining of the curriculum, modifications in teaching practices can support learning in their own way. Solving highly complex problems requires students to be equipped with fundamental skills of reading, writing, and mathematics, along with soft skills like teamwork, time management, etc.

Project-based learning at our school

Teachers in our school have been using project work as a tool to develop skills such as critical thinking and problem-solving. The main characteristics of project-based learning have been identified by several researchers and studies (See for instance, Cocco, 2006; Al-Balushi & Al-Aamri, 2014; Wurdinger, Haar, Hugg & Bezon, 2007) and are broadly believed to be:

- Student-centred
- Context-specific
- Requiring active participation of learners
- Based on learning through social interactions and knowledge sharing
- Inquiry-based
- Focused on real-life problems

Further, Blumenfeld, Fishman, Krajcik,

Marx and Soloway in their 2000 study described the process of project-based science as ‘...the presumption is that students need opportunities to construct knowledge by solving real problems through asking and refining questions, designing and conducting investigations, gathering, analysing, and interpreting information and data, drawing conclusions, and reporting findings’.

In today’s educational scenario, education systems have to pay greater attention to the development of thinking skills. If we would like to make our students critical thinkers, we as teachers have to think differently. This requires building an environment where the school and teachers work collaboratively to create challenging academic and para academic exercises, project work being one of them.

Building a thinking and learning community

Project work helps students to connect to real life situations. This is noted as one of its major advantages; students can be encouraged to become independent workers, critical thinkers, and lifelong learners with the help of this approach.

Let me provide a few classroom examples to explain tested activities that can help teachers understand a child’s academic progress and development of skills. Such activities encourage students to research, find solutions, and then present them to the wider audience. This is nearly impossible when learning is text-based and learning styles of children remain unacknowledged.

Case 1: Investigating the effect of fuel consumption on the environment

The project will require students to gather first-hand information and study the problem in-depth to examine its seriousness and find some workable solutions. The following phases can be followed.

Phase 1: gathering data

Students will be required to create a survey with questions on the fuel consumption of a family per month, monthly expense on fuel, distance travelled by family per month, etc. They may further create a calendar for a particular month illustrating details like distance travelled, petrol/diesel consumption, and expenditure in the last 30 days. This exercise can cover more than one family or more than one city.

Phase 2: presentation

Students will then present their findings with support of quantitative and qualitative data. They are also required to explain the methodology of the exercise.

Phase 3: designing a newsletter

Students can then be asked to design a newsletter.

Page 1 – Introduction to crude oil, its usage, price in the city, etc.

Page 2 – Harmful effects of increasing the use of crude oil on the environment.

Page 3 – Details of the data collection process.

Page 4 – Innovative alternatives by which consumption of crude oil can be reduced and our role in doing so.



Presentation of data in a table

Details	City with highest fuel price	City with second highest fuel price	Host city Delhi	City with least but one fuel price	City with least fuel price
Distance travelled					
Fuel Consumption					
Price of fuel per litre					
Total amount spent					

Case 2: Examining the impact of advertisements

Phase 1: fact file

Students will be required to create a fact file based on research conducted and present it in a concise manner. These may include advertisement techniques, its usage, its benefits, etc.

Phase 2: jingle making

Students will be asked to compose a short commercial jingle using instruments, vocals, and lyrics to convey a message. They may use graphics to support their jingle.

Phase 3: t-shirt design

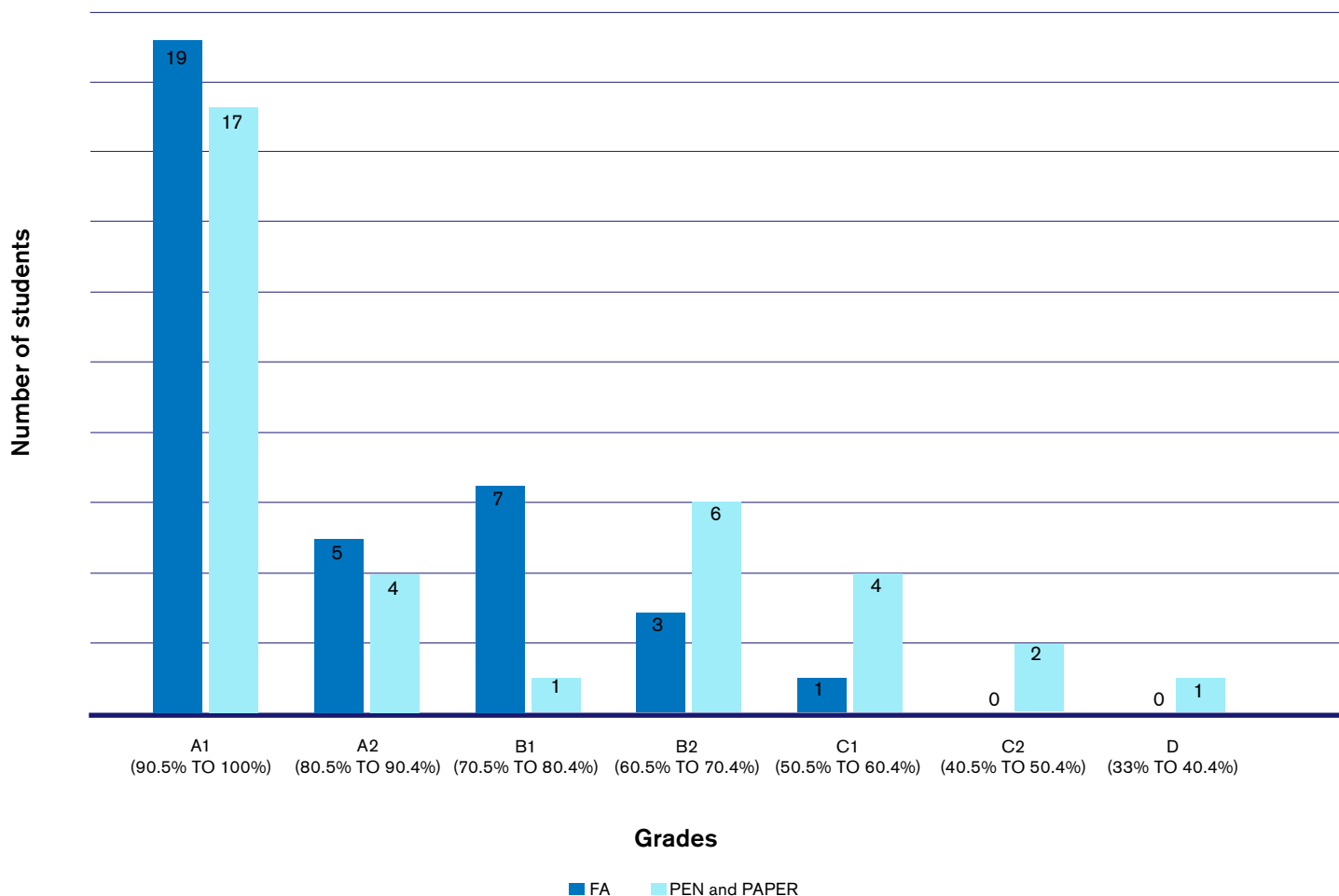
Students can design a t-shirt with a social message. They can draw, use pictures, or words. They can then show the T-shirt in class and explain why they have chosen a particular topic and how advertisements help in spreading a social message.

Impact of assessment through project-based work

The graph below depicts the number of students securing different grades in two different formative assessments – one a pen and paper test and the other involving innovative formative assessment tools. The

data clearly reflects that the performance of the students is better in a formative assessment using innovative tools. This is because project-based formative assessment tools provide students with wider platforms to present their learning in comparison to pen and paper tests.

Comparison between pen and paper test and overall FA result



The image reflects the actual performance graph of Class 5 students in our school

Practical implications of project work

Project and group work have been explored as a unique tool to teach and assess critical thinking and problem solving skills of modern day learners.

From the teachers' perspective, it

- enables teachers to explore multiple assessment opportunities
- allows them to learn more about a child as a person
- helps teachers to communicate with a child or a group of learners in progressive and meaningful ways on a range of issues
- supports assessment and development of the dominating intelligence of learners as suggested by Multiple Intelligence Theory
- helps teachers organise the progression of activities according to the development of learners and their personal involvement with a topic

From the students' point of view, it

- allows students to demonstrate their capabilities while working collaboratively
- enables learners to engage with their peers, thus developing interpersonal relationships including the art of conflict management
- enables children to become constructors of new knowledge by providing hands-on experience which moulds them into active lifelong learners

Take away

One of the best ways to help students master critical thinking is 'learning by doing' or project work. It is well known that interdisciplinary activities across various disciplines lead to deep learning. Through collaborative learning, students learn the important techniques of questioning and finding solutions to different kinds of problems. In addition, project work helps students to learn from their peers and supports learning outcomes, while also providing effective and immediate feedback.

Finally, it offers students with a non-threatening environment encouraging a participatory culture where 'No response is incorrect'. **T**

AUTHOR

Ms Divya Kapoor is the Headmistress at Pragyan School, Greater Noida.

REFERENCES

- Al-Balushi, S. M., & Al-Aamri, S. S. (2014). *The effect of environmental science projects on students' environmental knowledge and science attitudes. International Research in Geographical & Environmental Education*. 23(3): 213-227.
- Bell, S. (2010). *Project Based Learning for the 21st century skills for the Future. The Clearing House: A Journal of Educational Strategies*. 83 (2):39-43.

