



The Teacher Foundation®



# schools that care 2017

a conference of  
teachers and students



**July 13th–15th, 2017**  
JN Tata Auditorium  
Sir CV Raman Avenue  
Bangalore

## **Our Vision**

To make schools enabling environments for all students by empowering educators to become energetic, effective, reflective practitioners and life-long learners.



**schools**  
that **care**  
2017

a conference of  
teachers and students

**July 13th–15th, 2017**  
JN Tata Auditorium  
Sir CV Raman Avenue  
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let's  
**explore**  
+  
**experience**





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+

\*

**learn**



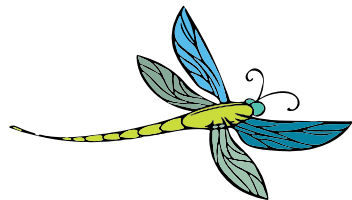
## Introduction to Schools that care 2017

### Dear Participant,

Welcome to Schools that Care (STC 2017)

We are delighted to have you join The Teacher Foundation to celebrate 15 years of dedicated work in making schools enabling environments for students. Our endeavour has always been to infuse the school education system in India with new energy, enthusiasm and expertise.

We have worked in significant ways with over 65,000 teachers (and counting!) from across the country and the subcontinent.



STC is a conference with a difference, because it promises to be a confluence of minds, hearts and hands – both young & old, wide-eyed & wise.

It's an opportunity for discussion, dialogue and debate amongst school leaders, teachers, researchers and students. Schools exist for young people and our conference includes them as prominent and powerful voices! STC also marks the culmination of 5 years of research to develop a framework of Standards for Social and Emotional Learning in Indian schools.

STC aims to explore these vital questions through a range of sessions over three days of conference:

- \* What does 'care' mean?
- \* Do schools really care?
- \* What do students today consider important?
- \* What do **we** want them to be?
- \* Who do **they** want to be?

- \* What roles can schools play in ensuring a safe and happy environment?
- \* How safe and caring is your school?

Each day has a Keynote and a Plenary address, one in the morning and one in the afternoon. The remaining sessions include panel discussions, parallel sessions in experiential workshop-mode, or sharing of best practices and visual displays – all linked to the theme of the day.

Our Mascot for this Conference is the Dragonfly – a metaphor for agility, victory and a symbol for self realization and change.

We do hope that the next three days will prove to be thought-provoking, insightful and a forum to hear different voices to help make our schools truly caring!

Warm regards  
**Maya Menon**  
 Director

## Our Journey

every teacher  
more enabled  
more inspired

15 Years  
9+ Countries  
2500+ Schools  
65000+ Educators  
2500000+ Children

### 2002

#### WATIS

Launched Wipro Applying Thought in Schools Teacher Empowerment Project.

Reached out to over 1065 educators

### 2003

#### CIDTT

First Centre in India to launch Cambridge International Diploma for Teachers & Trainers.

Reached out to over 1025 educators

### 2004

#### WST

Launched Whole School Transformation Project with the support of Wipro Applying Thought in Schools.

Reached out to over 800 educators

### 2005

#### TNet

An online network for educators launched.

Reached out to over 1100 educators



## 2006

### **New Centers**

Opened new centres in Mysore, Mangalore & Yadgiri with the support of Sir Ratan Tata Trust and Reach India.

Reached out to over 2000 educators

## 2007

### **TTF Goes Overseas**

To Sri Lanka, to train teachers in Tamil Plantations Schools, commissioned by India Sri Lanka Foundation.

Reached out to over 2700 educators

## 2008

### **Schools that Care**

A National Conference in collaboration with NCERT, Delhi.

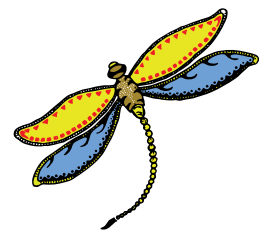
Reached out to over 1350 educators

## 2009

### **SASS**

Launched Safe and Sensitive Schools as a pilot project supported by WATIS.

Reached out to over 3700 educators



Our Journey



2010

**APS Schools**  
Expanding scope of work to Affordable Private Schools in Hyderabad with the support of Gray Matters Capital.

Reached out to over 4000 educators

2011

**ESE**  
Excellence in School Education – a National Conference in collaboration with Mentor Magazine and EduExcellence.

