IN Focus

THE NEW-AGE EDUCATOR

Today, a mix of traditional offline methods and new online tools form the key for success. With constant evolution, we need to adapt at a relentless pace where coherent changes in the learning ecosystem with a futuristic approach are needed. Classroom continuity is permanently embedded in the current teaching methods and by quickly adapting to the changing scenarios, we can accelerate the transformation of making learning centres more student centric, meaningful and future-ready.

As tech-enabled & AI solutions create ways for easy delivery of lessons, the concept of hybrid learning is becoming more popular. Schools find ed-tech solutions to be convenient to enhance learning and make it more engaging and valuable for differentiated learners.

The new NEP & NCFs demand that teachers be educated, trained and guided to help them deliver skill-based learning & teach problem-solving methods to students in the era of digital transformation.

The focus has shifted from conventional methods of pure theoretical knowledge to skill-based / practical real-life learning, which is important as they help prepare a future ready workforce. This will help students go through an immersive, connected learning experience to help them present their skills across institutions and portfolios as they move from school to college.

New-age educators need to provide for - *adaptive learning, innovative assessments, 21st century skills, competency-based education, socio-emotional learning & sustainability*.

> *We are moving from giving importance to only IQ to a system that values EQ and learning from risk taking and entrepreneurship.*
>
> *- Niru Agarwal*

WONDER WORD

LIFELONG LEARNING

A form of **self-initiated continuing process of education** (*beyond traditional, schooling, college and higher education*), that is focused on personal and professional development. While there is no standardized definition of lifelong learning, it has generally been taken to refer to the *learning that occurs outside of and beyond the formal educational institutes, over time through one's life*.

It recognizes that humans have a natural drive to explore, learn and grow and encourages us to improve our own quality of life and sense of self-worth by paying attention to the ideas and goals that inspire us.

The only constant in life is *CHANGE*, so lifelong learning becomes a crucial quality that **New-Age Educators** must have and must instill in their students. They must create opportunities within the framework of tightly-scheduled curricula for *everyone* to acquire an insatiable thirst for learning and improving.

"In teaching you cannot see the fruit of a day's work.
It is invisible and remains so, maybe for twenty years."

– Jacques Barzun

QED Talk

NEP 2020's **focus on**
THE NEW AGE TEACHER : *BY DESIGN OR BY DEFAULT*

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■ *What comes to your mind, when you hear the term - NEW AGE TEACHER?*

Our world is at a unique juncture in history, characterized by increasingly uncertain and complex trajectories shifting at an unprecedented speed. These sociological, ecological, and technological trends are changing education systems, which need to adapt. Yet, no trend is destiny, and *education* has the most *transformational potential* to *shape just and sustainable futures* (UNESCO, 2021).

The concept of a "**New-Age Teacher"** can be somewhat subjective and may vary depending on *individual* and *national perspectives* and also depending on *evolving educational challenges* and *trends*. For me, a **New-Age Teacher** typically embodies a *set of attributes and practices that align with contemporary educational philosophies and the changing needs of students in the 21st century*. In essence, a New Age teacher *embraces a modern, student-centered, and holistic approach to education that prepares students for the challenges and opportunities of the 21st century*. Therefore, **new-age teachers** are necessarily *by design* and *not by default*.

■ *Can you elaborate a little more on these two terms you mentioned - Teachers By Design and Teachers By Default?*

The terms "**Teachers by Design**" and "**Teachers by Default**" refer to different pathways and motivations that individuals may have when entering the teaching profession. These terms help to distinguish between those who *actively choose teaching as a career* and those who may *find themselves in teaching roles for various reasons*, often as a result of circumstances.

It's important to note that individuals who *become teachers by default* can still become effective and dedicated educators with time and experience. Some may discover a *genuine passion for teaching* as they gain more classroom experience, while others may eventually pursue *additional training and education* to improve their teaching skills. Ultimately, the *key is to provide support and resources* to all teachers, regardless of their initial motivations, to help them become the ***best educators*** they can be.