- Blumenfeld, P., Fishman, B.J., Krajcik, J., Marx, R.W. & Soloway, E. (2000). *Creating usable innovations in systemic reform: scaling up technology-embedded project-based science in urban schools. Educational Psychologist*. 35(3): 149-164.
- Chalupa, C., Haseborg, H. (2014). *Improving Student Motivation through Autonomous Learning Choices. The NECTFL Review*. 74.
- Cocco, S. (2006). *Student leadership development: the contribution of project-based learning. Unpublished Master's thesis. Victoria, BC: Royal Roads University*.
- Dewey, J. (1897). *My Pedagogical Creed. School Journal*. 3 :77-80.
- Duke, N. (2016). *Project Based Instruction: A Great Match for Informational Texts, American Educator, Volume 40 (3): 4-11*.
- Efstratia, D. (2014). *Experiential Education Through Project Based Learning. Procedia Social and Behavioural Sciences*. 152: 1256-1260.
- Tretten, R. and Zachariou, P. (1995). *Learning about Project-Based Learning: Assessment of Project Based Learning in Tinkertech Schools. San Rafael, CA: The Autodesk Foundation*.
- Wilson, D. (2014). *Metacognition: The Gift That Keeps Giving. Retrieved from https://www.edutopia.org/blog/metacognition-gift-that-keeps-giving-donna-wilson-marcus-conyers*.
- Wurdinger, S., Haar, J., Hugg, R., & Bezon, J. (2007). *A qualitative study using project-based learning in a mainstream middle school. Improving Schools*. 10(2):150-161.

LINKS

- <http://nonprofit.davenport.edu/explearning/about.html>
- <https://www.learningtheories.com/constructivism.html>
- <http://edglossary.org/critical-thinking/>
- <http://edglossary.org/differentiation>
- https://www.bie.org/about/what_pbl

PHOTO © Shutterstock



Are your students performing
to international standards?

Introducing the International Schools' Assessment (ISA)

Each year, the ISA is used to assess over 60 000 grade 3-10 students from over 75 countries in mathematical literacy, reading, and writing. The ISA makes it possible to monitor your students' performance over time and to confirm that your internal assessments are aligned with international expectations of performance.

"Last year we used the ISA test for the first time ... We were very impressed with the tests, the feedback/report from yourselves and how these tests really fit into our school. With this said we will be using the tests again this year."

JAMES HAMILTON

Director of Elementary Education, Riverstone International School, USA

"As a senior assessor for a large international educational organisation, and in various roles in international schools, I have some experience in assessment matters, and am hugely impressed by the tests and the reporting systems. I was initially a bit sceptical about their value, but having seen the system through once, am a convert and believe that they are a superb tool. The longitudinal graphics are arresting and serve as an excellent method of drawing staff into a statistical analysis that would otherwise be rather impenetrable for many."

NICK ALCHIN

Dean of Studies, Aga Khan Academy, Mombasa, Kenya

www.acer.org/isa

Australian Council for Educational Research (India)



A portrait of AnaghAA Wagh, an elderly woman with white hair, smiling. She is wearing a green sari with a gold and red border and a red blouse. A red bindi is visible on her forehead.

Conceptions and factors associated with effective school leadership

ANAGHAA WAGH DISCUSSES THE SCHOOL LEADERSHIP PHENOMENON FROM THE SCHOOL LEADERS' PERSPECTIVE.

Research on the dynamic question ‘What is effective school leadership?’ goes as far back as the 1980s. Bell, Bolam & Cubillo suggested in 2003 that there is no right or wrong answer to this question, nor is there an agreed definition of school leadership.

Leithwood, Harris, & Hopkins in 2008, and other education researchers have repeatedly concluded that school leaders do have an impact on students, teachers, and schools. The school leaders’ perspective, however, is missing from education literature.

Our faith in the value of leadership is durable—it survives, again and again, our disappointment with actual leaders.

Rothman, 2016, p. 2

Case study on iTeach Schools

In early 2018, I investigated two critical questions related to school leadership by studying iTeach Schools – free, high-impact secondary schools for the most under-resourced children in Pune, functioning through a public-private partnership.

■ What are the conceptions of effective school leadership?

■ What are the personality, knowledge and experience and leadership style factors associated with effective school leadership?

Four iTeach Schools in Pune were chosen as case studies for conducting this research. The leaders who participated in the study were unconventional – they didn’t necessarily have a degree in teaching or school leadership. Traditionally, school leaders are expected to have several years of teaching experience, but, on average, iTeach school leaders had only two-to-three years of experience. Moreover, students in these schools come from underprivileged families – some of them first generation secondary

school goers. Given this background, it made the school leadership job unique and more challenging.

This article documents what Radha, Suchita, Soumya, and Robin, four leaders of iTeach Schools had to say about effective school leadership. These participants were given a questionnaire consisting of 23 open-ended questions divided into two sections. The first section had questions about the participants’ background and the second delved into their conceptions of school leadership. Their views were compared with what current literature states about the topic.

From the school leader’s perspective

Below are reflections on the meaning of effective leadership, in the words of these school leaders

‘An effective school leader enables teachers to achieve even beyond their goals by sustaining operational excellence, so that teachers can focus entirely on the core work of teaching; creates learning experiences for teachers and students and provides feedback about them; and continuously learns from other schools and applies that learning to their own context.’ – Radha

‘Effective school leadership is leadership that impacts all the stakeholders in a school and helps them progress. School leadership becomes an effective practice when a leader is able to build depth and improve outcomes in these aspects – teacher professional development; school vision; academic and holistic goals for students; school operations; and investment of school partners.’ Suchita

‘An effective school leader builds such a culture for their staff that they love coming to school; owns the pedagogy of the school; manages operations smoothly; and models leadership through personal belief and behaviour. These lead to a single greater purpose of ensuring that students meet the

school’s vision for them.’ – Soumya

‘An effective school leadership is one of high sense of belief in the vision for the school and student, the relentless drive to achieve it and the power to invest a host of stakeholders to get to the vision holistically.’

– Robin

Factors associated with effective school leadership

School leaders elucidated the factors – personality, leadership style, knowledge, and experience – associated with effective school leadership.

Personality

All four school leaders agreed that their inherent personal qualities influence their leadership abilities. The qualities mentioned by them are: building relationships, persistence, belief in the team and self, perseverance, ambition, vision, sense of urgency, continuous learning, the morale of ‘whatever it takes’, drive, firm decision-making, continuous learning, and courage. This view contrasts with those in the literature on leadership, where the personal qualities approach to understanding leadership has been abandoned.

Leadership style

This case study revealed four distinct leadership styles – consensus building (shared goals and actions), organic (leveraging on existing strengths and resources), high expectations and high support, and excellence with empathy. Both Soumya and Robin highlight the importance of maintaining high standards for students, irrespective of their background. Radha values collective setting of goals and exemplifies it by addressing the challenges in consensus building process and observing that the best working projects in her school are the ones involving a team. These styles are also personal to the individuals and rooted in their motivation to be school leaders.

It is worth noting that none of these school leaders talks about ‘distributive or distributed leadership’, which is, as mentioned by Harris in her 2003 article, the current favourite and more effective form of school leadership styles.

Knowledge and experience

Apart from Radha, these school leaders do not believe that a formal degree or training is necessary for being an effective leader. Even Suchita, who has a formal degree in education, believes that most of her knowledge comes from the experience of being a school leader. Robin and Soumya too, do not regard formal degrees as being requisite. Interestingly, Soumya mentions that a degree similar to that of an MBA can be a helpful catalyst in school leadership.

Two conclusions can be drawn from these leadership insights. First, the skills for school leadership can be acquired almost exclusively by practising on the job or what we know as ‘learning by doing’. Second, the knowledge and skills required for school leadership are transferable. This is quite radical when juxtaposed with the European or American way of formally training school leaders, which is valued from a policy perspective. India lacks dedicated and exclusive institutes for school leadership training, and a formal mandated system for training school leaders. One of the reasons why these school leaders do not think formal training is necessary, could be a lack of faith in the current pre-service or in-service training as highlighted by one of them.

Leadership: inherent or learned?

Though they believe that inherent personal qualities are associated with leadership, they unequivocally insist that leadership qualities can and should be learned. They mentioned the following qualities as essential for effective school leadership:

‘Action planning, resource optimisation,

communication, investment in stakeholders, attention to detail, and continuous self-learning.’ attention to detail, and continuous self-learning.’

According to Suchita and Soumya, a school leader requires many skills but there can’t be an ideal ‘set’ of qualities for every leader. This concurs with the works of Stogdill in 1948, and Clark et al. in 1980, who have also contended that leadership traits are determined by the leader’s context. Robin and Soumya emphasise that self-awareness and willingness to work on one’s ‘weaker areas’ are key for effective leadership.

The study concluded that there are certain similarities in school leaders’ definitions of effective leadership, for instance, they all highlight the importance of having a vision, goals, and stakeholder investment. The findings on the factors associated with leadership reveal that personal qualities of leadership are valued by all the participants. They believe that such qualities help them to overcome barriers.

It is perhaps worthwhile revisiting the personal traits approach to leadership, not to enlist exclusive traits of special leaders but to investigate how these qualities relate to effective leadership. Finally, it is noteworthy that these leaders believe the skills or qualities required for school leadership can and should be learned. **T**

DISCLAIMER

Names of participants have been anonymised where requested by them. The article contains direct quotations of participants.

AUTHOR

Anaghaa Wagh is a Project Support Officer at ACER in the United Kingdom.

REFERENCES

- Bell, L., Bolam, R., & Cubillo, L. (2003). *A systematic review of the impact of school headteachers and principals on student outcomes. In Research Evidence in Education Library. London: EPPI Centre, Social Science Research Unit, Institute of Education, University of London.*
- Farr, S. (2010). *Teaching as leadership: The highly effective teacher’s guide to closing the achievement gap.* Jossey Bass: San Francisco: CA.
- Harris, A. (2003). *Distributed leadership in schools: leading or misleading?* *Management in Education*, 16(5), 10-13.
- Leithwood, K., Harris, A., & Hopkins, D. (2008). *Seven strong claims about successful school leadership.* *School Leadership and Management*, 28(1) 27-42.
- Lewis, P., & Murphy, R. (2008). *Effective school leadership. A brief review summarising selected literature on the evidence for effective school leadership.* *National College for School Leadership.*
- Rothman, J. (2016, February 29). *What is Leadership, Anyway? The New Yorker.*

Photo © Shutterstock



Fostering educational inclusion: reality far removed from policy

THE GROUND REALITIES OF INCLUSIVE EDUCATION NARRATE A SAD STORY OF DISCRIMINATION. ASHU KAPUR SHARES THE FINDINGS OF HER RECENT STUDY.

