

“True teaching unfolds. A teacher needs to be open to be led by the curiosity of children into the teaching-learning process.”

BINODA

Binoda, a teacher by choice, has been teaching for the last eighteen years. His journey began from a small village in Orissa. As a teacher, he has taught children of all ages in both city and village schools. His real gift is to see the world through the eyes of children, and to him, their world is full of wonder and joy. He truly believes that one 'who' is teaching is equally important as the 'what' and 'how' of teaching. His engagement and energy inspires both children and co-teachers and thus he leads the school from inside the classroom. His journey as a teacher continues with the same enthusiasm and purity...

IT TAKES COURAGE
TO BE A BINODA

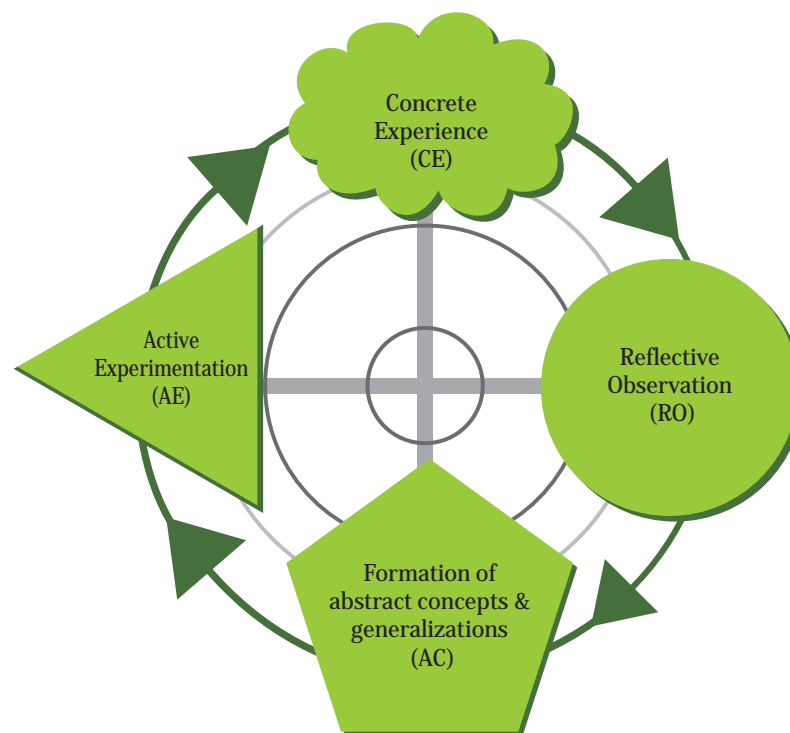
Courage to teach

Courage to Teach, a teacher leadership program for elementary school teachers (Kindergarten to Grade 8), is an initiative of Disha India Centre for Experiential Learning to support schools in developing inspired and reflective teachers who can lead the school reform process of building an empowered and learning culture both inside and outside the classrooms.

सा विद्या या विमुक्तये | Education is that which liberates

the principles of the program

- a) Experience as source of learning and growth: Experiential Learning is a process whereby knowledge and concepts are derived from and continuously modified by the experiences that we go through. To learn is not the special province of a single specialized realm of human functioning such as cognition or perception. It involves the integrated functioning of the total being - thinking, feeling, perceiving and acting. Learners, if they are to be effective, need four different kinds of abilities - concrete experience abilities (CE), reflective observation abilities (RO), abstract conceptualization abilities (AC) and active experimentation abilities (AE). This means, they must be able to involve themselves fully, openly and without bias in new experiences (CE). They must be able to reflect upon and observe their experiences from many perspectives (RO). They must be able to create concepts that integrate their observations into logically sound theories (AC) and they must be able to use these theories to make decisions and solve problems (AE). [Kolb's Theory of Experiential Learning]
- b) Preparing for life through life: Working on real problems/possibilities in the real context leads to a deeper understanding and meaning of both learning and life in children. Not only does it lead to the development of problem solving capabilities and capacity to create among children but it also empowers them for a meaningful and productive life. [Gandhi ji's principle of Nai-Talim]
- c) Teacher Leadership: Change is sustainable if it is rooted in the classroom and is led by teachers. The theory of teacher leadership is about how we can support teachers in taking charge of curriculum and cultural change in schools by being inside the classroom. Linda Lambert, in her book 'Leadership Capacity for Lasting School Improvement', defines leadership as "reciprocal, purposeful learning in a community" and she defines teacher leadership as a community of teachers from across the school that is learning and sharing together for making learning effective inside the classroom. Teacher leadership can come from any classroom, but what distinguishes a teacher leader from the pack is inner desire to take a greater role - to seek out and answer unanswered questions, foster a climate of reciprocal leadership, decide to learn with and from others, and share what is known and understood. The important aspect is that teacher leaders carry the weight of responsibility for ensuring that reforms take root in the classroom and deepen the learning of all students. Richard Ackerman and Sarah V. Mackenzie call it the 'School's conscience.' Teacher leaders care deeply about students and about the institutions designed to help students learn, and they continually think about the gap between the real and the ideal in schools. The discrepancies they witness compel them to challenge the status quo.