■ *What must New Age Teachers reflect upon, whether they are Teachers - by Design or by Default?*

Quality education certainly equips children and young people to become citizens with inquiring minds and dispositions, who become active, competent thoughtfully critical, and responsible members of our society. Across the world, education systems have been clearly articulating the standards and capacities required of new-age teachers. They invariably encompass **strong subject matter knowledge, pedagogical skills**, the capacity to respond to **student diversity**, the importance of effective **collaboration with colleagues**, **digital competencies**, and the capacity to **engage in ongoing development**. *Great teachers make a difference in the new age.*

■ *The idea that 'teachers educate students for jobs' is an idea of the past. What should teachers equip students with to be able to create their own future / their niche calling - say for a world of 2030?*

The *future of learning* emphasizes **flexibility, personalization,** and the **development of critical thinking** and **problem-solving skills. New-age teachers must create learning environments that foster complex thinking and dynamic communication** that are essential for the future job market and global economy. The skill set demanded by employers is continually evolving to meet the changing needs of industries and the global economy. In such a rapidly advancing job market, several key skills are expected to be in high demand for employability. Individuals should strive to develop and enhance these skills through education, training, and practical experience. Additionally, a willingness to embrace **lifelong learning** and adapt to changing demands will be a key factor in employability.

> *All of the top achievers I know are lifelong learners. Looking for new skills, insights, and ideas. If they're not learning, they're not growing and not moving toward excellence.*
>
> *– Denis Waitley*

■ **It is now widely acknowledged that the knowledge world is no longer divided between 'specialists' and 'generalists', and that a new group has emerged, the 'versatilists'! How can New Age Teachers become versatile?**

New-age teachers must be **versatile** by developing a wide range of skills, multi-tasking, adopting innovative teaching strategies, and staying adaptable in response to the evolving needs of students and the education landscape.

They are **facilitators of learning**, guiding students to become independent thinkers, problem solvers, and responsible global citizens. The future of learning is dynamic and adaptable, driven by a commitment to equipping individuals with the skills and knowledge they need to thrive in an ever-changing world as a versatile teacher.

Becoming a **versatile teacher** involves a *commitment to ongoing growth, willingness to experiment with new approaches,* and a *dedication to meeting the diverse needs of students* in an ever-changing educational landscape. By continuously expanding the skills and knowledge, one can provide the best possible learning experiences for students and prepare them for the dynamic new age. Both, Students and Teachers, are evolving into the **T shaped workforce**.

■ **In what way would the modern teacher need to use ICT in curriculum?**

Technology in the curriculum and its transaction in the new age is significant. New-age teachers *should receive advanced training and professional development on emerging technologies and how to use these tools effectively and ethically.* There is a need to continuously evaluate the impact of technology on learning outcomes and align their approaches as needed to maximize its benefits. Ultimately, *technology should enhance and support the curriculum goals and objectives* while promoting *critical thinking, problem-solving,* and digital literacy among students.

> A New-age teacher embraces a modern, student-centered, and holistic approach to education.

■ **'Lifelong Learning' appears to be a MUST HAVE mindset for the Future. What might it look like for Teachers and Educators?**

New-age teachers need to be **Lifelong learners**. Lifelong learning ensures that teachers continue to develop their skills and knowledge throughout their careers. Teacher education programs are designed to provide a foundation, but the teaching profession is constantly evolving. Teachers must engage in ongoing professional development to stay updated with the latest research, technologies, and pedagogical practices. Only then teachers can adapt to changes in education.

As new technologies, teaching methods, and curricular standards emerge, teachers who **embrace lifelong learning** are better equipped to adjust their practices and meet the evolving needs of students. Lifelong learning fosters innovation in education. Teachers who are committed to lifelong learning are more likely to experiment with new teaching approaches, technologies, and instructional materials, which can lead to innovative and engaging learning experiences for students.

The future of education is likely to be characterized by rapid technological advancements and changing societal needs. **Lifelong learning** ensures that teachers are future-ready, equipped to harness the power of technology, and prepared to address the evolving challenges and opportunities in education.