The term inclusion is commonly understood as the ability of society to ensure participation of an individual regardless of their disability, gender, caste, class, and other social or economic constructs. The discussion on inclusive education requires a wider perspective and a broader understanding of what inclusion really means as opposed to its textbook definition.

What is inclusive education?

The all-pervasive definition of inclusive education includes children with disabilities as well as those from backward social groups. The traditional exclusion of such groups may be based on disability, caste, class, gender, ethnicity, or similar social distinctions.

In the Indian education policy context, the term 'inclusion' has conventionally only referred to the inclusion of children with disabilities in the classroom. In this article however, one will take a slightly broader perspective, to also consider the case of children from socially and economically disadvantaged backgrounds. The approach to the latter kind of inclusion also boils down in many instances to the issue of how students belonging to the backward and disadvantaged groups can be provided equal educational opportunities. Given the history of demanding struggle of those belonging to marginalised groups, education policies and practices have had a special focus on educational equality and social justice for these communities. The idea of equal educational opportunity for all, however, takes a leap from educational access to active participation across all levels.

The importance that our society places on education stems from the fact that education facilitates social mobility, improved quality of life, future life choices, and overall wellbeing, aside from enabling active participation in our democracy. Inclusive education is thus a means to bring all students together in one classroom irrespective of their ability, class, caste, gen-

der, or ethnic backgrounds.

RTE Act: nuances

In India, the well-known Right of Children to Free and Compulsory Education Act, 2009, (usually referred to as the RTE Act) was passed a decade ago, making education free and compulsory for children in the age group of 6 to 14 years. This Act itself follows from the fundamental right to education guaranteed by the Constitution of India under Article 21A.

The RTE in section 12(1)(c) stipulates that a school 'unaided, not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority...' 'shall admit in entry level class, to the extent of at least twenty-five percent of the strength of that class, children belonging to weaker section and disadvantaged group in the neighbourhood [...]'. (RTE Act, Gazette of India, 2009). In other words, children belonging to economically disadvantaged groups are entitled to 25 per cent reservation in private or unaided schools.

Ground realities

The RTE Act brought with it the promise of a paradigm shift in how education was perceived and delivered in India. It aimed to ensure that children belonging to economically weaker sections also had access to quality education.

The ground realities of inclusion however, are different. A doctoral study undertaken in 2019 examined the localised cultural context of two private schools using the lens of an inclusive mandate, with specific reference to the RTE Act. Over a period of 15 months and with a sample size of 20, the study involved unstructured interviews with teachers, parents, school principals, and students including six EWS children. Extensive participant observations were carried out to corroborate the information and field notes provided thick descriptions of settings, actions, activities, events, and

relationships. The primary site of the study was the school classroom as it provided first-hand insights into the structures, processes, events, behaviours, roles, and relationships prevailing in the school.

The findings revealed that classroom practices contradicted the spirit of inclusion. The challenges emerge right at the elementary school level, especially for children belonging to those social groups who have remained the victims of discriminatory practices. This study undertaken in a private unaided school found that the RTE Act (specifically section 12(1)(c)) as envisaged by the policymakers does not eventually benefit the ones who need it the most.

Several class-cultural practices as disguisedly present in the school's social set up make inclusion an elusive goal for students belonging to economically weaker sections. Insights from the semi-ethnographic doctoral study reveal the different meanings that students from economically weaker sections make of their day-to-day school processes that have implicit discriminatory, unequal, and unjust practices.

The major findings of the study are as under:

- EWS students admitted under the RTE Act belong to socially backward communities. The structure and processes of the school were organised in a way that elite characteristics engulfed the school and its practices oblivious to children's class or cultural backgrounds.

- Pedagogic processes and practices inside the school were devoid of any connection between a student's class cultural contexts and schools' class cultural practices – both the aspects standing poles apart.

- Challenges and contestations that underlie private schooling make it impossible for students from backward sections to sail through the school system smoothly. Some

of the major hurdles being emphasis on English language, closed same class peer group formations, forced ascription to stereotypical class-specific roles, etc.

■ There is an absence of systemic and pedagogical interventions by school authorities or teachers for fostering learning and providing handholding support to children from backward sections.

■ Derogatory remarks and stigmatisation continue to prevail in the classroom culture and environment.

In reality, children from economically and socially backward groups are deprived of their basic human rights, as well as their right to education, even when official policies provide them an entitlement to education. Because they belong to a lower socio-economic class, children are unofficially provided with unequal resources that tend to perpetuate educational inequality within the well-designed structure of private schools. Therefore, for fostering educational inclusion, besides policy changes, changes at systemic and ground levels are fundamental for fulfilling the goal of inclusion and making a difference in the educational opportunities of the beneficiaries. ■



AUTHOR

Dr Ashu Kapur is a Senior Consultant at the National Council of Educational, Research and Training, and has worked in the field of education and research for over a decade. She has also worked at national and international organisations such as National Testing Agency (MHRD), Centre for Assessment, Evaluation and Research (CBSE), and Academy for Global Business Advancement (USA).

REFERENCES

Kapur, A. 2019. School as a site of Cultural Reproduction and Resistance: An inquiry into the school experiences of EWS children of private unaided schools of Delhi. Doctoral Dissertation. University of Delhi.
Right to Education Act. (2009). The Gazette of India. Government of India: New Delhi.

Photo © Shutterstock, 123RF



Supporting examination reform in Nepal

ACER IS HELPING TO ENSURE THAT SCHOOL ASSESSMENT IN NEPAL FOCUSES ON TESTING HIGHER ORDER THINKING SKILLS. [MEE YOUNG HAN](#) REPORTS.

The education sector in Nepal is preparing for an unprecedented shift following the country's transition to federalism in 2015 and subsequent Education Act amendment. Large-scale reorganisation of administrative systems has resulted in a series of reforms, including to examinations, one of the main areas identified for improvement.

Following the amendment of 2016, basic education in Nepal covers grades one to eight, with admission into secondary education based on an exam at the end of grade eight. The amendment led to the establishment of the National Examination Board (NEB) to oversee the standardisation of these examinations, as well as those conducted during secondary school, at various administrative levels.

Among the reforms to Nepal's examinations system is the decentralisation of the administration of grade eight examinations to local governments. In March 2018, grade eight examinations were conducted by 753 local governments in the country for the first time. Challenges faced included limited coordination between NEB, Curriculum Development Centre (CDC) and local governments, and lack of strong monitoring mechanisms and comprehensive documentation of the examinations at the federal level.

In August 2018, the Asian Development Bank (ADB), under the School Sector Development Plan (SSDP), commissioned the Australian Council for Educational Research (India) to provide technical expertise in reforming and improving the grade eight School Education Examination – the academic level at which students complete basic education in Nepal.

An ACER assessment expert visited Nepal in September 2018 to conduct scoping activities, perform a situational analysis involving key agencies and make recommendations based on the evaluation.

Following administrative turmoil in Nepal, in December 2019 ACER India submitted a draft assessment framework for the grade eight examination covering three test subjects – English, mathematics and science – in order to support ADB in its discussions with NEB.

The draft assessment framework recommended two major reforms:

- Standardisation of the examination by adopting a scientifically rigorous approach based on Item Response Theory (IRT). This approach will help prevent fluctuation of examination results across years.

- The inclusion of higher order thinking skills questions in the examination. The current style of testing relies heavily on questions dependent on the kind of rote-learning that does not support technology enabled 21st century learning.

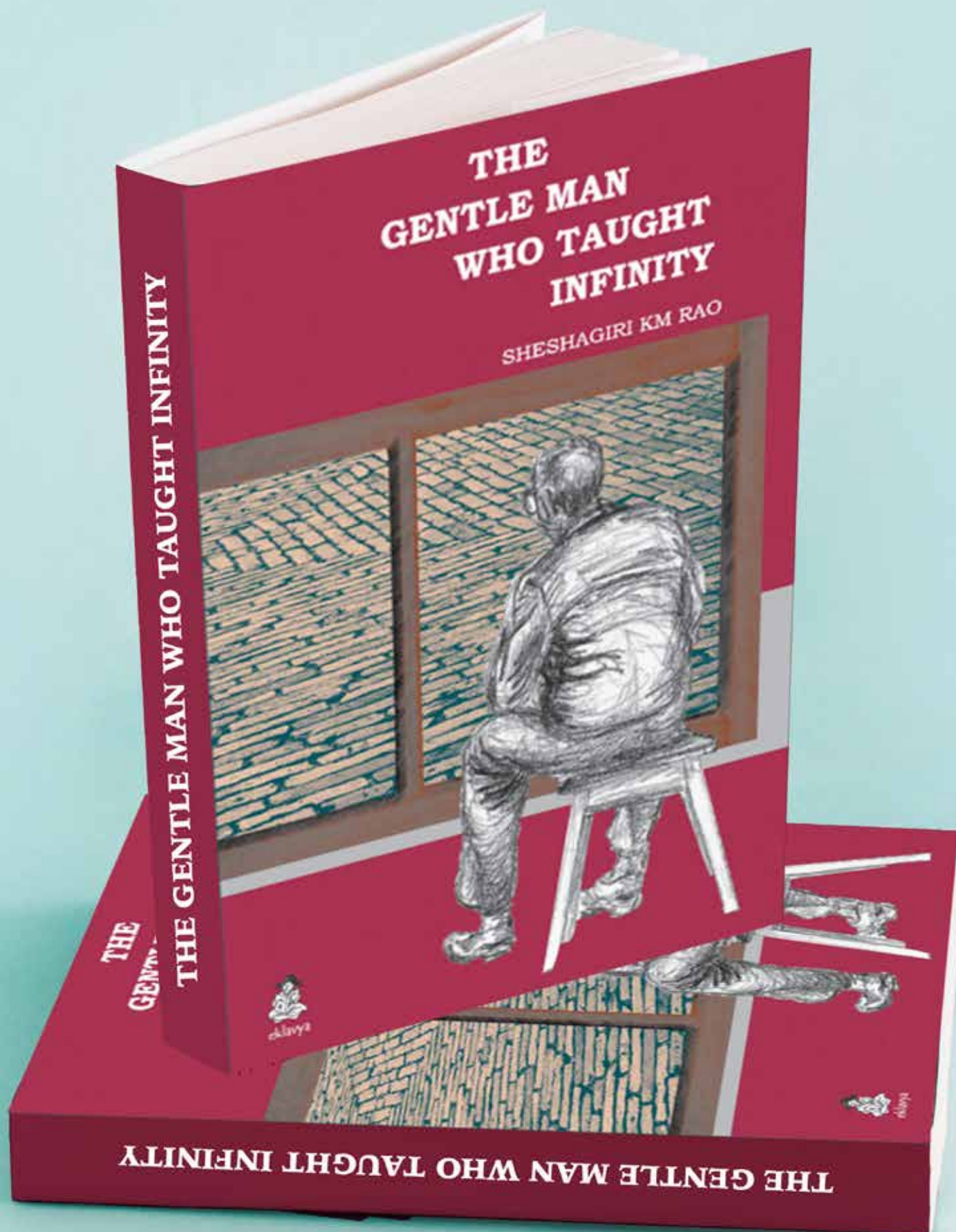
These recommendations aim to bring about broader changes in teaching and learning practices in Nepal by gradually introducing test items that require analysing, evaluating, synthesising, critical thinking and problem solving. As they begin to implement them, Nepal's ongoing transition towards the assessment of higher order thinking skills will be an interesting and worthwhile process to observe. **T**