Reached out to over 3900 educators

2012

**SSEL**  
Research on developing a Framework of Standards for Social Emotional Learning for Indian Schools, supported by Wipro Applying Thought in Schools.

Reached out to over 5400 educators

2013

**The New Teacher (TNT)**  
Launched The New Teacher, a one year pre-service teacher education programme with the support of Maitri Trust.

Reached out to over 6700 educators



## 2014

### Coaching for School Success

A 150 hour course for senior teachers to lead learning in schools and embed a coaching culture.

Reached out to over 8700 educators

## 2015

### Teach Now with TTF

TTF partners with Educators School of Education, USA to offer Teach Now, an online teacher certification programme.

Reached out to over 10,600 educators

## 2016

### 2 Year TNT

Launched an improved and extended The New Teacher Diploma Course – spanning 2000 hours for aspiring teachers, with the support of The Maitri Trust, UK.

Reached out to over 10,000 educators

## 2017



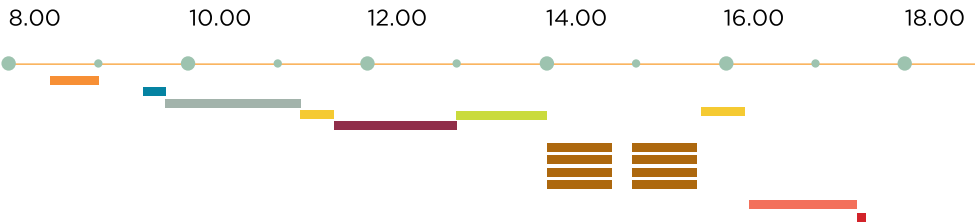
a conference of teachers and students

Reached out to over 3000 educators and still counting...

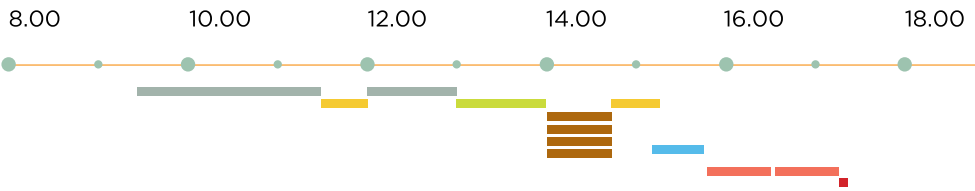
# Schedule



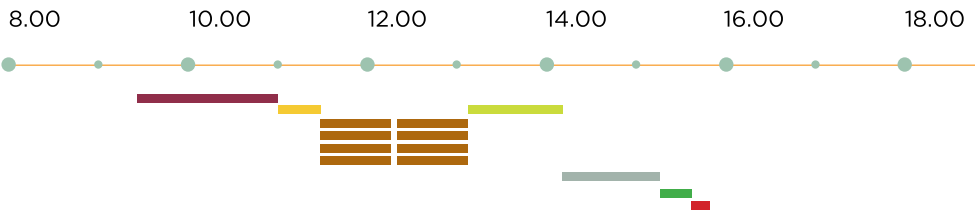
## Day 1 : Thursday 13th : Caring to Learn-Learning to Care



## Day 2 : Friday 14th : Educating the Head-Nourishing the Heart



## Day 3 : Saturday 15th : Decluttering the Time Table-Freeing the Mind



- Registration
- Inauguration & Welcome
- Keynote Address
- Parallel Session
- Panel Discussion
- Plenary Session
- Refreshment Break
- Lunch Break
- Musical Performance
- Surprise
- Closing



# Day 1

Thursday 13 July '17



## Caring to Learn – Learning to Care

The first day of the conference explores why the larger ideas of empathy, tolerance, care, humaneness are vital for schools today to purposefully engage with.