■ **What are some really important and essential attributes that a Teacher MUST possess to be a New-Age Teacher?**

READ TO SUCCEED

FOR TEACHERS

The Future of Education: *How to Evolve 'Old Schools' to Exciting and Innovative Learning Hubs*
- by Hezki Arieli

Schools should not only be on the train zooming into the future – they should be the locomotive leading it! The author grants his readers a front-row seat to observe and experience the evolution of 'old schools' into Innovative, Creative, Excellent (I.C.E.) Learning Hubs in the year 2050. A practical, experiential, detailed road map, presenting the rationale and action plans that will allow the education system to make a giant leap in all its components, bringing it back in the game and in line with the constantly changing, unknown world of the future. This book is intended for parents, educators, and anyone else who cares about the future of our children and that of the world.
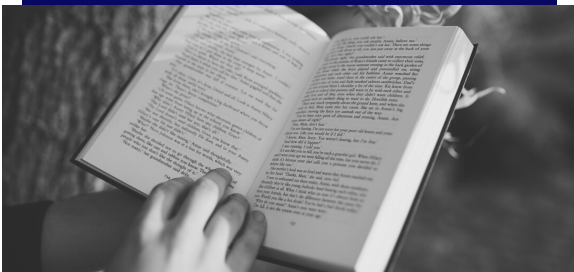
FOR STUDENTS

21 Lessons To Empower The New Age Kid
- by Sandra K Jones-Keller

Today's kids face an unprecedented amount of pressure from parents, teachers and peers. Also, many students lack basic life-skills when entering college. This is cutting-edge workbook for today's adolescents! The lessons are short and easy to follow. The life principles covered are designed to teach children how to constructively deal with challenges.

There are many, but these are the top **TEN attributes** of **New-Age Teachers**:

1. Adaptability: New-age teachers are adaptable and open to change. They recognize that traditional teaching methods may not always be effective in today's diverse and rapidly changing world, so they are willing to experiment with new approaches and technologies to meet the needs of their students.

2. Technological Proficiency: They are comfortable with using technology as a tool for teaching and learning. This includes proficiency with digital devices, educational software, and online resources to enhance the learning experience.

3. Cultural Competence: They recognize and respect the cultural diversity of their students. New Age teachers create inclusive classrooms where all students feel valued and included, regardless of their cultural background.

4. Global Awareness: They incorporate global perspectives into their teaching. They help students understand global issues, cultures, and interconnectedness, fostering a sense of global citizenship and responsibility.

5. Emphasis on Soft Skills: New-age teachers recognize the importance of soft skills such as communication, collaboration, creativity, and adaptability. They actively incorporate opportunities for students to develop these skills in their lessons.

6. Creativity and Innovation: They encourage creativity and innovation in their classrooms. They provide opportunities for students to explore and express their creativity through various mediums.

7. Emotional Intelligence: They are attuned to the social and emotional well-being of their students. New-age teachers create a safe and supportive classroom environment where students can express their feelings and emotions.

8. Environmental Awareness: They incorporate environmental education and sustainability principles into their teaching to raise awareness about environmental issues and inspire responsible actions.

9. Reflective Practice: They engage in reflective practice, regularly evaluating their teaching methods and strategies to make continuous improvements.

10. Community Engagement: They actively involve the community in the educational process, recognizing that learning extends way beyond the classroom walls.

> *A key paradox of modern education:*
> *to encourage the young to think freely and*
> *apply their minds to the problems of our times, **OR**,*
> *to train them to become loyal citizens,*
> *complying with and obeying the*
> *relevant authority representing the state.*

■ *Finally, in what way can B.Ed. programmes be further upgraded to empower all the candidates for the demands of a New Age Educator?*

Teacher education programmes play a crucial role in preparing new-age teachers for the modern and ever-evolving educational landscape. In the 21st century, teaching has become more complex, diverse, and technology-driven, requiring educators to possess a broader skill set and a deeper understanding of various aspects of teaching and learning. Addressing these challenges requires *collaboration between teacher education programmes, schools, policymakers, and the broader educational community*. It also demands ongoing reflection, adaptation, and a commitment to providing the best possible preparation for future teachers. *******

THE 7 HABITS OF HIGHLY EFFECTIVE TEACHERS

Many of us have heard about, perhaps attended a workshop (or even read) ***Steven Covey's 1989 best-seller The Seven Habits of Highly Effective People***, in which he shares insights, gained through research and observation, of "habits" that many of the *world's most effective people* share. While it emerged in the space of professionals and corporates, we (at **QEDRAK**) decided to draw on *our own experiences and observations* of *effective habits*, aimed specifically at the teaching profession and we shall call them - **The 7 Habits of Highly Effective Teachers** :

1 Enjoy what you do : As rightly pointed out by our *QED Expert* - some become teachers **by default** and some **by design**. We choose to believe that many opt for teaching because it is immensely enjoyable and rewarding (*even if completely exhausting at times*). One should only **become a teacher if one actually likes children, wants to work with them and enjoys teaching them**. Effective teachers enjoy making lessons come alive, making them as engaging as possible.