This article was first published in ACER's Research Developments

AUTHOR

Dr Mee Young Han is Director, Research & Assessment, ACER India.

Photo © Shutterstock



SHESHAGIRI KM RAO DESCRIBES THE NON-CONVENTIONAL TEACHING METHODS OF HIS HIGH SCHOOL MATHEMATICS TEACHER CHANNA WHO HELPED STUDENTS TO DISCOVER THE BEAUTY IN MATHEMATICS.

“How do you know that the three angles of a triangle add up to 180° ? How do you know it is true?” Channa asked us with a straight face one day. This was in grade 8 after the first term. The question seemed simple and the answer obvious. But I could detect a mischievous intent as he posed the question. Little did I know that he was about to take us on a journey that was more than 2,000 years old, beginning with a chap called Euclid.

We had encountered the idea of a ‘proof’ along with the term ‘theorem’ for the first time when we were learning geometry, sometime in the middle of 1982. Till then, we had learnt some ‘basics’ in geometry - how to construct different kinds of triangles, find out the missing angles, how to bisect angles and lines, and so on.

Somewhere along the way, we had taken for granted the most common property of triangles - that the sum of the three angles of a triangle always adds up to 180° . This was sacrosanct.

I had always wondered how one had arrived at this number 180. Why not 246° , for instance? Anyway, I didn’t ask this question then and it took me years to realise why we choose 360° for a complete angle, 180° for a straight angle and so on. I now believe it is largely a matter of convenience, for the number 360 has a large number of factors that make computation easier.

“How do you know this is true?” Channa persisted.

“Measure and see, and you will get 180° ,” many of us promptly responded. I remember being surprised by the question. It seemed so obvious then! And the protractors in our compass boxes were anyway made to show 180° . So how could we get anything else? The matter was therefore closed in my mind.

“How many triangles should one draw and measure?” Channa kept on.

This question stumped us a bit and I remember that we didn’t agree on any one number. In fact, any number would have been arbitrary - 10, 50, 100, 1000... The class fell silent after a while. Channa had a point and we were unable to get around it with our argument to collect data for as many triangles as we could. But I kept wondering: Could triangle number 1001 be different if the angles of each of the first 1000 triangles added up to 180° ?

That was, indeed, his next question, “What if the angles of the 1001st triangle do not add up to 180° ?” There was no response from the class. What was he trying to get at?

To drive home Channa’s point a bit, I must share another example, called the ‘Monstrous Counter Example’ that I came across recently. This thing called mathematics can be very unforgiving, as this example tellingly illustrates. Consider the statement: “The expression $\{1+1141n^2\}$, where ‘n’ is a natural number, never gives a square number.” A square number is a number like 25, because it can be written as 5×5 , where 5 is called the ‘square root’ of 25. The term ‘square’ is used because 25 can also be represented geometrically as a square of 5 units by 5 units. You can think of several such square numbers, which are simply called squares.

When computers were used to check this expression, people found out that it did not yield a square number for any natural number from 1 till 30,693,385,322,765,657,197,397,207. This latter number is of the order of septillions, not millions, billions or trillions. Anyone could have then concluded that the expression $\{1+1141n^2\}$ will never yield a square number for all n. But - and this is downright crazy - the expression gave a square number for the next natural number! Can you figure out the square root then? Difficult to believe, right? Quite astounding, in fact. That is how the number world can startle you.

I remember Channa saying, “For this reason, we have to prove that no matter what, the three angles of a triangle add up to 180° .” So we went about proving this elementary theorem and learnt along the way that the word ‘theorem’ is nothing but a statement claiming such and such a thing, which has a proof that is generated using what is called ‘deductive reasoning’.

In mathematics this is something like saying, “If $A = B$ and $B = C$, then $A = C$.” In common parlance, it is like saying, “All apples are fruits, all fruits grow on trees; therefore, all apples grow on trees.” In more intricate cases, each step of a proof has to lead to the next one in a logical manner, till you reach a conclusion. You can make your own examples of deductive reasoning. We do it everyday, though we do not always recognise it. Sounds pretty straightforward, doesn’t it? But it needn’t always be the case. For some theorems, the proofs can run into hundreds of pages, like the proof of what is famously known as ‘Fermat’s Last Theorem’, which is nearly 129 pages long! It was called the ‘proof of the twentieth century’. More on that later.

For me, this was a new way of doing mathematics, used as we were till then to mainly doing calculations of various kinds. This was a new kind of animal that had to be understood. It wasn’t easy. But it was an important step we were taking in establishing truth or falsehood in mathematics.

(Excerpted with permission)

AUTHOR

Sheshagiri KM Rao (Giri) works as an Education Specialist with UNICEF in Chhattisgarh.

To find out more: <https://www.amazon.in/Gentle-Man-Who-Taught-Infinity/dp/B075K7MWXN>

Designer/Illustrator © Ishita Debnath Biswas.



GRAM

Fun with grammar

ACTIVITY-BASED LEARNING CAN HELP STUDENTS TO LEARN GRAMMAR. DR BEENA ANIL SHARES PRACTICAL TIPS.

Teaching grammatical aspects of English language to young learners can be a daunting task. Young students may think of grammar as ‘uncool’ or ‘boring’, a common view among the peer group. Therefore, teachers have to move away from prescriptive teaching, and design activities to teach grammar in a non-intimidating manner.

The *Guardian* newspaper has described this as, ‘the third hindrance to grammar is its reputation. When we think of grammar we picture dusty textbooks, evil teachers holding canes and dry lesson plans. But grammar is colourful, and its ability to completely change the meaning of a sentence is fascinating’.

How do we make grammar interesting for students? And what do you do when children acquire English as their second language? Clearly, activity-based learning and improved teaching can make grammar more enjoyable for students. So, let me

elaborate a task where learners learn quantifiers with help of a simple game.

You must be wondering why I have chosen to discuss quantifiers. Studies have pointed out that most second language learners find it difficult to use quantifiers correctly. As Parrot found in his 2010 work, ‘choosing the correct quantifier is complicated and learners often leave them out altogether’.

To those who are not grammarians, quantifiers can be used before and after nouns to answer questions like ‘how much?’ or ‘how many?’ Quantifiers are used with both countable and uncountable nouns. ‘Many’ learners have ‘more’ difficulties in understanding the usage of quantifiers, thus, the task Wonder With Words (WWW) helps them to learn simply.

Teachers can redesign or restructure the game according to the level of understanding and background of the learner. This task can be further modified to teach other

grammatical components like verbs, nouns, adverbs, etc. The following section outlines the procedure and functionality of WWW to teachers.



Wonder With Words [WWW]

Levels	3 – 6 grades
Objectives	- To use quantifiers – many, more, few, all, both, enough, every, each, any, some, etc. - To enhance students' interest in learning grammar - To develop collaborative learning
Class Time	15 – 20 minutes
Preparation time	10 – 15 minutes
Resources	Paper, pen, and dice or smartphone/LCD

Procedure

1. This task can be played by two or more players.
2. The player should move from start to finish.
3. The player throws a dice. The move depends upon the number on the dice.
4. Based on the number or square the player lands upon, she has to answer the given question in order to move forward or backward according to the instruction given in the brackets.

