



CONNECTING CLASSROOMS

LEARNING FOR A SUSTAINABLE FUTURE

The Leela Ambience Convention Hotel | New Delhi
28 November–01 December 2016



CRITICAL THINKING
AND PROBLEM SOLVING



CREATIVITY AND
IMAGINATION



DIGITAL LITERACY



COMMUNICATION AND
COLLABORATION



CITIZENSHIP



STUDENT LEADERSHIP AND
PERSONAL DEVELOPMENT



OUR WORK IN SCHOOLS

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create international opportunities for the people of the UK and other countries and build trust between them worldwide.

Connecting Classrooms is a global education programme for schools, designed to help young people to develop the knowledge, skills and values to live and work in a globalised economy, and contribute responsibly both locally and globally. The new programme, running from 2015-2018, will build the capacity of 45,000 teachers, 12,000 school leaders and policy makers and impact more than five million learners worldwide to support them in integrating a range of core skills into the curriculum, including critical thinking and problem solving, creativity and imagination, digital literacy, citizenship, student leadership and personal development, collaboration and communication.





LEARNING FOR A SUSTAINABLE FUTURE

Connecting Classrooms 3, globally launched in India in July as part of the Schools Week 2015, will reach out to train 8000 teachers and 1000 leaders in the area of core skills in this country. After 18 months of its inception, this week-long programme will reflect on the progress and also engage in deliberations and raise awareness of newer pedagogies of learning to improve the quality of education across all age groups and subjects focused on the integration of core skills within the curriculum.

28 November 2016

**CORE SKILLS: LOOKING BACK
AND GOING FORWARD**

This event will involve about 50 globally-validated trainers of core skills who will reflect on the trainings conducted to more than 2500 teachers and leaders at over 20 cities. It will also provide professional development inputs to the trainers in the areas of curriculum development and action research.



29 November 2016

REFLECTION OF CORE SKILLS

Reflection is the third and final phase of the core skills journey. This event will showcase the work of about 200 teachers on the implementation of core skills within the classroom. The reflection will particularly emphasise on embedding core skills within the curriculum for enriched teaching-learning experience.

29 November 2016

**INTERNATIONAL SCHOOL AWARD
CEREMONY**

The International School Award in its thirteenth edition in India, will celebrate and acknowledge the achievements of more than 200 schools in embedding internationalism within the curriculum and bringing the world inside the classrooms.



30 November 2016

**ROUND TABLE WITH POLICY
MAKERS**

The round table involving about 40 policy makers and senior educationists will focus on challenges to implement core skills within today's classrooms. It will also focus on the requirement of change in the assessment format and hear out best strategies and practices of skill-based education from other countries including the UK.

30 Nov–01 Dec 2016

TEACHER CONFERENCE

The teacher conference will involve about 250 practitioners and comprise plenaries and workshops including a keynote from Gareth Mills, an influential thinker engaged in curriculum innovation and learning design. The conference will focus on collaborative practices and core skills for children with special education needs. It will also feature case studies and presentations by practitioners.

CORE SKILLS: LOOKING BACK AND GOING FORWARD

28 November 2016

Good school systems enable young people to live and work in a globalised economy and to contribute as responsible citizens. Education needs to develop young people with the knowledge, core skills and competencies for today's world. The British Council's school-based professional development model provides the basis for this and supports:

- teachers to work together across subjects and age groups
- teachers to design the assessment and measurement for student progress
- a focus on classroom implementation
- international collaboration to learn across cultures
- a long term, structured approach
- modelling and reflective practice

Teachers implementing the teaching of core skills need to be equipped with highly effective techniques and teaching approaches to:

- draw on students' backgrounds and experiences
- increase metacognition, self-regulation and self-directed learning
- provide feedback for students
- develop collaborative learning
- plan lessons that draw on a variety of teaching approaches
- use digital and non-digital learning resources

This event involving about 50 globally validated trainers of core skills will help to reflect on the trainings conducted over the past year at over 20 cities. It will also provide professional development inputs to the trainers in the areas of curriculum development and action research.

PARTICIPANTS

Globally validated trainers of core skills programme who have guided teachers from both private schools as well as government schools

“At this point in my life being a part of British Council’s extended team of facilitators has given me enough core skills. It seems rather fulfilling to impart the same to all teachers. The journey has truly been an enriching one.”