8:30am – 9.00am	Registration
9:30am – 9:45am	Inauguration and Welcome
9:45am – 11:15am	<p><i>Keynote address</i></p> <p><b>Enhancing the Social, Emotional and Academic Learning of All Students</b></p> <p><b>Prof. Roger Weissberg</b>            Prof of Psychology and Education, University of Illinois, Chief Knowledge Officer of CASEL (Collaborative of Academic, Social and Emotional Learning)</p>
11:15am – 11:45 am	Coffee Break
11:50am – 1:00pm	<p><b>Learning to Care—Caring to Learn : Vaad Vivaad</b>  <i>(A Panel Discussion Leveraging Multiple &amp; Divergent Perspectives)</i></p> <p><b>Dr. Shekhar Seshadri</b>            Head, Dept of Child and Adolescent Psychiatry, NIMHANS, Bangalore</p> <p><b>Shabnam Virmani</b>            Film maker, singer and artist in residence at Srishti, Bangalore</p> <p><b>Aakar Patel</b>            Executive Director of Amnesty International India</p> <p><b>Nikhil Dey</b>            Co-Founder of Mazdoor Kisan Shakti Sangathan</p> <p><b>Moderator: Dr. Neena David</b>            Clinical Psychologist and Counsellor</p>
1.00pm – 2.00 pm	Lunch

2.00pm – 2.45pm

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## Parallel Sessions

### Session 1

#### Assessing Children's Social and Emotional Competence in Beneficial Ways

**Prof. Roger Weissberg**

Prof of Psychology and Education, University of Illinois, Chief Knowledge Officer of CASEL (Collaborative of Academic, Social and Emotional Learning)

### Session 2

#### Social and Emotional Learning and the Indian Constitution

**Nikhil Dey**

Co-Founder of Mazdoor Kisan Shakti Sangathan

### Session 3

#### Ignite!

A series of speedy presentations by students on certain pertinent topics and interactions with the audience

2.00pm – 3.45pm

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### Session 4

**Lyari Notes** – A film on a musical journey of 4 young girls in Karachi's most volatile district

**Miriam Chandy Menacherry**

Founder, Director at Filament Pictures and producer, co-director of the film

## SWITCH OVER TO THE NEXT SET OF SESSIONS

03:00pm – 3:45pm

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### Session 5

#### Digestive Health and your happiness hormone

**Annelise Piers**

Co-founder, The Biryani Diet

### Session 6

#### Connections and Wellness – Insights from Therapy

**Dr. Neena David**

Clinical Psychologist and Counsellor

### Session 7

#### Values in Classrooms

**Anil Mammen**

Chief – Learning Design and Social Impact, Tata ClassEdge

3.45pm – 4:15pm

Coffee Break

4:15pm – 5:15pm

*Plenary Session*

**Standards for Social and Emotional Learning for Indian Schools – TTF's research findings**

**School Well-being Team, The Teacher Foundation**

5.15 pm

Closing Announcements for the Day



# Day 2

**Friday 14**      **July '17**

## **Educating the Head—Nourishing the Heart**

The second day continues to focus on broad reasons to foster these ideas for SEL in Indian schools, while suggesting some significant ways to make the 'mind-shift' in our schools.

09:30am – 11:30am

*Keynote address*

**A Session on Whole School Quality Circle Time**

**Jenny Mosley**

Founder & Creator of the Whole School Quality Circle Time Model

11:30am – 12noon

Coffee Break

12noon – 01:00pm

**A Session on Whole School Quality Circle Time**

*Contd...*

1:00pm – 2:00pm

Lunch

2.00 – 2:45pm

**Session 1**  
**Unfiltered...**

**Shilok Mukkati**

Community Radio Journalist, Trans Activist, Poet, Dancer

**Session 2**  
**Poles Apart?**

*A panel discussion with school leaders*

**Avnita Bir**

Director Principal, R N Podar School

**Sreenivasa Guttal**

Co-founder, Purnapramati

**Dr. Uma Tuli**

Founder, Amar Jyoti Charitable Trust

**Moderator: Maya Menon**

Director, The Teacher Foundation

**Session 3**

**The potential of RTE to foster Social and Emotional in Government & Private schools**

**Parth J Shah**

President, Centre for Civil Society

**Session 4**

**Today's Citizens Too!**

**Dr. Ashwin Mahesh**

Urbanist, Journalist, Social Technologist

02:45pm – 03:15pm

Coffee Break

3.15pm – 3.45pm

**Joy of Music !**

Student performance

3.45pm – 4.30pm

*Plenary Session*  
**Educating for Peace in 2017**

**Chintan G Modi**

Educator, Teacher Trainer, Consultant to UNESCO MGIEP

4.30pm – 5:15pm

*Plenary Session*  
**Fixing India 3E: education, employability and employment**

**Manish Sabharwal**

Chairman & Co-Founder of Team Lease

# Day 3

Saturday 15 July '17

## Decluttering the Time Table – Freeing the Mind

The third and final day of the conference again shares meaningful ways to reduce curriculum overload while deepening learning experiences. Student voice is an important aspect of this day – beginning with a thought-provoking panel discussion with school students.