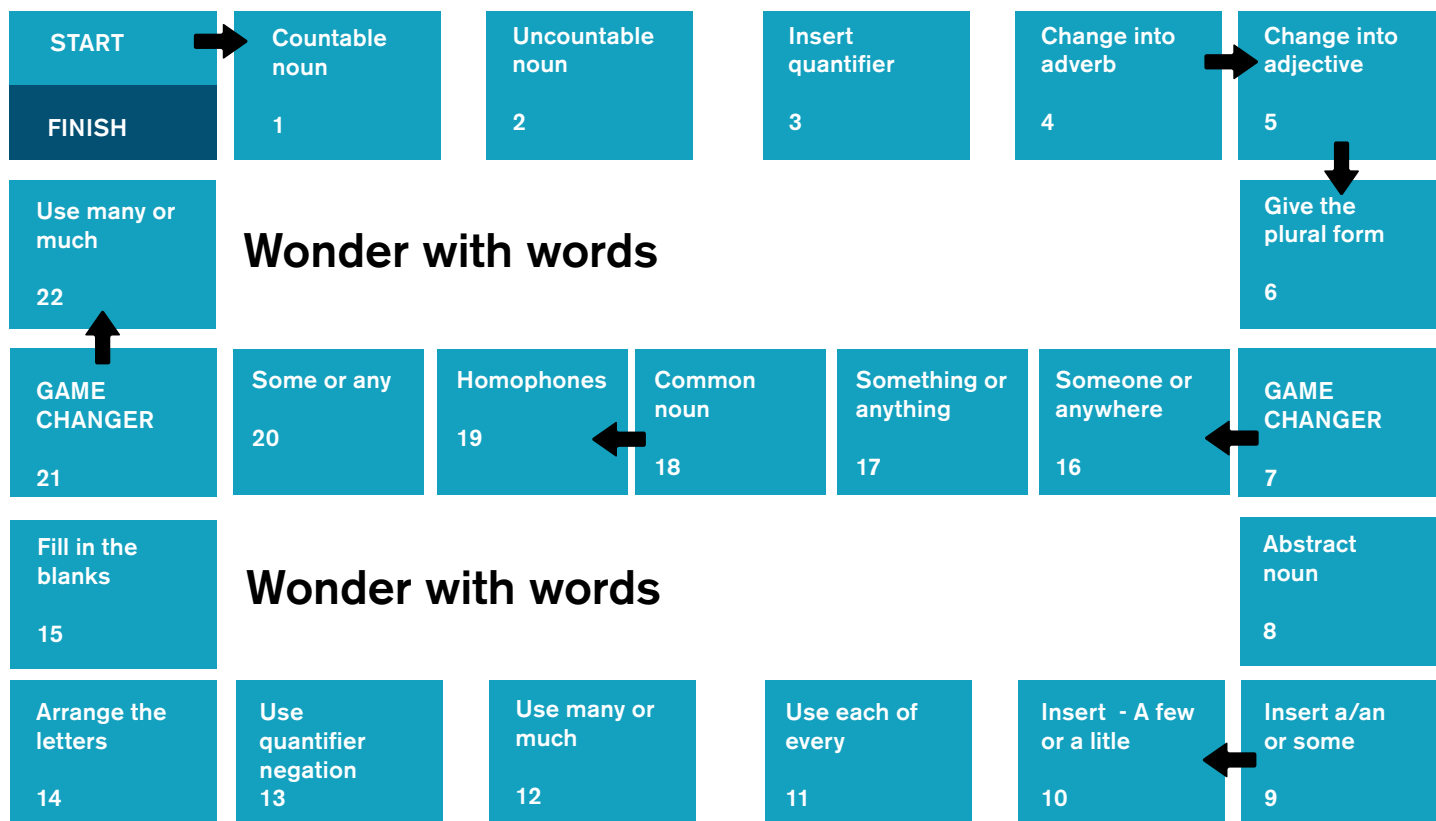
5. As the player continues playing, she keeps moving along the outer loop.
6. When the player stops at 'Game Changer' square, she can change the route according to her choice.
7. Seven and 21 are the game changer squares. If the players land on these boxes, they can choose to take their previous path or a new path.
8. If a player is unable to answer at any point in time, she can avail two helplines that are provided by the teacher.

9. Teachers should reserve extra questions to each square so that duplication of questions can be avoided. Continuous supply of various questions will kindle interest among players.

10. Teachers can use mobile phones or LCD in the classroom to play this game.

Notes for the teacher

1. The teacher should be able to provide players with extra questions so that the game continues for a given time.
2. Playing this game for long hours may lead to boredom.



1. Sugar, fridge, apple, oil (shuttle to 5)
2. Sand, water, orange, book (move to 3)
3. _____ of the students are smart
He collected _____ of his money from her
(go back to start)
4. Slow brief active (life off to 8)
5. Beauty (kick off to 10)
6. Furniture, mouse, sheep (play another turn)
8. Give three abstract nouns (back to 5)
9. They have found _____ gold
I have _____ idea
This is _____ interesting story (go to 6)
10. _____ cars _____ money _____ students (over to 16)
11. There is a bell _____ 1 hour
Students should enjoy _____ minute while learning
The shop is open _____ day except Wednesday
(your way to 5)
12. How _____ people
How _____ water
How _____ countries (run to 2)
13. My teacher _____ homework
Children should _____ sweets
There _____ customers in the shop (vroom to 20)
14. agme (game)
Dlecoiuis (delicious) (slide to 10)
15. p_on_nc_a_i_n (pronunciation)
E_ce_le_t (excellent) (recede to 8)
16. _____ wants to meet you
She will go _____ to achieve her goal
_____ will help you at the right time (back to 14)
17. I have got _____ in my book
I have not heard _____ (go to 20)
18. Write two common nouns (back to 15)
19. Sight - _____
Fare - _____ (go to finish)
20. I need _____ bananas
She bought _____ new books
I do _____ not have _____ pencils in my box (back to 18)
22. _____ milk
_____ money
_____ children (go to finish)

As teachers, we are constantly improving our teaching methods – learning new techniques and making classroom innovations. In 21st century learning environments, we are likely to use technology for Task Based Language Teaching (TBLT). Activity-based learning, however, offers opportunities to teach grammar to learners with English as a second language.

If you implement this activity and find it useful, do not forget to write to us at anannya.chakraborty@acer.org 



AUTHOR

Dr Beena Anil is Assistant Professor of English at SDNB Vaishnav College for Women, Chennai.

REFERENCES

- Brown, J. (2014). Why grammar isn't cool – and why that may be about to change. <https://www.theguardian.com/media/mind-your-language/2014/mar/21/mind-your-language-cool-grammar>
- Parrot, M. (2010). *Grammar for English Language Teachers*. Cambridge: Cambridge University Press.

Photo © Shutterstock

Integrating ICT I:

Mobile phones in the classroom

BY KEVIN THOMSON

This series of articles explores twelve professional practices that are important for the development of English language teachers.

Development in these practices moves through a series of key stages, from being aware of the practice to being able to help other teachers to progress. These articles will help you to develop your understanding, skills and confidence in these areas.

- Find a story or text in the coursebook you use which has four or five characters in it. If you can't find one, you can write or adapt a very short story with four or five different characters in it.
- Choose a group of four or five strong students and give each student a different character. One of the students could be the narrator of the story.
- Ask the group of students to read the story aloud while the rest of the students listen.
- Ask some comprehension questions to make sure that the students understand the story.



Useful vocabulary	
ICT	ICT means Information and Communication Technologies (computers, the internet, mobile phones, etc.).
narrator	The narrator is the person who tells a story.
to drill	When you drill language, you say a word or phrase with correct pronunciation and the students repeat it.

Using new technologies in the classroom can be very motivating for students, especially young learners who are often very interested in computers, the internet and mobile phones. If you have access to the internet in your classroom you can bring in the English-speaking world without travelling anywhere. There is a huge range of teaching resources available for students of all ages.

Mobile phones can also be very useful in the classroom. If you have a mobile phone, you can use it to record your students when they speak, take photos of things and show them to your students, and also play audio recordings of conversations. Using your mobile phone in class can be a fun way of doing some interesting language work.

Useful classroom phrases

For the teacher

- You five are going to be Group 1.
- You are [name of character 1], you are [name of character 2].

For the students

- Your pronunciation was really good!
- I had a problem saying _____ correctly.

Activity: Recording your students while they speak

Your students should find this activity fun and it should help them to improve their pronunciation.

- Choose the words in the story that have difficult pronunciation. Drill these words with the whole class.
- Put all the students in small groups. Give each student a character. The students read the story in their groups.
- Now that all the students have practised reading their stories, tell them you are going to record (audio) them using your mobile phone. Record the first group while they read the story.
- Record the rest of the groups reading the story.
- Give the whole class a writing task based on the story. This will keep all the students busy while you work with the small groups.
- Go round the small groups and play back the recording of them reading the story. Your students should be able to hear the recording well if the group sits close to the mobile phone. Ask your students to try to identify any pronunciation errors as they listen.

Activity: Using photos from mobile phones

Your students will probably find photos you have taken on your mobile phone very interesting to look at. Try to think of things you could take photos of with your mobile phone. How could these photos be used in your class to help your students to practise speaking, listening or writing in an interesting way?

Key points to remember

- If you have the internet in your school, you can use it with your students in many different ways.
- Try to find websites which are of interest to your students. Here is an example of a site that you can use with groups of teenagers: <http://learnenglishteen.britishcouncil.org/>
- Use your mobile phone in class to record your students, take photos and play audio recordings.
- When you record your students when they speak in groups, ask them to listen for pronunciation errors when you play the recording back to them.

Over to you

Look at the key points above with one of your colleagues. Do you already do some of these things? Why? Why not? Which of the ideas in the key points would work best with your classes?

Suggested answers:

Take a photo of a well-known place or building near your school with your mobile phone. Give your phone to a student in your class. The student has to describe the place or building and the other students guess which building it is.

Take a photo of something in your house with your mobile phone (a piece of furniture, some food, an article of clothing, etc.). Give your phone to a student in your class. The student has to describe the object in the photo and the other students guess what it is.

Take a photo of an animal. Give your phone to a student in your class. The student has to describe the animal in the photo and the other students guess which animal it is.

Integrating ICT 2:

Digital resources

BY KATHERINE BILSBOROUGH

Useful vocabulary	
digital materials/ digital resources	Digital resources are resources that we use via the internet, mobile phones or another type of technology.
ICT	ICT means Information and Communication Technologies (computers, the internet, mobile phones, etc.).
interactive whiteboard	An interactive whiteboard is a whiteboard that is connected to a computer.
link	A link is a connection to a website.
puzzle	A puzzle is a game or activity where you have to think carefully in order to solve it.
to integrate	When you integrate ICT into your lessons, you include it in your lessons.

These days many schools around the world integrate ICT into their classrooms. Some schools have modern technology in every classroom. Teachers in these schools use interactive whiteboards to give lessons. Their students use digital materials and connect to the internet. In other parts of the world, teachers have very little technology and students do not have regular access to the internet.