2 Make a difference : As teachers we appreciate the great responsibility that comes with our calling. We can't be sure what's going on with our students before they enter the classroom on a particular day OR what home life will be after school – **we need to be the positive influence in their lives**. How? Make students feel special, safe and secure, cared for - when they are in the classroom. They will learn better and make better progress.

3 Be positive : In continuation with the previous point, teachers need to bring **positive energy into the classroom** *every single day!* Positivity is the greatest tool we teachers have in our toolkit to support the learning, progress & welfare of our charges. By being positive about their abilities, we engender a "*can-do*" mindset.

If we are clear in our positive direction and we teach behaviour by referring *positively* to the *behaviour we WANT to see*, then we will enhance learning experiences every single day. An effective teacher *does not complain about challenges or changes* when school leadership introduce yet another initiative. Instead, s/he embraces change with both hands and shows that one is capable of hitting a 'six' with any delivery.

4 Commitment : Whether you are delivering a lesson, writing report cards or offering support to a colleague, **give your 100 per cent**. Remember, we *work to live; we don't live to work*. **An effective work-life balance is important**. So, we should do our job for the love of teaching and not because we feel obligated to do it. *Do it for self-growth. Do it to inspire others. Do it so that your students will get the most out of what you are teaching them*. **Give 100 per cent for yourself and for your students, parents, school and everyone who believes in you**. When you aren't working, we should *do exactly the same for ourselves, our family and our friends.* We are entitled to a life outside of school and it is important we make time to have one, and be committed to that life as well.

5 Know your students (*and parents*) : Getting to really know our students is a non-negotiable habit! **First**, know their names! **Then** know about their learning strengths and celebrate them publicly as often as you can. **Third**, know those areas ***where they lack skills, knowledge or confidence,*** and ***give them the courage and resilience to grow and develop*** in these areas by showing ***your belief in their potential.*** **Fourth**, find ways to *connect* with them. Know their interests and find ways to link these to their learning. **Finally**, we must get to know parents and caregivers as well. Successful learning is about **partnership** – between school & home. For a productive learning partnership, we must engage parents & care-givers with their ward's learning, and keep them informed of the successes as well as the challenges.

6 Be organised : Once a teacher has taught a full academic year in any one school, s/he is better aware of the **rhythms of the year** – especially busy months, deadlines, events-celebrations-trips, exam and test schedules, meetings, etc. An Effective Teacher will ensure that s/he will **use regular work rhythms to plan** the year (since most years will be the same), then plan each term within the year in the same way, and finally, plan immediate deadlines with a two-week reminder and a five-day reminder to ensure they get things done.

7 Expect the best and reflect : Effective Teachers **reflect on their teaching** in order to evolve as *great* teachers. We need to create standards for our students and for ourself. From the onset, make sure that students know what is acceptable, how to work & behave. There is **always more to learn** in order to strengthen one's teaching skills. Celebrate your *eureka* moments and more importantly, don't ignore **recognising weaknesses**; & being able to work on them to improve your teaching skills. You give your best when you ***are*** the best!

These were **our** 7 habits. Use the experience of your **own** teaching, observations, reading & research to develop ***7 habits of your own***. ***

Terms we should know:

∗ Webquest

Webquests encourage students to find and process information in engaging contexts, adding an interesting spin to the research process. These free online adventures place students in the role of a *detective*. To solve a specific case, they may have to *collect clues* and *research information* related to a curriculum topic by scouring certain sources and web pages. Educators can create their own adventure, but one can start by searching for *Webquests* on Google. By the end of it, students will be surprised by how much research they did.

∗ Wiki Page

Collaboration doesn't have to take place face-to-face, teachers can give group assignments focused on creating a ***wiki page*** - web pages that different people can edit. As a project, students can create one wiki page about a relevant topic. It is a futuristic way of encouraging collaboration — students must contribute their own content to the page, editing and refining each other's work. A much more engaging Project than its classic counterpart.