09:30am – 11:00am

*Panel Discussion with Students*  
**Not Another Brick in the Wall !**  
 Moderator: **Nisha Abdulla**

11:00am – 11:30am

Coffee Break

11:30am – 12:15pm

**SESSIONS ON EXPERIENCING SEL – HANDS ON APPROACH**

### **Session 1**

**Care to Dance?**

**Building social and emotional well-being through movement**

**Shabari Rao**

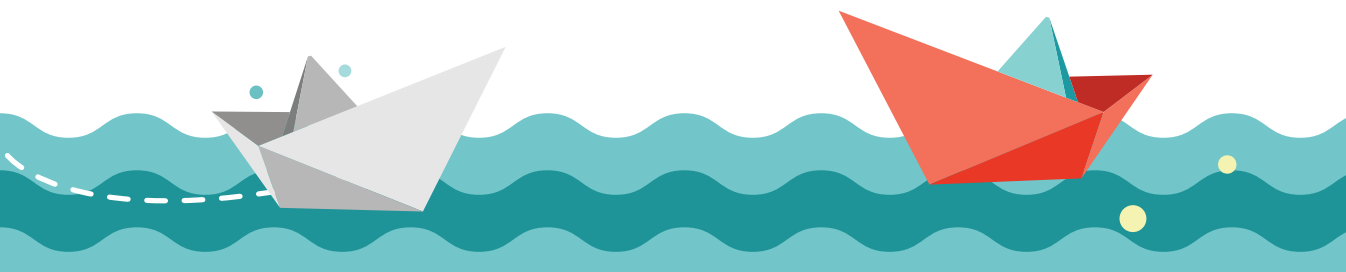
Dance maker, educator and researcher

### **Session 2**

**Changing the Script for young people in India**

**Vikram Bhat**

Director – Research and Advocacy, Dream A Dream



	<p><b>Session 3</b>  <b>Grow with Sport</b>  <b>Somdev Devarrman</b>  Former professional Indian tennis player</p> <p><b>Session 4</b>  <b>Unlearning with Kabir</b>  <b>Vipul Rikhi</b>  Poet, fiction writer, translator and singer</p>
SWITCH OVER TO THE NEXT SET OF SESSIONS	
12:25pm – 1:10pm	<p><b>Session 5</b>  <b>Creating spaces for student expression</b>  <b>Neha Parti</b>  Education Facilitator, Quest Alliance</p> <p><b>Session 6</b>  <b>Mindful Guidance for developing Dynamic Intelligence</b>  <b>Mini Dwivedi</b>  Founder &amp; Director of Play Street, Autism specialist and Consultant in RDI (Relationship Development Intervention)</p> <p><b>Session 7</b>  <b>The Role of Art in SEL</b>  <b>George Supreeth</b>  Founder Director – Ideasutra</p> <p><b>Session 8</b>  <b>Joys of Reading</b>  <b>Mala Kumar</b>  Author, freelance writer, Editor – Pratham Books</p>
1:10pm – 2:10pm	Lunch
2:10pm – 2:20pm	Surprise!
02:20pm – 03:20pm	<p><i>Concluding Keynote Address</i>  <b>A 100 Silk Stories</b>  <b>Ali Pretty</b>  Carnival Designer and Artistic Director, Kinetika</p>
03:20pm – 03:40pm	<b>Closing Address from TTF - Reflection &amp; Feedback</b>

# Day 1

## Keynote Address 1

### Enhancing the Social, Emotional and Academic Learning of All Students

#### Dr. Roger Weissberg

Professor of Psychology  
and Education, University  
of Illinois, Board  
Vice-Chair and Chief  
Knowledge Officer of  
CASEL (Collaborative of  
Academic, Social and  
Emotional Learning)

What is social and emotional learning (SEL), and what are the key concepts and frameworks in the field? What are key research findings documenting the effects that SEL has on students' behavior, attitudes, and academic performance?