There are lots of digital resources for English teachers and learners on the internet. There are articles, ideas for lessons and thousands of lesson plans and materials to practise grammar, develop language skills, increase vocabulary and improve pronunciation. These resources are ideal for using in the classroom and also for self-study.

<http://learnenglish.britishcouncil.org> is a website for learning English. On the main page learners can find links to seven sections. These include Listen & Watch with lots of videos and audios, and Grammar & Vocabulary with explanations, practice tests and games.



On the main page there are links to two websites for young learners. On the LearnEnglish Kids site there are sections for parents, teachers and children. Children can

play games, sing songs, do puzzles, listen to stories and lots more.

LearnEnglish Teens is for teenagers. It has got sections on exams, language practice and studying. It has also got a popular magazine section with music, fashion, sport and much more.

Useful classroom phrases

For the teacher and students

- Can you send me the link, please?
- Here's the website address.
- Do you know this website?
- Can you connect to the internet?

Activity: Discovering digital resources

Help your students to discover some useful digital resources. Follow these steps.

- Look at the LearnEnglish website that is appropriate for your students' age. Make sure you know how to use the website and find different kinds of materials.
- Ask the students to make a list of three things they want to practise and improve in English. This can be a grammar structure, an area of vocabulary, a skill, pronunciation, etc.
- Ask the students to look at the LearnEnglish website you have chosen.
- If necessary, help the students find (and use) materials to help them practise the three things on their lists.
- The students tell each other about the materials including information on (a) where they are, (b) what they are and (c) if they like them.



Key points to remember

- Many teachers use ICT in their classrooms or schools.
- There are lots of materials for English teachers and learners on the internet.
- <http://learnenglish.britishcouncil.org> has materials for children, teenagers and adults.

Over to you

Discuss these questions with a colleague.

- What kinds of extra resources are useful for your students, beyond the textbook?
- Where can you find them?
- How can you share the resources you find with other teachers?

To find more ideas for teaching English visit www.teachingenglish.org.uk

© British Council 2015



How good is your world geography knowledge?

DO YOU ENJOY READING ABOUT COUNTRIES, RIVERS, AND MOUNTAINS? TAKE THE QUIZ AND SEE HOW WELL YOU SCORE. THE ANSWERS ARE PROVIDED AT THE BOTTOM OF THE PAGE.





1. What is the smallest country?

- A) Malta
- B) Maldives
- C) Vatican City
- D) Monaco

2. What is the longest river?

- A) Ganges
- B) Narmada
- C) Nile
- D) Indus

3. What is the densest forest in the world?

- A) Sundarbans
- B) Amazon
- C) Serengeti
- D) Simlipal National Park

4. What is the world's most linguistically diverse city?

- A) London
- B) Manchester
- C) Sydney
- D) New York

5. The oceans cover _____ of earth's surface.

- A) 40 %
- B) 50 %
- C) 20 %
- D) 70 %

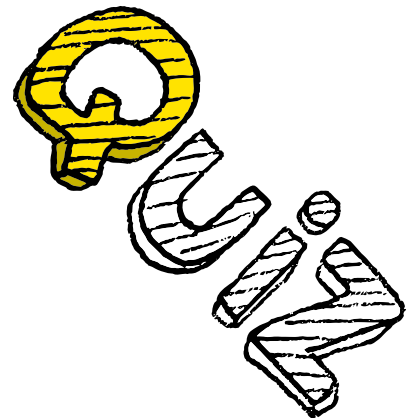
6. What is the largest canyon in the world?

- A) Yarlung Tsangpo Canyon
- B) Grand Canyon
- C) King's Canyon
- D) Antelope Canyon

7. What is the city of three cultures?

- A) Toledo, Spain
- B) California, USA
- C) Edinburgh, UK
- D) Bordeaux, France

Enjoyed this quiz? Send your opinion to Anannya.Chakraborty@acer.org



- 1. Vatican City
- 2. Nile
- 3. Amazon
- 4. New York
- 5. 70%
- 6. Yarlung Tsangpo Canyon
- 7. Toledo, Spain

Answers

ILLUSTRATION © Shutterstock

Letters to the editor



Best letter



Dear Editor,

The article 'Reading for teachers' published in Teacher Volume 13, Number 4 draws our attention to the importance of reading. 'Leaders must be readers' as mentioned in your article is unquestionably true and indispensable in this ever-changing, fast, and competitive economy. In addition to its contribution to enhancing knowledge, reading helps to improve our memory, concentration, vocabulary and keeps us up-to-date with new developments in our fields.

I would like to highlight the role of a library in developing reading habits among teachers and students. A resource-rich library plays an important role in nurturing young readers and supporting teachers. An extensive library is at the heart of any educational institute. In the 21st century, children rely on the internet for sourcing new information. However, teachers have to remind students to evaluate and understand what constitutes authentic information and how a library can support them to find new and dependable information.

Sincerely,

Subhash Khode
Librarian
Shri Vaishnav Vidyapeeth Vishwavidyalaya
Ujjain Road
Indore

Dear Editor,

Thank you so much for introducing this new section in Teacher magazine. The articles published in this magazine are informative and beneficial for teachers including myself. It would be great if the magazine could be published on a monthly basis.

In the Oct-Dec issue, the article Silence, please! Creative ways to quiet a class by Vishal Varia provided classroom management strategies. I used some of the strategies to make my library more disciplined and silent and the activity 'Quiet Sprinkles' proved very effective with my younger students.

Another article called 'Reading for teachers' by Ananya Chakraborty was classic. The best books listed in the article could be a great resource for any library. I really look forward to reading more such articles in the upcoming issues of the magazine.

Kind regards,

Tarannum Athar
Head Librarian
The Indian School
New Delhi

The best contribution will receive a gift voucher of INR.500.

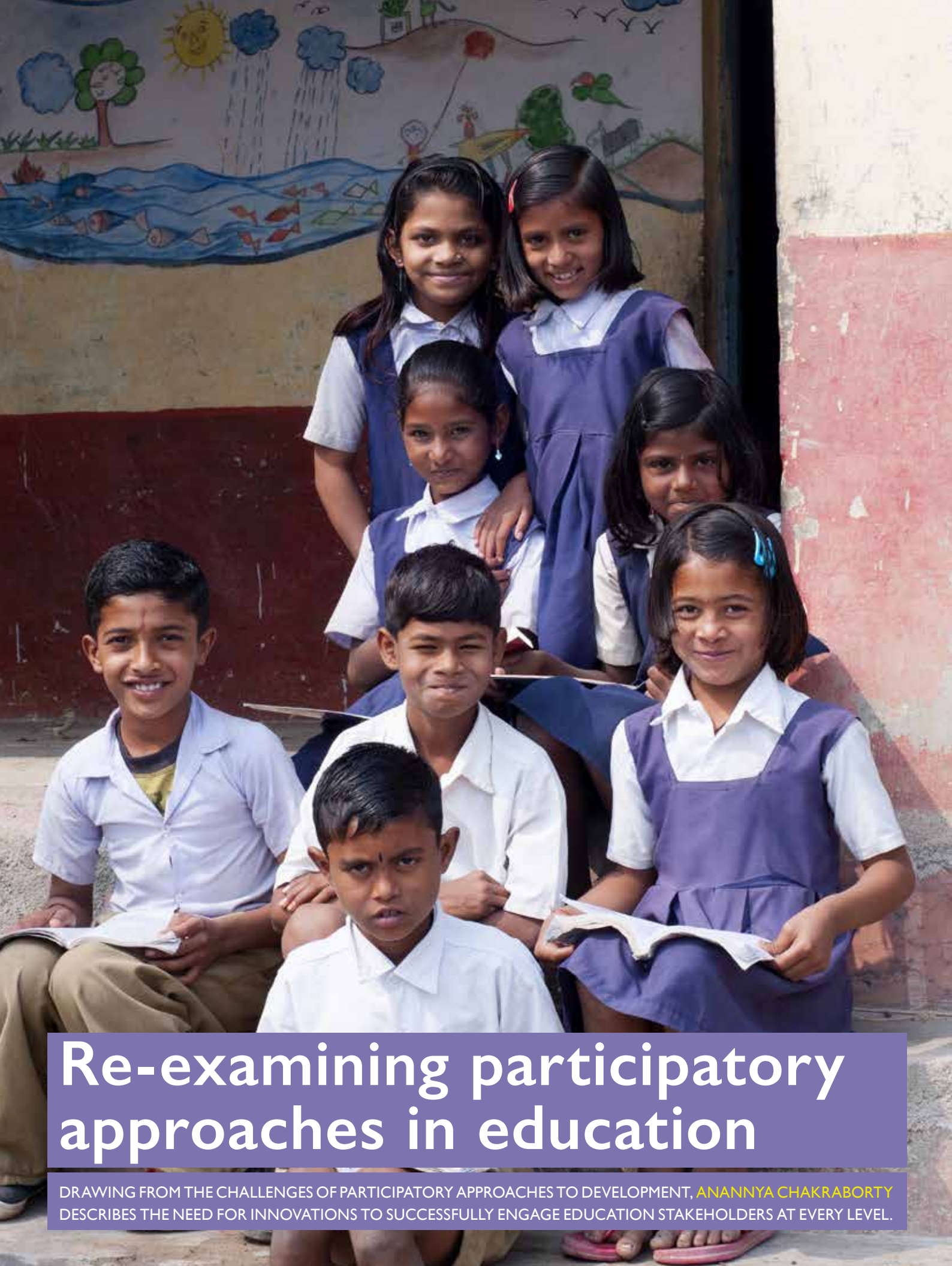


Subscribe to *Teacher* to get the latest on education by teachers for teachers. *Teacher* offers the latest on teaching and learning, curriculum and assessment, educational research and policy, school leadership, book reviews, news, and more.