program objectives

1. To redefine learning. To understand the theory of experiential learning and how do children learn.
2. To connect with the inner being and explore the true self.
3. To understand the pedagogy and structure of language development, Mathematics and Environment Studies (EVS) and what does it take to integrate the curriculum and teaching.
4. To understand the discipline of Projects (PBL) as a pedagogy of real and contextual learning
5. To learn how to observe and connect with children and how to build the culture of learning and excellence in the classroom.
6. To understand the discipline of action research and lesson study for improving the teaching-learning processes inside the classroom.
7. To redefine the role of a teacher and understand the discipline of teacher leadership.



" courage is not
the absence of fear,
but rather the judgement
that something else
is more important
-ambrose hollingworth redmoon

Batch of 2010

program design

Courage to Teach is a 14-day learning program where teachers will go through integrated real-life experiences and in the process develop the required understanding and skills. The teachers will experience the power of paradigms, structures and practices that we would like them to re-think and re-invent in schools. It is a fully residential program comprising of three modules spread over six months. First module is an outbound module for four days and the second and third module are for five days each. The workshop modules will be supplemented by project work and one-on-one coaching.

Module 1: Redefining Learning and Seeing Possibilities

Duration: 4 days; Dates: April 7 to 10, 2011; Venue: Camp River Wilds, Shivpuri, Rishikesh

This module uses outdoors and nature to focus on:

- Theory of experiential learning
- How do I learn and my personal learning process
- How do children learn and understanding the current reality of teaching-learning inside the classroom
- Uncovering personal aspirations and creating a personal vision
- Making a self-development plan

Module 2: Understanding and Connecting with the Child

Duration: 5 days; Dates: May 14 to 18, 2011; Venue: Acharya Tulsi Global Meditation Centre (ATGMC), Gurgaon

The module will focus on:

- Stages of child development and understanding the child as a whole being - the affective, cognitive and physical domain
- Circle time for connecting and building relationship with children
- Story telling as pedagogy for language development
- The science and structure of language development
- Understanding Environment Science (EVS) and PBL (project-based learning) as pedagogy for EVS
- Theatre as pedagogy for expression and self-development

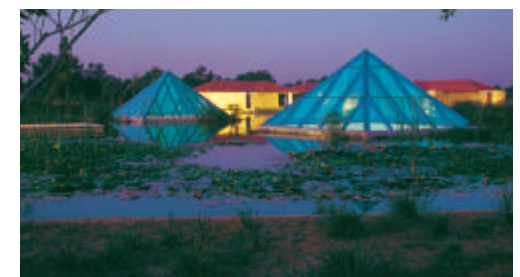
Module 3: Developing the Culture of Excellence and Engagement in the Classroom

Duration: 5 days; Dates: September 14 to 18, 2011; Venue: Acharya Tulsi Global Meditation Centre (ATGMC), Gurgaon

- Experiencing the power of observation
- Live case-studies and lesson studies on classroom teaching and learning
- Nature, structure and pedagogy of mathematics
- Assessment of and for Learning
- Designing effective teaching-learning practices like planning, reflection, report writing and giving feedback
- Action-research as a practitioner's self-reflective process for professional development
- Designing teaching-learning resources