This session answers these questions and also highlights views that teachers and principals have about the benefits of SEL. It showcases the best SEL programs, practices, and resources at the classroom and school levels. It concludes by sharing some policies that support the scaling of quality implementation of SEL, and raising a few future challenges that the field will need to address in the next decade.

#### Speaker Profile



**Dr. Roger Weissberg** is NoVo Foundation Endowed Chair in Social and Emotional Learning, UIC and LAS, Distinguished Professor, and Professor of Psychology and Education at the University of Illinois at Chicago (UIC). He directs the Social and Emotional Learning (SEL) Research Group and CASEL, a national organization committed to making evidence-based social, emotional, and academic learning an essential part of preschool through high school education. He is also Board Vice-Chair and Chief Knowledge Officer for the Collaborative for Academic, Social, and Emotional Learning (CASEL). For the past three decades, Weissberg has trained scholars and practitioners about innovative ways to design, implement, and evaluate family, school, and community interventions. Weissberg has authored more than 260 publications, focusing on preventive interventions with children and adolescents and has written curricula on school-based programs to promote social competence and prevent problem behaviors including drug use, high-risk sexual behaviors, and aggression. He has been the President of the American Psychological Association's Society for Community Research and Action.

In February 2013, Weissberg became one of twelve new members elected to the National Academy of Education for his contributions to education research and policy.

Born in Newark, New Jersey, Professor Weissberg graduated Summa Cum Laude and Phi Beta Kappa with a BA in Psychology from Brandeis University in 1974. He received his PhD from the University of Rochester in 1980. He was the Research Director for the Primary Mental Health Project from 1980 to 1982. He was a professor in the Psychology Department at Yale University between 1982 and 1992 where he collaborated with the New Haven Public School System to establish New Haven's kindergarten through grade 12 Social Development Project. Dr. Weissberg lives in Wilmette Illinois. He has been a faculty member at UIC since 1992 and has directed CASEL since 1996. He and his wife, Stephanie Wright, a clinical psychologist, have two wonderful children: Elizabeth and Ted.

## Panel Discussion

### Learning to Care – Caring to Learn: Vaad Vivaad

A discussion leveraging multiple and divergent perspectives

#### Dr. Shekhar Seshadri,

Head, Department of Child and Adolescent Psychiatry, NIMHANS, Bangalore

#### Shabnam Virmani

Film maker, singer and artist in residence in Srishti, Bangalore

#### Aakar Patel

Executive Director of Amnesty International India



How can schools break out of the traditional authoritarian mould and become gentler and more accepting spaces for learning? A key aspect of this is to explore the notion of debate and dissent and how schools can foster this spirit to “listen” to alternative points of view.

Vaad Vivaad aims to discuss this in further detail by looking at the following strands:

1. What does “learning to care” mean?
2. What does “caring to learn” mean?
3. How can we foster democratic learning in our schools?



**Nikhil Dey**

Co-founder, Mazdoor  
Kisan Shakti Sangathan

**Moderator:****Dr. Neena David**

Clinical Psychologist  
and Counsellor

4. How should schools deal with contemporary divisive issues in society?
5. What are the implications of debate and dissent for educators?

Vaad Vivaad is aimed at getting the views of specialists from diverse fields about the purpose and scope of social and emotional facets to learning, growth and development.

**Speaker Profile**

**Dr Shekhar Seshadri** is a graduate of Maulana Azad Medical College, Delhi and a post-graduate in Psychiatry from National Institute of Mental Health and Neuro Sciences (NIMHANS), Bangalore. He is currently Professor and Head, Department of Child and Adolescent Psychiatry, (NIMHANS), Bangalore.

Besides working with child and adolescent mental health including developmental disabilities, he is actively involved in the areas of gender and sexualities, violence/trauma and abuse, children in difficult circumstances, juvenile justice, experiential methodologies, school programmes/teacher training in life skills education, community and school mental health programmes, forum theatre and qualitative research.



**Shabnam Virmani** is a filmmaker, singer and artist in residence at Srishti, Bangalore. In 2003, she started the Kabir Project journey in a quest for the contemporary resonances of this 15th century poet – leading to 4 musical documentary films, CDs, books, urban festivals, rural yatras and currently a vast web archive.

Somewhere along these journeys Shabnam took up playing the tambura herself and now sings a wide repertoire of folk songs of Kabir and other mystic poets. Earlier she co-founded the Drishti Media & Arts Collective in Ahmedabad and worked closely with the women's movement in the country through film and community radio. Her work has won several awards and accolades.