TO SUBSCRIBE

EMAIL subscribe.india@acer.org

PHONE +91 11 41097433



Re-examining participatory approaches in education

DRAWING FROM THE CHALLENGES OF PARTICIPATORY APPROACHES TO DEVELOPMENT, **ANANNYA CHAKRABORTY** DESCRIBES THE NEED FOR INNOVATIONS TO SUCCESSFULLY ENGAGE EDUCATION STAKEHOLDERS AT EVERY LEVEL.

Participatory approaches in international development are largely understood to enable community involvement and ownership. In education, the broad goal of development projects is to uplift and empower communities through education and give them opportunities for better livelihoods, social mobility, and fuller participation in democracy.

Participatory development is not a new term. One of the earliest studies by Miller in 1979 pointed out 'Participation implies a systematic local autonomy, in which communities discover the possibilities of exercising choice and thereby becoming capable of managing their own development.' Cohen and Uphoff state in their study in 1980 that 'it appears more fruitful to regard to participation as generally denoting the involvement of a significant number of persons in situations of actions which enhance their well-being'.

Robert Chamber's research on Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA) is widely used in the development sector now. In practice however, there remain several areas for improvement to ensure that recipient communities are fully included in decision-making for programmes that affect their lives.

Barriers to participation

Empirical research provides evidence that highlights the formidable barriers in implementing participatory approaches. Charlick pointed out in 1980 that programmes targeting quick tangible outputs may end-up relying on local elites. For instance, Moss's study of participatory learning has shown that the *Bhils* in Western India preferred Eucalyptus as timber for housing not because they had any previous experience with it, but because the Local Forest Department favoured Eucalyptus. Instead of participatory learning meaning that professionals learnt from indigenous

knowledge, it ended up ensuring that farmers acquired and manipulated the new 'planning knowledge'.

Overs, Doezeema, and Shivdas mention in their 2002 study that although both academic and NGO literature emphasise the importance of consulting women in participatory organisations, in practice women rarely get an opportunity to express their opinion. Philips mentions in his 1995 study that including a few women members as participants does not ensure the representation of all the women. Often women working in committees tend to legitimise the decisions taken by male members, further reinforcing inequalities in gender.

Stiefel and Wolfe pointed out in the early 90s that governments tend to encourage participation in fields which do not directly challenge the power of local elites and state agents. This is especially true for those areas where co-operation from the people is essential for the success of a policy – population control or environmental conservation, or activities that are 'costly', 'difficult to administer', and 'politically unattractive'.

Participation in education

In the education sector, several questions are frequently raised. Is education only for the rich? Do poor and rich both have equal access to quality education? How should equity be ensured in the provision of education? While these questions are common headlines in our newspaper dailies, the power relations underpinning design and implementation of education policies and programmes affecting each stakeholder may seldom be covered. If we focus on development programmes from the lens of participatory approaches, how can we ensure that teachers, parents, and students have more authority and involvement in education?

Education initiatives can turn blind to

the agency of teachers in education reforms. Explaining state-led Indian education reform, Batra in her 2005 study says 'it is therefore no surprise that for the last two decades the schoolteacher, as a former centrepiece of processes of social change, is reduced to a mere object of educational reform or worse a passive agent of the prevailing ideology of the modern state.' In a developing country context, education systems have a top-down structure that often eliminates the point of view of teachers in high-level decision making. To illustrate with an example, hierarchical methods of curriculum planning have to give way to more consultative methods.

Similarly, as many school-going children in India cannot read, write, or do basic mathematics, engaging with the community, understanding home language and culture, and setting common goals should be a priority. Given our diversity, each community has a distinctive culture, language, tradition, law, and race. Class and geography are other factors that affect participation in any activity. The participation of a community is critical in promoting learning and setting learning goals. In a country with a large number of first-generation learners however, this might not be easy.

Although there is increasing recognition of the need for evidence-based decision making in education and including communities and their learning needs in policies, there is further scope of exploring and replicating practical solutions in different geographies. One example of change was provided by *IDRonline* recently in an article on schools run by the Delhi Directorate of Education that highlighted the importance of listening to parents and taking timely action to ensure that parents continue to remain involved in matters related to the school. 'The SMC *sabhas*, where parents and decision makers from around 48 concerned departments have a dialogue, is one such platform. Up to 30 percent of school-related grievances

are solved within 30 days because of these *sabhas*. Thus, a mechanism to connect parents to parents, parents to teachers and parents to the system must be a part of the change'. A greater challenge for the development sector is however, sustaining such participatory initiatives and scaling them up.

Participation in technologically enabled societies

Over the years, the meaning of participation has changed thanks to the rise of social media and online communities. Even when individuals are not directly consulted in decisions that affect them, they can still express their views online through social media accounts and blogs. While these might be regulated in some countries or still be limited to some, undeniably technology has changed the method of participation.

This was noted by Gladwell in 2010 when he investigated the enabling role of social media in allowing the powerless to participate. He pointed out that the new tools of social media have made it easier for them to participate and give a voice to their concerns. Social networking sites like Twitter and Facebook play an important role in increasing participation. The ties formed between people may be weak but every participant is a source of new ideas and information for the other. The relationship between participants is not hierarchical in nature, thus making participation easier.

In our new technology-led society, social media offers a diversity of opinion and allows easy involvement of participants; more and more individuals and organisations may thus view this as a source of gathering information. In 2009, Skoric, Yung, and Ng examined the role of the internet in political participation in Singapore and noted that 'the convenience provided by the internet makes online political participation easier and therefore increases the likelihood of this occurring when one is encouraged'.

Looking ahead

What could be some new ways of increasing participation in education? How can education stakeholders raise their concerns through new technological platforms about policies and programmes that affect them? And how would technology create systems that enable participation from urban and rural parts of the country? Unfortunately, there are few easy answers since the challenges of participation vary across different levels with the community and civil society at one end and donors, international organisations, and governments at another.

While it is recognised that participation of different stakeholders has a role in improving learning, development research needs to provide solutions and innovations that can make full participation a reality. With education in crisis and countries battling to make systemic improvements in learning, the role of participatory approaches to development needs to be re-examined. If real needs trickle up through innovative ways of engagement and participation, can it eventually improve policy and programme interventions? In other words, what kind of changes are required in participatory methods to ensure that educational interventions appropriately address the needs of the learners by including the viewpoints of stakeholders. **T**





AUTHOR

Anannya Chakraborty is Senior Communications Officer at ACER India.

REFERENCES

- Batra, P. (2005). *Voice and Agency of Teachers*. *Economic and Political Weekly*. Available at https://www.researchgate.net/publication/306257827_Voice_and_Agency_of_Teachers
- Charlick, R. (1980). 'Animation rurale: experience with "participatory" development in four West African nations'. *Rural Development Participation Review*. 1/2: 1-6.
- Gladwell, M. (2010). 'Small Change: Why the revolution will not be tweeted'. *The New Yorker*.
- Hulme D. and Edwards M. (1997). 'NGO's, States and Donors: An Overview' in D. Hulme and M. Edwards (eds) *Too Close for Comfort? NGOs, States and Donors*. London: Macmillan.
- Miller E.J. (1979). 'A negotiating model' in Lawrence W.G. (ed) *Exploring Individual and Organisational Boundaries*. John Wiley. Chichester. U.K.
- Skoric, M. M., Ying D. & Ying N. (2009). 'Bowling Online, Not Alone: Online Social Capital and Political Participation in Singapore'. *Journal of Computer-Mediated Communication*. 14:414-433.
- Stiefel, M. and Wolfe T. (1994). *A Voice for the Excluded: Popular Participation in Development*. London: Zed Books.
- Win E. (2004). 'If it doesn't fit on the Blue Square It's out!' *An Open Letter to my donor friend* in Leslie Christine Groves, Rachel Barbara Hinton *Inclusive aid: changing power and relationships in international development*. London: Earthscan.

LINKS

<https://idronline.org/the-role-of-parents-in-improving-learning-outcomes/>

Photo © Shutterstock



NEWS SNAPSHOT BY **ANANNYA CHAKRABORTY.**



In brief

External partners for improving board results

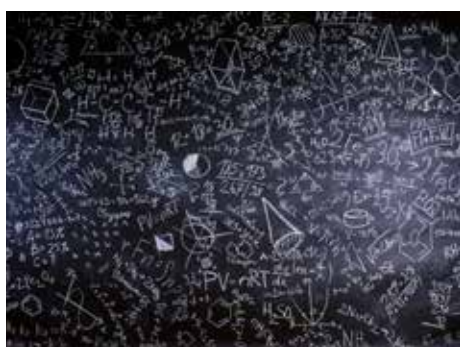
The Delhi Government will appoint external agencies to support students in Mathematics for better performance in the Board exams. Special mathematics classes will be provided under the ‘Maths Teaching Project’ so that students can improve in mathematics, a subject that Delhi students have lagged behind in recent years.

Leadership training for school heads

The Department of Education, Government of Punjab, partnered with the Indian School of Business (ISB), Mohali, to deliver leadership training to school heads in government schools. The training aimed to support newly recruited heads in improving their administrative skills, team-building skills, and teaching and learning skills.

Gender sensitisation curriculum in Delhi

In 2020–2021, a gender sensitisation curriculum will be implemented in all government and private schools of Delhi, which is expected to result in the creation of a safe and respectful environment for girls. Teachers in government schools of Delhi will receive training in delivering the curriculum and counselling students.



Application for tracking student attendance

Teachers in Bhubaneswar will use Niti Aayog’s Sustainable Action for Transforming Human Capital-Education (SATH-e) app for reporting attendance of students in classes X and XII to parents. Remedial action will be taken in the case of those with less than 50 per cent monthly attendance.

Teachers to focus on remedial teaching

To improve the learning levels of students, teachers in Uttar Pradesh will provide extra support to students with poor grades as measured through an assessment of around 48.44 lakh students of Classes V to VIII. Support will be provided through remedial teaching, and a foundation learning module and compendium so that they are enabled to perform better in the next learning outcome test.



South Asia

Bangladesh abolishes grades

Bangladesh is planning to abolish the system of grading in the end of year school examinations. With the intention of freeing students from the exam burden, the government is envisioning ways to change the methods of assessment, with an emphasis

on leveraging the potential of technology to address the challenges of imparting modern education.