*–Vandana Lulla,
Director,
Podar International
Schools, Mumbai*





“I can vouch that for your professional development this (Connecting Classrooms core skills programme) is the best platform where you can learn new things, make new friends and share good practices. Not only has my professional development taken place, but I have enjoyed the whole journey with my students.”

*–Sarita Badhwar
Dean Internationalism,
The Daly College, Indore*

REFLECTION OF CORE SKILLS

29 November 2016

Every country in the world needs a high-quality, inclusive and equitable school system that supports young people develop knowledge, skills and values to live and work in a globalised economy, contributing responsibly both locally and globally.

Research has shown that in order to participate in a global economy, young people need to be equipped with core skills, which supplement the traditional curriculum, subject-focussed approach of most education systems across the world. The British Council's work with school systems aims to improve learning outcomes for young people in this area. British Council consulted a range of stakeholders, drew upon research on the deep pedagogies framework and UNESCO's transversal skills and then decided to focus on supporting teachers develop their pedagogy in the following six core skills and competencies:

- Critical thinking and problem solving
- Creativity and imagination
- Communication and collaboration
- Student leadership and personal development
- Citizenship
- Digital literacy

The day of reflection for the participants is an opportunity to indulge in knowledge sharing and talk about action in each of their classrooms. Though this stage is the final one as part of the core skills journey, but learning reaches a higher level due to sharing and collaboration amongst the practitioners. About 200 participants will be attending this edition of reflection of core skills.

PARTICIPANTS

Participants of core skills programme who have completed the in-depth courses in Delhi and Varanasi





BRITISH COUNCIL INTERNATIONAL SCHOOL AWARD

29 November 2016

All schools have to prepare young people to live and work in an increasingly interconnected world, which requires all young people to have access to world class teaching and learning experiences. The British Council, through its International School Award programme connects schools across the world to achieve two main outcomes within the context of Sustainable Development Goal 4:

- An increase in global citizenship; young people and educators demonstrate an increased capacity in the skills, understanding and outlook required to work in a global economy and contribute responsibly to society, both locally and globally
- Enriched education, sustained collaboration between countries on professional development, curricula and system reform, and policy dialogue provides improved educational outcomes for young people

The British Council International School Award is a supportive and motivational framework that guides schools through their international work. It recognises and celebrates schools' achievements in international education. The award ranges from introducing international work to the curriculum to embedding it within a school's culture.

Started in 2003 with just five schools, the British Council International School Award in India has grown to 400 schools currently registering for the programme every year. This is the platform of celebration of the hard work of the teachers, school leaders and the learners over the past academic year towards embedding internationalism within the curriculum. About 150 schools from North and East India will be receiving the award in this edition of the award ceremony.

PARTICIPANTS

School leaders and teachers of British Council International School Award winning schools



“The beauty of the International School Award approach to learning lies in its implementation, integration across school and across disciplines.”

*–Ashok Kumar Pandey
Chairperson, National Progressive Schools Conference and
Principal, Ahlcon International School,
New Delhi*

ROUND TABLE WITH POLICY MAKERS

30 November 2016

Educators around the world regularly debate about what is most important in school curricula. Four different positions are often held in these debates:

- A. We need to focus on literacy and numeracy as the foundational skills for life and for other subjects.
- B. We need to focus on knowledge: a large vocabulary, broad knowledge about topics such as science and social studies, and a deep understanding of key ideas and phenomena.
- C. We need a broad, creative curriculum including subjects such as the arts, music, dance, physical education, and free play.
- D. We need to focus on core skills for the 21st century, including creativity and imagination, collaboration and communication, critical thinking and problem solving, digital literacy, citizenship, student leadership and personal development.

In fact, research suggests that each of these four areas—foundational skills, knowledge, broad, creative curriculum and core skills are important. Perhaps we need an integrated approach where the curriculum would be most effective.

In the first session of this round table, we will try to focus on what is right for India and will reflect on the following questions:

- What do you think is the importance of these four objectives in India (literacy and numeracy; knowledge; broad, creative curriculum; core skills)?
- If we agree that all four are important, how do we ensure that our different stakeholders—school principals, teachers, community members, thought leaders understand our vision for a school system and curriculum that encapsulates these four objectives?
- What are the particular challenges that we need to overcome within the Indian system in terms of integration of core skills within the curriculum?
- What successes have we had so far in overcoming these challenges? How do we intend to go ahead moving those we have yet to overcome?