**Aakar Patel** is the Executive Director of Amnesty International India. A columnist and writer, Aakar has worked with many leading media organisations in the country. Aakar continues to write, do television and radio work as an independent expert.



**Nikhil Dey** graduated from Osmania University, and got his degree in law from the University of Delhi. After working briefly with the Kheduth Mazdoor Chetna Sangathana in Madhya Pradesh, he joined Aruna Roy and Shankar Singh in 1987 to go to Devdungri, in Rajsamand District in Rajasthan where along with many others they helped found the Mazdoor Kisan Shakti Sangathan (MKSS)\*. Since 1990, he has been a full time worker of the MKSS, and has been involved in struggles of the poor for justice, including grassroots struggles for land and the payment of minimum wages.

Nikhil has been a founding member of people's platforms like National Campaign for People's Right to Information (NCPRI), and the Soochana Evam Rozgaar Adhikar Abhiyan (SR Abhiyan) who put together "peoples' drafts" of the Right to Information and Employment Guarantee Bills, and have consistently worked for their effective implementation. He has been integrally involved in large state wide campaigns for peoples monitoring of education (Shiksha Ka Sawaal) in Rajasthan in 2016, and the SR Abhiyan is currently planning a Swasthya Ka Sawaal Campaign in Rajasthan.



**Neena David** is a Clinical Psychologist and has for close to two decades worked with adults, children, adolescents and families. Currently, in addition to her independent practice, she provides counselling services at the Mallya Aditi International School, Bangalore and is visiting faculty at the National Institute of Design, Ahmedabad. She has been instrumental in setting up processes and consultation services for school mental health programmes for a range of school communities.

Neena has an M. Phil in Clinical Psychology from the National Institute of Mental Health and Neurosciences- NIMHANS, Bangalore and completed her doctoral research from the Centre for Human Ecology, Tata Institute of Social Sciences, Mumbai. Her research interests include school mental health, inclusion, teacher perspectives, resilience and coping.

# Parallel Sessions

## Session 1

### Assessing Children's Social and Emotional Competence in Beneficial Ways

#### Prof Roger Weissberg

University of Illinois, Chief Knowledge Officer of CASEL  
(Collaborative of Academic, Social and Emotional Learning)

∴ This session focusses on the value of student learning standards that specify what students should know and be able to do in the realm of social-emotional competence.

∴ The talk will present a model that links social and emotional learning (SEL) standards to curriculum and instruction, professional learning, and SEL assessment.

∴ It will also identify a few strategies and resources for assessing students' social-emotional competence.

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## Session 2

### Social and Emotional Learning and the Indian Constitution

#### Nikhil Dey

Co-founder, Mazdoor Kisan Shakti Sangathan

“On the 26th of January 1950, we are going to enter into a life of contradictions. In politics we will have equality and in social and economic life we will have inequality. In politics we will be recognizing the principle of one man, one vote and one vote one value.

In our social and economic life, we shall, by reason of our social and economic structure, continue to deny the principle of one man one value.

How long shall we continue to live this life of contradictions?

How long shall we continue to deny equality in our social and economic life?

If we continue to deny it for long, we will do so only by putting our political democracy in peril.... (and) those who suffer from inequality will blow up the structure of political democracy which this Assembly has so laboriously built up.”

*Dr. B R Ambedkar in a speech to the Constituent Assembly on November 25, 1949*

If our collective goals, objectives, and principles of the democratic Indian nation are embodied anywhere, they are in the Indian Constitution. Yet, as these prophetic and sharply perceptive comments by Dr Ambedkar point out, the inherent contradictions in our society, and between our objectives and our reality have to be faced and overcome if we are to survive as a healthy society and nation state.

Where else can we finally confront them more, than addressing them through processes of education – not of theory, but of “social and emotional “shifts” or learning. We need to recognise, acknowledge and be committed to change the inequalities within and between us. This can only happen by using thought, analysis, and practice together. We need to be critical enough of ourselves to leave our zones of comfort. We need to be compassionate enough about the “other”, so that boundaries begin to blur. We need to see learning in and out of the classroom as a continuum .