THE NEW-AGE CLASSROOM

Technology as a new-age tool, is a great way to improve student engagement and add excitement to the class. Although many technology-based teaching methods and resources can be effectively used to engage students and build their skills, many educators encounter difficulties in incorporating technology seamlessly into their classrooms. Maybe a specific platform is too hard to introduce, or maybe it won't run on their devices. Despite the challenges, there are many benefits that technology can deliver. Some ideas that teachers can review are listed below. One doesn't have to use them all; but teachers can choose the ones that best apply to their class audience and context:

- **Virtual Field Trips** - Students learn about many different places, natural phenomena and things from the world over. Actually *being* everywhere for a 'r*eal life experience*' is a logistical challenge; but one can *simulate* a virtual trip. Even though it may not be an exact replacement, **virtual field trip tools can offer inspiring and intriguing experiences for students**, especially if visiting places of interest are not easily reachable.

  <u>Some great ones from</u> : https://teambuilding.com/blog/virtual-field-trips:
    - *Virtual Zoo* : https://wildearth.tv/live-safaris/
    - *Under The Sea Visit* : https://neal.fun/deep-sea/
    - *Great Wall of China* : https://www.thechinaguide.com/destination/great-wall-of-china
    - *NASA STEM program* : https://www.nasa.gov/stem
    - *Rainforest Tour* : https://www.conservation.org/stories/virtual-reality/amazon-under-the-canopy

- **Controlling a Noisy Classroom** - To make it easier to give lessons and presentations, use a **tool that tracks and displays classroom noise.** *Too Noisy* is an accurate *noise meter*. Without having to yell or shout at them — students will become quiet when the meter spikes! Most of them won't be as disruptive when you give a lesson or run an independent work activity. Some students may even *shush* each other and teachers have an easier time.

- **Videos & Podcasts for mini-lessons** - Research has shown that the use of *animated videos* can positively impact a child's development in several competence areas including memory, creativity, critical thinking, and problem solving. Videos and podcasts add a **multimedia / multi-sensory element to the lessons**, which can effectively resonate with *visual & auditory learners*. There are many websites with teacher-made video & audio content.

- **Live-video sessions too!** - You don't have to limit yourself to pre-recorded videos, as conferencing technology can allow *subject matter experts* to deliver lessons, thereby exposing students to new ideas from subject experts. You could use *Zoom, Microsoft Teams* or whichever *platform your school uses*! Students should prepare questions in advance, to allow them to enjoy and participate in a technology-driven take on traditional lessons.

- **Adaptive Learning Individualised Apps /Software** - For effective individualised learning, *adaptive learning programs* can be used on laptops, tablets and smartphones. These adaptive learning apps (*there are many*) allow students to progress at their pace, their level and grasping. For example, *Mindspark -* https://mindspark.in/

- **Virtual Manipulatives** - Virtual manipulatives work more wonders than physical ones, especially when teaching and reinforcing some math concepts. There are a few websites that provide these manipulatives, but many teachers regard the *National Library of Virtual Manipulatives* as the most versatile and engaging. http://nlvm.usu.edu/en/nav/vlibrary.html

- **Open-Ended Projects** - Projects are fun! How about giving students a list of technology integrated options to choose from? This allows you to appeal to their distinct learning styles, but ICT skills and they can effectively demonstrate their knowledge. The projects can involve: *Designing web content, Putting together ebooks, Creating original artwork, Composing musical tunes, Starting a Blog Page, Crafting multimedia products, etc.* Students can use widely-accessible software to complete these projects, with autonomy over how they use technology for learning.

- **Online Class Calendar** - To keep students informed regarding the content they'll be tackling, *create and share a class calendar that details lessons and highlights important dates.* You can use a program such as *Google Calendar,* emailing your *calendar's hyperlink to your students or their parents*. This not only keeps them informed, but helps you stay organized — you'll quickly see if you've set too many due dates in a short period. By keeping students in the loop, you'll help them come prepared for each class. https://calendar.google.com

- **Technology based Exit Slips** - You must be familiar with the paper-based *Entry and Exit Slip*s, but here's how you can effectively use the last 5 minutes of your class for *technology-based Exit Slips.* Exit Slips can be:
  - *Slideshow Comments* — By sharing copies of slideshows from the day's lesson, students can make comments through PowerPoint or Google Slides to review and expand on important points.
  - *Online Journal Entries* — Online notepads allows kids to *write a journal entry to summarize* what they learned.
  - *Tweets* — In 280 characters or less, students can *summarize the most important point they learned* in class. Teachers can easily see what they wrote by asking them to use a *class-exclusive hashtag*.