In the second session, the participants of the round table will work in seven small groups to look at case studies from Singapore, Uganda, Scotland, Australia etc. and then reflect on certain questions. Each group will report back to the larger group on the implications for India.

In the final session of the round table, the participants will deliberate on the assessment system and discuss on criteria of measuring core skills. The following questions will be reflected upon as a result:

- What does our current assessment system value?
- What non-traditional methods of reporting student achievement might we need to adopt to adequately capture growth in core skills development?
- When we think about making a change in an educational setting, we often think about the need for that change to encompass culture, policy and practice. In many ways, whilst we can have a direct impact on policy and practice, having an influence over culture is more complex. How can we encourage a culture that values both academic qualifications and core skills?

PARTICIPANTS

- Representatives of central and state education ministries
- Representatives of apex educational bodies including National Council of Educational Research and Training (NCERT), National University of Educational Planning and Administration (NUEPA), Central Board of Secondary Education (CBSE), other state education boards
- Senior educationists working towards imparting quality education to children with special needs



“The British Council have to be congratulated for providing space for ‘blue skies thinking’ and at the same time ensuring discussions make a direct link to making a difference to learning. I am sure that outputs will inform future policy formulation.”

–Baldev Singh

Head, Strategic Education
Developments

Imagine Education



“Engaging with colleagues across India at last year’s conference was one of the highlights of my career. To contribute in some small ways to the enthusiastic, informed, optimistic, hardworking, committed and efficacious delegates was as inspiring as it was humbling. My very best wishes for even more great outcomes from this year’s conference.”

–Peter Hall Jones
Education Consultant
London,
United Kingdom



TEACHER CONFERENCE

30 November 2016 – 01 December 2016

The role of teachers is evolving rapidly. Historically, an industrial model of education successfully prepared young people for employment within an industrialised society. Today, teachers need to prepare students for the unexpected, for jobs that have not yet been created, to use technologies that have not yet been invented, and to solve societal problems that are currently unimaginable. Expectations of teachers and the teaching profession have never been higher.

It is expected that today's teachers deliver education that supports young people to develop not only academic mastery but skills for living and working in an interconnected world. They need a deep understanding of what they teach; to facilitate; to make learning engaging and interesting; to use technology as a powerful teaching tool; to respond effectively to students of different needs; and to apply a pedagogy that ensures quality in the classrooms. The UN Sustainable Development Goal 4 to "ensure inclusive and quality education for all and promote lifelong learning" emphasises the need to make students future-ready and impart learning for a sustainable future.

INDIAN CONTEXT

India, with more than 1.4 million schools and more than 230 million enrolments, is home to one of the largest and complex school education systems in the world. The second most populated country in the world, India's more than half population is under the age of 25, and, with a projected average age of 29 years, she will be one of the world's youngest countries by 2020. With 402 million workforce by 2020, 90% of the country's GDP and 75% of its employment will be derived from the services and manufacturing sectors and India is projected to be the world's third-largest economy by 2030 (after only China and the US). However as per Aspiring Minds Employability Report on Indian Graduates 2013, 47% graduates are not employable in any sector of the knowledge economy. The same report also concludes that Indian education system promotes rote learning in place of actual application of concepts. The Government of India also acknowledges the decline in the country's education standards. While speaking at the Parliament on the Economic Survey for 2015-2016, Finance Minister Arun Jaitley said, "There is a need to improve the quality of education provided in schools to arrest and reverse the

decline in enrolment in government schools and improve the educational outcomes in both public and private schools".

The National Curriculum Framework for Teacher Education 2009 stated that "education planners should provide the avenue for professional development of teachers to transform existing practices towards more learner-friendly methods and method suited to strengthening conceptual learning and understanding rather than rote learning". The Twelfth Five Year Plan also mentioned that continuing professional development for teacher programmes should expose teachers to range of skills such as use of technology and innovative delivery methods which impact upon quality classroom interactions. The National Policy in Education (NPE) drafted in 1986 and revised in 1992 also underline the fact that to meet the challenges of time, education system should grow. It further gives emphasis on developing certain skills in the students and equip them to be effective in the emerging technological world.