New Education Policy in Nepal

The New Education Policy launched in December 2019 has free and compulsory education as one of its salient features. The policy also lays emphasis on technical or vocational education to support the skill development of individuals.

South East Asia

Improved education budget in the Philippines

In the Philippines, the proposed 2020 national budget has allocated finances to support programmes addressing the quality of school education. The funding also allocated reserves for a national assessment system based on the relatively disappointing performance of Filipino students performed in the Programme for International Student Assessment (PISA).



More special education classes in Malaysia

Under the Special Needs Integration Programme (PPKI) in Malaysia, around 1000 classes will be opened for students with special needs. This is expected to make education accessible for 7591 students, thus, expanding school enrolments in the country.

International Corner

SDG4 Data Digest can help in monitoring of educational outcome

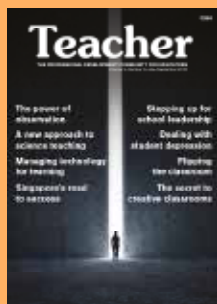
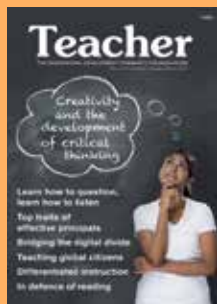
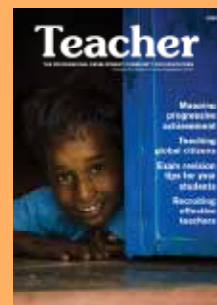
The UNESCO Institute for Statistics launched the SDG4 Data Digest, a report that can support countries to develop and use global and thematic indicators. The report provides practical strategies for accurate collection of data for measuring progress towards education goals.



LINKS

<https://www.hindustantimes.com/education/delhi-government-to-seek-external-agencies-help-for-maths-classes-to-improve-board-results/story-ooYHUxFB5IssQI4RFXRNML.html>
<https://timesofindia.indiatimes.com/city/bhubaneswar/soon-parents-will-get-to-keep-tabs-on-students/articleshow/72920254.cms>
<https://timesofindia.indiatimes.com/city/chandigarh/newly-recruited-school-heads-get-leadership-training/articleshow/72924725.cms>
<https://timesofindia.indiatimes.com/city/bareilly/teachers-to-focus-on-students-securing-poor-grades-in-learning-outcome-test/articleshow/72985697.cms>
<https://timesofindia.indiatimes.com/home/education/news/delhi-government-introduces-gender-sensitisation-curriculum-from-2020/articleshow/73030107.cms>
https://www.newstoday.com.bd/index.php?option=details&news_id=2553798&date=2020-01-01
<https://thehimalayantimes.com/kathmandu/govt-unveils-national-education-policy/>
<https://tribune.net.ph/index.php/2019/12/27/education-prioritized-in-2020-budget/>
<https://www.thestar.com.my/news/nation/2020/01/03/more-emphasis-on-special-needs-students-education>
<http://uis.unesco.org/en/news/launch-2019-sdg-4-data-digest>

Photo © 123RF, Shutterstock



Subscribe Now

And have *Teacher* delivered to your door four times a year

To subscribe to *Teacher* please complete the following form in block letters:

Name _____

School _____

Mailing details:

Address _____

Pin code _____

Phone _____ Email _____

Payment & subscription details:

- ☐ Annual institutional subscription to *Teacher* (four issues: April-Jun; Jul-Sept; Oct-Dec; Jan-Mar) ₹ 900.00
- ☐ Two-year institutional subscription to *Teacher* ₹ 1700.00
- ☐ Three-year institutional subscription to *Teacher* ₹ 2500.00
- ☐ Two-year individual subscription to *Teacher* ₹ 1200.00

Accepted mode of payment: Demand Draft payable to Australian Council for Educational Research (India) or Bank transfers. (Details will be provided on request) Cheques or cheques at par not accepted.

Enclosed Demand Draft No _____ dated _____ favouring Australian Council for Educational Research (India) for

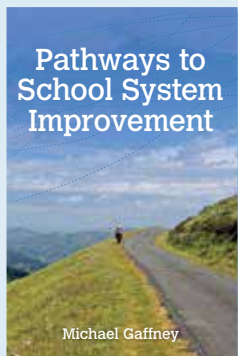
Date _____ Signature _____

Please mail the subscription form along with Demand Draft to the address below, or email subscribe.india@acer.org

Australian Council for Educational Research (India)
C-3, Block C, Qutub Hotel, Shaheed Jeet Singh Marg, New Delhi – 110016
Tel +91 11 41097433 Email subscribe.india@acer.org

*International subscriptions for South Asia.

SCHOOL IMPROVEMENT AND TEACHING AIDS

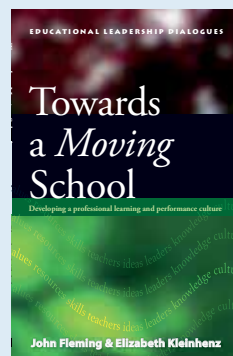


₹600

Pathways to School System Improvement

Michael Gaffney, ACER Press

Pathways to School System Improvement Designed for educators with an interest and a responsibility for school system improvement. Drawing on data from two Australian pilot programs - Principals as Literacy Leaders (PALL) and Leading Aligned Numeracy Development (LAND) - the book looks at effective strategies for implementing system improvement, and it offers approaches for capitalizing on the successes and overcoming the shortcomings of initiative-based reforms.

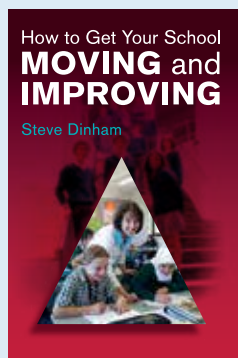


₹500

Towards a Moving School

John Fleming & Elizabeth Kleinhenz, ACER Press

The book explores why and how schools become 'moving' schools, with teachers who have high levels of professional accountability, taking personal and collective responsibility for improving students' learning and their own teaching methods. Moreover, it explains why and how principals and school leaders should understand and respect the complexity of teachers' professional knowledge base and value their work accordingly, if they are to mobilise the collective capacity of their staff.

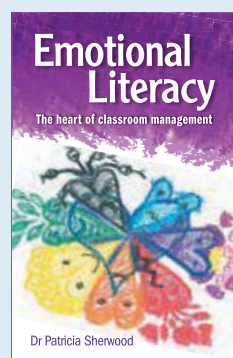


₹500

How to Get Your School Moving and Improving

Steve Dinham, ACER Press

How to get your school moving and improving- based on over three decades of experience and research by Professor Steve Dinham, the book covers all aspects of teaching, learning and school leadership. Aimed at professionals at any stage of their career seeking to improve teaching and learning, this book highlights relevant research from educators and students in many schools across a variety of countries, along with short case studies and vignettes to add detail, richness and authenticity.

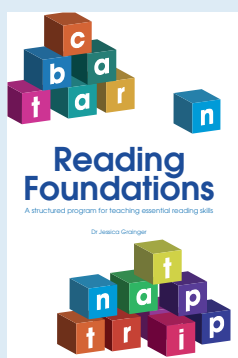


₹800

Emotional Literacy

Dr Patricia Sherwood, ACER Press

Emotional Literacy: The heart of classroom management is a pioneering book for primary school teachers, counsellors and therapists who wish to develop emotional literacy skills in classroom situations. It provides resources for managing the 'feeling' life of children and offers a classroom management model that creates opportunities for healing emotions, rather than emotions being denied, repressed, discounted or excluded from the process; simple self-managed processes that give children basic skills to identify and manage their own emotions and Group classroom exercises that help to reduce the possibility of major behavioural problems or psychological disturbances



₹700

Reading Foundations

Dr Jessica Grainger, ACER Press

This book addresses the issue of teaching phonemic and orthographic skills to beginning and struggling readers. A program is outlined that provides a step by step process and structure with fully developed practice exercises. These exercises are designed so that they can be used in the classroom, in withdrawal situation and in special classes. In this book there are three programs that together examine ways to overcome reading failure for those learners who are having problems in the early stages of reading acquisition: Good Feedback Program ; Step by Step Phonemic and Orthographic Intervention Program; Story Tree Program



₹800

Teaching Oral Language

John Munro, ACER Press

Oral language is widely recognised as an essential foundation for successful school learning. Until recently, the acquisition of oral language skills has been largely overshadowed by reading, writing, spelling and numeracy and has not been considered a key component of school curricula. John Munro redresses this imbalance through the delivery of his step-by-step model, ICPALER. The Ideas-Conventions-Purposes-Ability to learn-Expression and Reception framework describes the various aspects of oral language from a classroom perspective and demonstrates how teachers can best guide students to become effective communicators and language users.

For catalogue or further information contact ACER Customer Service

+91 11 41097433; +91 99717 91961 | subscribe.india@acer.org | www.acer.org/in

IBT

International Benchmark Test



BENCHMARK YOUR ACHIEVEMENT AGAINST THE WORLD

The **International Benchmark Test (IBT)** is an internationally administered programme of assessment in **English, Mathematics, and Science** developed by the Australian Council for Educational Research, a world leader in educational assessment and reporting. The IBT benchmarks student performance against a broad international cohort of students. Schools use the IBT to benchmark student and school performance nationally and internationally and to monitor student progress from one year to the next.

The IBT is a comprehensive assessment of student performance and ability for Classes 3 to 10 in English, Mathematics, and Science. IBT reports identify student strengths and weaknesses, providing teachers with reliable data to inform their teaching.

The IBT currently operates in countries in the following regions: South Asia, East Asia, the Middle East and Southern Africa.

.....
To find out about participating in the IBT in your country, including costs and test dates, visit our website <https://ibt.acer.org>

Email: sales.india@acer.org

ACER India

C-3, Block C, Qutub Hotel,
Shaheed Jeet Singh Marg, New Delhi 110016
Ph: +91 11 41097433