- **Study, Review and Critique Content on Web Pages** - This is a technology-focused spin on *notetaking* ... truly engaging! Find a web page with content related to your lessons, and get students to make notes *directly on the page*. Using a program such as *Bounce,* you can create an *interactive screenshot of any page just by inputting its URL.* When students open the screenshot, they'll see commands to create notes, feedback and other edits.
  - In classrooms <u>with one-to-one device use</u>, students can do this *individually*.
  - In classrooms <u>without one-to-one device use</u>, you can make it a *group activity*. Ask each group to make notes & feedback aimed at improving the web page's content. Once each group is done, compare the edits to see which group improved the page the most. Try: https://www.softwareadvice.com/child-care/bounce-profile/

> **"** *Who questions much, shall learn much, and retain much."*
> – *Francis Bacon*

- **Online Mind Maps for Class Brainstorms** - A **digital way to brainstorm** can be fun! There are websites that help to create clear, detailed mind maps faster than written ones.
  MindMeister is a teacher-favourite as its features are designed for students and teachers. Put the program on a screen that everyone can see. Work with your students to brainstorm ideas as a way to reinforce lessons or *launch a problem-based learning exercise.* It takes a few minutes to set up this kind of classroom technology.

- **Student Feedback** - Students can give **responses through technology about ongoing learning** - by using personal or classroom devices, giving you insight about the activities they prefer. Based on the feedback, teachers can tweak, customise and improve their lesson. To encourage student input, teachers can create and distribute surveys. This could involve creating forms and polls using applications such as: *Socrative; Google Forms; SurveyMonkey; Poll Everywhere*.

- **Closed Network Student Blogs** - Blogging can be a **digital creative outlet for students,** lending itself especially well to language arts classes and other writing-heavy subjects. There are free templates and comprehensive privacy settings on platforms such as *WordPress*, which teachers can use to host each student's blog. Some of the Blog entries students can create include - *Poems, Short essays, Diary entries from the perspective of a historical figure or character from a novel*. Blogging takes some time to set up, but once done, it's one of the easiest ways to introduce and use technology in the classroom for discussions.

We hope these help you to embrace technology & empower yourselves to evolve into the **new age of learning**. ***

> *The October 2023 issue will focus on "The Early Years in Education".*
> *Please send your contributions of an effective classroom strategy / class humour / vocab word / a featured article / book titles, to -* **team@qedrak.com**

CORPORATE TRAINING

GE WN HYDRO
Maneja, Vadodara

❝ *Nothing ever goes away once it is posted Online!*

GE WN Leader HIN - *Ms Doris Mehta* says:

"The pandemic forced us all to shift to a whole new world of gadgets to the point of addiction for some. Adults and our children have become tech savvy with exposure to varied digital learning methods and extended research work. While we are happy that our little Einstein's are evolving smarter each day using the technology and content available online, they are more vulnerable to cyber threats and cybercrimes. Isnt it? As a parent to a 11-year-old daughter, I exercise strict vigilance to ensure that she has access to the right content and right information appropriate for her age. ….. Its not practical to distant ourselves or our children from technology, but it is equally important to be aware and to keep some checks and retarders."

To address this for the wider GE staff, Team QEDRAK conducted an online session on - ***HOW TO RAISE DIGI-SAFE CHILDREN***, on **4th September 2023**. It was very well-received and the participants posed many Qs at the end, to seek answers to their doubts and fears. Parents are *Partners in Education* with Teachers in Schools. With both empowered, our kids can be grounded and safe.

RIB TICKLERS

What's a MATH teacher's favourite snake?	*A PI-THON!*
Did you hear that old Math teachers never die?	*They just lose some of their functions!*
Why did the student eat his homework?	*The Teacher said it was a 'piece of cake'.*
What do you call Santa's brothers and sisters?	*Relative Clauses.*
What do you call an acid with an attitude?	*A-mean-oh-acid!*
A Teacher's favourite nation?	*Expla-nation!*

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