This two-day teacher conference hopes to address the following themes underlined in the national education policy 2016:

THEME 1:

Ensuring learning outcomes in Elementary Education

THEME 5:

Re-vamping Teacher Education for Quality Teachers

THEME 8:

New knowledge, pedagogies and approaches for teaching of Science, Maths and Technology in School Education to improve learning outcomes of students

THEME 10:

Enabling Inclusive Education – education of SCs, STs, girls, minorities and children with special needs (conference will only address children with special needs)

THEME 12:

Comprehensive Education – Ethics, Physical Education, Arts & Crafts, Life Skills



The following key issues will be addressed at this conference:

1. How can learning outcomes be improved by embedding core skills within the curriculum thereby designing newer pedagogies and making teaching-learning process more engaging and enjoyable?
2. How does collaborative and global learning contribute in the development of holistic skills amongst the learners thereby ensuring a sustainable future?
3. How can quality education be provided to all learners including children with special needs?

Main objectives:

- The conference will provide opportunities for practitioners to explore newer pedagogies across all age groups and subjects focused on the integration of core skills within the curriculum.
- It will reflect on the importance of nurturing today's learners as global citizens and emphasise the need of collaborative learning.
- It will deliberate on inclusive practices to ensure quality education for all.

Expected outcomes:

- The conference will raise awareness of newer pedagogies of learning to improve the quality of education.
- The deliberations at the conference will be collated into a report that would provide inputs to future policy formulations.

PARTICIPANTS

- Representatives of central and state education ministries
- Representatives of apex educational bodies including National Council of Educational Research and Training (NCERT), National University of Educational Planning and Administration (NUEPA), Central Board of Secondary Education (CBSE), other state education boards
- Teachers who have embedded core skills learning within the curriculum
- Senior educationists working towards imparting quality education to children with special needs
- Freelance and private sector teacher trainers
- Teacher educators
- Representatives of NGOs working in the field of education
- British Council staff and training consultants



“As a panel chair, I witnessed the passion and enthusiasm with which teachers shared their action research experiences at the British Council Teacher Conference. It's great that such platforms are provided to teachers where they are able to showcase, with pride and optimism, their innovative and reflective practices and learn from each other.”

–Ruchira Ghosh

Regional Director South Asia

Cambridge International Examinations





Keynote Speaker:

GARETH MILLS

Gareth Mills is an experienced and influential curriculum designer. He is passionate about design, believing that the way we choose to design our cities, our public services and our schools has a deep impact on their effectiveness. In particular, Gareth is passionate about the way we design learning.

As an advisor to the UK Government when working for England's Curriculum Authority, Gareth led an initiative called The Futures Challenge. The initiative looked at how the curriculum might be developed to better respond to contemporary challenges faced by individuals, society and the economy.

Alongside the important development of academic knowledge, schools were encouraged to seek to promote the wider skills for life and learning, valued by employers, universities and wider society. Similarly, connections were also made to the major challenges of our time, such as health and well-being, entrepreneurship and climate change.

Gareth now works with organisations and schools in the UK, Europe and Asia helping to design curricular and learning experiences for leaders, teachers and students. His portfolio includes work with The International Baccalaureate Organisation, Unesco and The National Foundation for Education Research

Good design can inspire and motivate - poor design frustrates and disheartens. It's the same for learning as it is in the rest of life. During his visit Gareth will explore why he believes that every educator needs to see themselves as an architect of powerful learning.



OUR PREVIOUS CONFERENCE SPEAKERS

OVERSEAS SPEAKERS



SUSAN DOUGLAS
Senior Adviser, Schools
British Council, London
United Kingdom



PETER HALL JONES
Education Consultant
London, United Kingdom



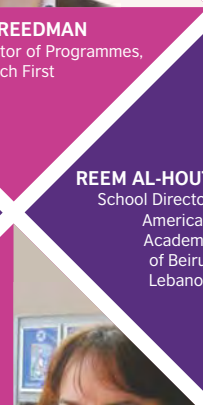
ANDY BUCK
Founder - Leadership Matters
and #honk