It might be interesting to do a brainstorming, debate, and discussion to come up with a set of issues that urgently need SEL in order for us to even begin to achieve Constitutional objectives. We can then see if focus on SEL will help reduce the “life of contradictions” that Ambedkar talks about.

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## Session 3

### Values in Classrooms

#### Anil Mammen

Chief – Learning Design and Social Impact, Tata ClassEdge

It is one thing to talk about values like equality and fairness in classrooms but it is an altogether different thing to engage with these ideals in day-to-day situations.

In the absence of a deep-rooted awareness of what constitutes an ethical environment and what goes in to making an ethical decision, can we expect our children to make informed ethical decisions in varying contexts?

Here are some fundamental questions that we need to probe:

1. Do we make ethical decisions based on some belief systems (for example, based on what our religious texts tell us)?
2. Do we weigh the outcomes of our actions before we decide to do something?
3. Do we give more weight to our intentions irrespective of what outcomes our actions may result in?
4. Are our actions based on some social contract—something that is considered acceptable in our social setting?

After completing his master's and MPhil coursework in English Language & Literature from Madras Christian College, **Anil Mammen** started his career as a journalist in Mumbai. He then had a 5+ year stint in advertising.



Prior to joining Tata ClassEdge, Anil headed instructional design at Tata Interactive Systems where he helped design learning solutions for several international educational projects and corporate training programmes.

Anil serves on the Advisory Council of CLIX (Connected Learning Initiative), a collaborative open education initiative between the Tata Trusts, Massachusetts Institute of Technology (MIT) and Tata Institute of Social Sciences (TISS).

He has spoken about learning design at various events such as the Tata Social Enterprise Challenge, a joint initiative with

IIM Calcutta, CII's National Seminar on Quality in Education and at IIT Delhi.

## Session 4

### Lyari Notes

A Film on the musical journey of four young girls in Karachi's most volatile district

The screening will followed by discussion with

#### **Miriam Chandy Menacherry**

Founder-Director at Filament Pictures and producer & co-director of the film

*In Pakistan a rock star teaches a group of girls to express themselves through music, in Karachi's most volatile district.*

*Hamza Jafri travels in an armed vehicle. He is a musician famous for his hard hitting political lyrics since the 1990s. Since then religious fundamentalism has been on the rise with shops selling music torched, concerts bombed and musicians threatened with death. Seeing the shrinking space for music and artists Hamza opens a music school.*

: Filmed over three years the personal narratives weave through the political events in Pakistan. The general elections, Malala the Pakistani girl who won the Nobel peace prize (2014), to the attack of school children in Peshawar – Lyari Notes addresses each of these events through the eyes and experiences of the principal characters to paint intensely intimate portraits of the girls coming of age in a country battling with itself.

: The film is a poignant and timeless journey of self-expression unfolding at a defining point in Pakistan's history and at a time Muslim extremism and attacks on expression dominate world headlines.



**Miriam Chandy Menacherry** is the Founder-Director at Filament Pictures, a Mumbai based production house. She has pitched and produced award winning films that have been broadcast on international channels like the National Geographic channel, BBC world and Arte. Her last documentary The Rat Race features the narratives of rat killers in Mumbai. It won the Mipdoc Co production Challenge at Cannes, premiered at IDFA and won the audience awards at Florence and Kerala. It is one of the rare

documentaries to get theatrical releases in three Indian cities, winning critical acclaim.

## Session 5

### Digestive health and your Happiness Hormone

#### Annelise Piers

Co-Founder, The Biryani Diet

“As a teacher and coach, I understand the mental, physical and emotional demands work asks of us. I also know how illness, exhaustion, and even anxiety can strike from out of nowhere, making our efforts in the classroom even more challenging. Over the years, I’ve experienced first-hand how your state of mind and body can influence those you work with, and am dedicated to sharing my research with teachers like me, particularly how digestive health impacts how you feel.

#### Did you know that

- ▶ 95% of the happy hormone serotonin is produced in your gut?
- ▶ our lifestyle, stress and food choices are upsetting the bacterial ecosystem in our digestive tract, resulting in an overgrowth of bad bacteria that wreak havoc on our body AND mind?
- ▶ you could be carrying around 12 kgs of toxic waste?
- ▶ this is perhaps throwing your immune system out of whack and making you feel fatigue or even depressed?

This presentation will focus on what it takes to work with your body and keep your mind on track.”