Camp River Wilds, Shivpuri, Rishikesh



Acharya Tulsi Global Meditation Centre, Gurgaon

सा विद्या या विमुक्तये | Education is that which liberates

design and facilitation team for the program

Parminder S Raparia (Founder, Disha India Centre for Learning)

Parminder has led four whole school transformation projects with varying challenges and complexities, including one at The Heritage School, Gurgaon. He believes education must empower children for life through designing learning processes in a real context. Inspired by Gandhian principles of work-centred education, he founded Disha India with a vision to develop schools as centres for learning and empowerment. Through the last decade, he has been working in the areas of 'personal mastery and leadership' and 'learning how to learn'. An engineer from REC, Kurukshetra and an MBA from Symbiosis, Pune, Parminder is also a long distance runner.

Dr. Lalit Kishore (Educationist and Mentor)

Dr. Lalit Kishore (b.1946) is a post graduate in physics (Kurukshetra University) and doctorate in education (Punjab University), who had his advanced education from the International Centre for School Technology (UK) and International Institute of Educational Planning (France), Queen's University, Kingston (Canada). He taught at Mayo College, Ajmer and Sports School, Rai and has worked at senior positions with Central Schools Organisation, Lok Jumbish, Krishnamurti Foundation, Navodaya Vidyalaya Samiti, Central Tibetan Schools Administration, UNICEF, UNESCO and Jeevan Vigyan (Science of Living and Spirituality) Academy. Currently, Dr. Kishore is associated with several NGOs and civil society organizations. He is also actively involved with independent academic and research work and invariably contributes for the international conferences on education.

Ruchi Mainali (The Heritage School, Gurgaon)

Ruchi is the Mathematics Coordinator for Junior Program at Heritage School, Gurgaon. She has been teaching for last 7 years. She has a deep understanding of how children construct conceptual understanding and how a teacher can enable the process of learning inside the classroom. She has worked closely with Jodo Gyan to understand the approach and theory of Realistic Mathematics Education. She has done Bachelors of Elementary Education from Jesus and Mary College, New Delhi.

Tushar Tamhane (Educationist and Mentor)

Tushar is a mentor to various progressive schools for teachers training, curriculum and resources development, and till recently was the Director (Academics & Training) of Indus World Schools (IWS). He has a long and distinguished career in educational organizations where he has evolved Learner-centered teaching methodologies that foster problem-solving skills in children and encourage them to ask questions about their natural and social environment. He is particularly known for his innovative approach in developing teaching aids in Science and Mathematics using throwaway materials.

Jaya Iyer (Educationist & Social worker)

For the last eighteen years, Jaya has been working in the field of development theatre and social education. Trained in participatory theatre skills, she has designed and trained field workers, teachers, activists and young people in India and abroad. She has been associated with Pravah, a non-profit organization working with young people for a decade and was its CEO for three years. Currently, she is involved with Nehru Memorial Museum and Library in setting up a National Children Centre, developing a curriculum on leadership in environment for WWF and takes classes for B.El.Ed in Delhi University. She is also a dancer and trekker.

Partha Pratim Saha (Outdoor Education Facilitator)

Partha is one of the pioneers in outdoor education in India. He is one of the finest river guides in India. He is the only Indian to have represented the country in World Canoe Championship, pre-Olympics and Asian Championship in the event of Slalom Kayaking. He is also one of the Pioneers of Rafting Industry in India. He runs Camp River Wilds at Shivpuri, Rishikesh.

Partho (Former Principal of Mirambika)

Partho has spent more than twenty years in the field of education and has done extensive personal research in the philosophy and practice of alternative and integral education. He joined the Sri Aurobindo Ashram in Delhi at the age of 26 and the Mirambika Free Progress School in the Ashram. Mirambika is a free progress school, an experimental educational unit of the Sri Aurobindo Education Society, New Delhi. It is one of the pioneering integral education schools in the country and has inspired several other attempts at alternative schooling in the country. Partho headed the Mirambika School between 1994 and 1999.