SAM FREEDMAN
Executive Director of Programmes,
Teach First



JOHN AYRES
Principal, Eden
Academy
Trust, London,
United Kingdom



REEM AL-HOUT
School Director
American
Academy
of Beirut
Lebanon



MARK HERBERT
Global Head
Schools
British
Council



ANN BURGESS
Education Consultant,
United Kingdom



MARIE DELANEY
Education
Consultant
Ireland



PAULINE LEWIS
Education Director
Avanti Schools
Trust UK



DAVID BARTRAM
Director of SEN
London Leadership
Strategy, London,
United Kingdom



BALDEV SINGH
Head, Strategic Education
Developments at
Imagine Education



RANA ISMAIL
Vice General Manager,
Educational Affairs Al Mabarrat
Schools and Principal of
Al Kawthar Secondary
School, Beirut,
Lebanon



ALISHER UMAROV
Chief of Education
and Programme
Specialist
UNESCO



SHIGERU AOYAGI
Director and UNESCO
Representative to Bhutan,
India, Maldives and
Sri Lanka
UNESCO Offices
in New Delhi



JOHN GALLOWAY
Education Consultant
London,
United
Kingdom



NITYA RAMASWAMI
Director, Sabari Indian
School, Dubai, UAE



THA UKE
Managing Director,
Eden Centre for
Disabled Children,
Yangon,
Myanmar



AMER MAKARAM
Manager of Youth
Association of the Blind
(YAB), Beirut, Lebanon



**LAKSHMI
ANNAPURNA
CHINTALURI**
Principal, Sabari Indian
School, Dubai, UAE



SIN KUEN FUNG
(AKA Kenneth Fung)
Professor,
Institute of Education,
Hong Kong

OUR PREVIOUS CONFERENCE SPEAKERS

INDIAN SPEAKERS



NAND KUMAR
Principal Secretary -
School Education,
Government of Maharashtra



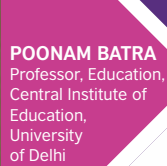
**RUCHIRA
GHOSH**
Regional Director
South Asia,
Cambridge
International
Examinations



ANITA JULKA
Professor and Former Head,
Department of Education of
Groups with Special Needs
and Inclusive Education,
NCERT,
New Delhi



MOUTUSHI SENGUPTA
Director,
MacArthur Foundation



POONAM BATRA
Professor, Education,
Central Institute of
Education,
University
of Delhi



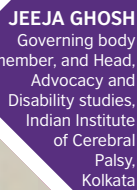
AMBARISH DATTA
Managing Director,
BSE Institute
Limited



PRANATI PANDA
Professor and Head
of Unit on School
Standards of
NUEPA



SWATI CHAKRABORTY
Head, Information Technology
Indian Institute of Cerebral
Palsy, Kolkata



JEEJA GHOSH
Governing body
member, and Head,
Advocacy and
Disability studies,
Indian Institute
of Cerebral
Palsy,
Kolkata



SUJATA BHAN
Professor, Department of Special
Education, SNDT
Women's University
Mumbai



**LATA
VAIDYANATHAN**
Retired Principal,
Modern School,
Barakhamba
Road,
New Delhi



LALITHA PANDEY
DIET Lucknow



ANKUR MADAN
Associate Professor,
School of Education,
Azim Premji University,
Bengaluru



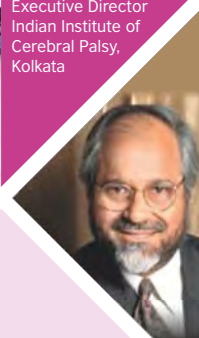
**KAVNEET
KHULLAR**
Principal,
Akshar School,
Kolkata



