Schools2030 Global Forum

Session Learnings and Recommendations: Roundtable 9

SESSION TITLE: Measuring values and ethics: *How might we nurture more pluralistic learning environments?*

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FOCUS AREAS: Pluralism, values, ethics, learning environments

KEY DISCUSSION POINTS:

- The importance of valuing traditional values e.g. in the Brazilian school that empathises pluralism: the importance of the 'circle', concept of 'party', valuing ancestors and respect for each other. It takes a whole village to educate a child. Building relationships is important as we make meaning together. Having a 'party' is political and liberating. Ancestry helps us construct our identities. Grandparents are important and children doing their own research e.g., designing an album on encountering their own people.
- "Happiness Curriculum' in 124 Delhi schools: searched for the gaps. What was not working was the relationship – there was a harsh classroom environment of fear and not joy. Curriculum designed for a 35min daily session centred around 'well-being'- story-telling, play, mindfulness. Teacher autonomly- they can choose activities from the Guide. Piloted assessment against the objectives. Teachers are more joyful, children are happier, resolving tensions and learning more.
- Assessing a pluralistic, nurturing learning environment is about looking at a supportive learning environment and quality teaching and learning practices. This includes a positive emotional climate and high expectation; facilitating learning, critical thinking and creativity, social and collaborative learning, learning to learn, checking for understanding and giving feedback. .
- Assessment is not a single moment but holistic- taken as a whole. Are we assessing to judge or help?

- Build a curriculum which motivates learners to be part of the school on regular basis.
- Valuing teacher knowledge and teachers as researchers. How might we help teachers to be more reflective?

- Low parental expectations of children and yet high government expectations of teachers. Need to look at why parental expectations are low- understand what is behind this. There is no need to judge.
- What is the meaning of 'respect'? Teachers not respecting themselves- the need to 'undo and re-build' oneself. Teachers looking at own biases and change is hard work.
- What society do we want in the future? The need for teachers to 're-cognise' themselves. Self-efficacy creates value.
- The heart is the relationship between the child and the teacher.

CONCLUSION:

- Supportive learning environment in which there is a positive emotional climate, high expectations and pluralistic learning, self-assessment, resilience.

ACTIONS AND RECOMMENDATIONS:

- Build a curriculum which motivates learners to be part of the school on regular basis.
- Use assessment as a way to support improvement and not judgement.
- To ensure pluralism and ethics , respect for diversity, building collaboration, relationship -building and empathy.