Prakash Sahoo (The Heritage School, Gurgaon)

Prakash has been a teacher for the last 9 years. He views education as a potent means to achieve Truth. His experience at Mirambika and Heritage gave him an opportunity to experience and learn the integral approach to teaching-learning. He believes that learning is about investigation/inquiry and not telling. He specializes in doing project-based learning, integrating mathematics, science and philosophy. He is also a teaching course on integral education to B.El.Ed Students of Jesus and Mary College, New Delhi.

program fee

The fee for this 14 day residential program is Rs 25,000. It includes facilitation, course and activity material for the program. It also includes travel, boarding and lodging ex-Delhi for Module 1 and boarding and lodging for Module 2 & 3.

scholarships

There are need based scholarships available for the deserving candidates and schools.

certification

On the successful completion of the program, participants will be awarded a certificate of participation from Disha India Centre for Experiential Learning.

testimonials

What teachers have to say about their experience of Courage to Teach program...

Courage to Teach taught me that education is multi-dimensional. Literacy is only a small part of it. I learnt that the real purpose of education is to help the child to evolve... I myself evolved with each session... It has made a change in my perspective and I look at teaching in a different and a more meaningful light.

-Sanjala Wazir, Dean of Academics, Welham Girls' School, Dehradun

Extremely educative and empowering. Whether as a teacher or a parent, the revelations were new and have enabled me to understand children as learners as well as individuals much better.

-Anisha Sachdev, The Heritage School, Gurgaon

Courage to Teach program has helped me tremendously to evolve as a teacher, I learnt how to go beyond the curriculum and help students connect theoretical concepts to real life experiences.

-Sangita Kapadia, Abhyudaynagar Municipal School, Mumbai (School is managed by Akanksha Foundation)

The Courage to Teach program gave me a chance to look within and introspect. I have started appreciating my failures and learn from them...

-Tripti Keshot, Mayo School, Ajmer

The Courage to Teach journey ignited my mind, touched my soul and streamlined my thought process. In short, it has sharpened my teaching skills.

-Anupa Sinha, The Army School, Bangalore

The journey began with a simple activity of making a bridge... In the true sense, it was a bridge to connect with my own self... a bridge to begin with that 'first step'... a bridge to have courage and will to reach out to my destination... Every session, thereafter, was an eye opener which gave me a chance to reflect upon myself, question myself and move forward...

-Jaya Arora, The Heritage School, Vasant Kunj, New Delhi



disha india centre for experiential learning

Disha India Centre for experiential learning is an educational initiative to co-construct a theory of experiential and integral learning. The vision is to co-create curriculum and practices that use real-life experiences as a pedagogic medium for developing conceptual understanding, knowledge and skills and in the process empowers teachers to lead and sustain the culture of learning and excellence inside the classroom and school. We believe in empowering children for life through life, and this, we can do by designing real and integral experiential projects/expeditions as pedagogic medium for learning. Disha India's work involves whole school design and development, education leadership development, teachers' capacity building and designing experiential projects and outbound learning expeditions for children.

Some of the prominent schools that have been impacted by Disha India's work are The Heritage Schools (Gurgaon and Delhi), Welham Girls' School (Dehradun), Delhi Public School (Surat, Gurgaon, Patna, Ludhiana and Pune), O P Jindal Modern School (Hisar), Vidya Bhawan Basic School (Udaipur), Mayoor School (Ajmer), Jingle Bell Academy (Faisabad), The Akanksha Foundation (Mumbai and Pune), Bal Bharati Public School (Noida and Pitampura), Sangamitra High School (Hyderabad), Azim Premji Foundation (Bengaluru), Army Public School (Bengaluru), Salam Balak Trust (New Delhi) and Vijay Trust (Andra Pradesh) among others.

Disha India is engaged in an intensive action research on project-based learning with the objective of understanding the Gandhian principles of Nai-Talim in today's context i.e. how can we use productive work as a pedagogic medium of learning in schools to prepare children for life through life. Disha India works with school principals on principles and pedagogy of experiential learning and systemic change through its open leadership program 'Courage to Lead.'

Disha India is in the process of setting up its own K-12 school in Karnal (Haryana) with the vision to make the school a centre for learning and sharing for the whole community. Disha India Education Foundation is a non-profit social organization registered under Section 25C of Companies Act, 1956.



Centre for
Experiential
Learning

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