**YAGNAMURTHY
SREEKANTH**
Professor and Head,
Education Survey
Division, NCERT



REENA SEN
Executive Director
Indian Institute of
Cerebral Palsy,
Kolkata



OM PATHAK
Chairman,
Delhi Public School
Ghaziabad Society





BRITISH COUNCIL

Practical pedagogy

Activities to support core skills in the classroom



STUDENT LEADERSHIP

CONTACTS

National

Arjun Bahadur

Assistant Director – Schools

Email: arjun.bahadur@britishcouncil.org

Phone: +91 (0)11 4149 7108

Arijit Ghosh

Head – School Programmes

Email: arijit.ghosh@britishcouncil.org

Phone: +91 (0)11 41497376

Girish Ingle

Head – Research and Development

Email: girish.ingle@britishcouncil.org

Phone: +91 (0)22 67486778

North India

Shanoo Arora

Programme Manager-North

Email: shanoo.arora@britishcouncil.org

Phone: +91 (0) 11 41497250

Anindita Buragohain

Senior Project Manager – Schools—Digital

Email: anindita.buragohain@britishcouncil.org

Phone: +91 (0)11 41497188

South India

Merlyn Lazarus

Senior Project Manager Schools – Operations and Partnerships

Email: merlyn.lazarus@britishcouncil.org

Phone: +91 (044) 42050629

East India

Judith Hembrom

Programme Manager – East

Email: judith.hembrom@britishcouncil.org

Phone: +91 (0)33 40074348

Mrigank Mouli Mukherjee

Senior Project Manager Schools – ISA and Product Development

Email: mrigankmouli.mukherjee@britishcouncil.org

Phone: +91 (0)33 40074342

West India

Ivy Cabral

Programme Manager – West

Email: ivy.cabral@britishcouncil.org

Phone: +91 (0)22 67486762

Sharon Sequeira

Senior Project Manager Schools – Teacher Development

Email: sharon.sequeira@britishcouncil.org

Phone: +91 (0)22 67486751

BRITISH COUNCIL OFFICES

New Delhi

British Council

17 Kasturba Gandhi Marg, New Delhi 110 001

Phone: 0120 4569000 / 6684353

Fax: +91 11 2371 0717

Email: delhi.enquiry@in.britishcouncil.org

Ahmedabad

British Council

A503-506, 5th Floor, Amrapali Lakeview Tower

Near Vastrapur Lake, Vastrapur, Ahmedabad

Phone: 0120 4569000 / 6684353

Fax: +91 79 2646 9493

Email: mumbai.enquiry@in.britishcouncil.org

Bengaluru

British Council

Prestige Takt

23, Kasturba Road Cross, Bengaluru 560 001

Phone: 0120 4569000 / 6684353

Fax: +91 80 2224 0767

Email: chennai.enquiry@in.britishcouncil.org

Chandigarh

British Council

C515, 5th Floor, Elante Office Block

178A, Industrial and Business Park

Phase 1, Chandigarh 160 002

Phone: 0120 4569000 / 6684353

Email: delhi.enquiry@in.britishcouncil.org

Chennai

British Council

737 Anna Salai, Chennai 600 002

Phone: 0120 4569000 / 6684353

Fax: +91 44 4205 0688

Email: chennai.enquiry@in.britishcouncil.org

Hyderabad

British Council

4th Floor, SL Jubilee, Plot No. 1202 & 1215/A Road No.36

Jubilee Hills Hyderabad Telangana 500 033

Phone: 0120 4569000 / 6684353

Fax: +91 40 2348 3100

Email: chennai.enquiry@in.britishcouncil.org

Kolkata

British Council

British Deputy High Commission

L & T Chambers, First Floor

16 Camac Street, Kolkata 700 017

Phone: 0120 4569000 / 6684353

Fax: +91 33 2282 4804

Email: kolkata.customercare@in.britishcouncil.org

Mumbai

British Council

901, 9th Floor, Tower 1

One Indiabulls Centre 841

Senapati Bapat Marg, Elphinstone Road, Mumbai 400 013

Phone: 0120 4569000 / 6684353

Fax: +91 22 6748 6814

Email: mumbai.enquiry@in.britishcouncil.org

Pune

British Council

917/1 Fergusson College Road

Shivaji Nagar, Pune 411 004

Phone: 0120 4569000 / 6684353

Fax: +91 20 4100 5316

Email: mumbai.enquiry@in.britishcouncil.org





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using **#IndiaSchoolsWeek**

Connecting Classrooms is a global education programme for schools, designed to help young people to develop the knowledge, skills and values to live and work in a globalised economy, and contribute responsibly both locally and globally.

It aims to build the capacity of teachers to integrate a range of core skills into the curriculum, therefore improving learning outcomes for young people and enabling them to become more globally aware and globally competitive.

The programme, running from 2015-2018, will build the capacity of 45,000 teachers and 12,000 school leaders worldwide to support them to integrate a range of core skills into the curriculum, with a focus on: Digital Literacy, Critical Thinking and Problem Solving, Creativity and Imagination, Student Leadership and Personal Development, Communication and Collaboration, and Citizenship.

www.britishcouncil.in