**Annelise Piers** is the co-founder of The Biryani Diet – a gentle way to ease into balance and weight-loss. Having dropped weight from 94 to 70 kgs and kept it off for the last two years, she understands what it takes to work with your body and keep your mind on track.

Annelise traded in her corporate suits for yoga pants a year ago and has made it her mission to research and teach people to stay in the driver’s seat on their road to wellness — physical, mental, emotional and spiritual.

Annelise is a Master Practitioner, Trainer of Neuro Linguistic Programming, licensed by co-founder Dr. Bandler in the US

and UK. She has been using this mind technology in the field of personal wellness coaching along with targeted yoga routines and customized essential oil blends.

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## Session 6

### Connections and Wellness - Insights from Therapy

#### Dr. Neena David

Clinical Psychologist and Counsellor

Insights from therapeutic work with children, adults and families reveal the critical nature that Social and Emotional Learning plays in shaping our identities and the complex trajectories of our lives.

Social and Emotional Learning is more than a fad or a fancy programme! This presentation will aim to reinforce that educators and parents need to believe that they do make a difference to their children's lives when they engage in meaningful relationships.

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## Session 7

### Ignite!

A series of speedy presentations by students on certain pertinent topics and interactions with the audience

Ignite is a series of speedy presentations. Presenters present 20 slides with each slide displayed for a snappy 15 seconds. The result - fast and fun presentations of 5 minutes each!

We have five high school students from diverse schools in Bangalore presenting five different topics chosen by them, using this energetic format. So let's listen to what they have to say about a wide range of subjects close to their life - school, education, learning and society in general.

Each one of these topics brings forth different aspects of and gaps related to Social and Emotional Learning.

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# Plenary Session

## Standards for Social and Emotional Learning

The Teacher  
Foundation's Research  
on Developing a  
Framework for Indian  
Schools

School Well-being Team,  
The Teacher Foundation

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**Misbah Shahid**  
**Akhila Doraswamy**  
**Monila Sapre**

The first day's closing plenary session will present The Teacher Foundation's 5 year nation-wide study on developing a framework of Standards for Social and Emotional Learning (SSEL) for Indian schools. This study was supported by Wipro Applying Thought in Schools.

The key outcome of this study is the development of an age appropriate SEL Framework as a guide for school teachers to provide students with age specific opportunities that develop their social and emotional competencies.

The following questions will be addressed:

- ▶ What is the importance of having standards for fostering social-emotional development amongst Indian school-goers?
- ▶ What social-emotional competencies are relevant for students ?
- ▶ How does the SEL framework help in developing these competencies in students of different age groups?

TTF School Well-being Team will share the key findings from the study that includes data gathered from 3300 students, 800+ teachers, 90+ headteachers from over 90 government and private schools across 15 cities (urban & rural) in India.



*Akhila Doraswamy  
Monila Sapre  
Misbah Shahid*

**Misbah Shahid** (Head), **Akhila Doraswamy** (Senior Coordinator) and **Monila Sapre** (Senior Coordinator) of the School Well-Being Team at The Teacher Foundation.

The School Well-Being Team at TTF, looks into implementing interventions and carrying out research studies that focus on the overall well being of teachers and students in schools. Currently there are two areas which the team looks into:

Implementing Whole School interventions and Quality Circle Time Sessions to foster a safe and sensitive environment in schools

A national research study on 'Developing Standards for Social and Emotional Learning in Indian schools'



# Keynote Address

## A Session on Whole School Quality Circle Time

### Jenny Mosley

Founder and Creator of  
the Whole School Quality  
Circle Time Model

Quality Circle Time (QCT) is a very exciting, democratic and creative approach used to support teachers and other professionals work with pupils in managing issues that affect the whole learning community. Teaching staff, children, support staff, parents and administrative staff can all be actively involved in this process.

QCT has proved successful in promoting better relationships and helps with positive behaviour management, two of the most effective improvements to both learning and the smooth and harmonious running of a school.

Well planned circle time activities and circle time games, can help pupils gain experiential practice at communication and social skills, problem solving and other social and emotional competencies.

### Speaker Profile



**Jenny Mosley** is founder of the Quality Circle Time Model for classrooms and whole schools. She is also the best selling author of *Turn Your School Around* amongst several other books.

Jenny also lectures on the theory and practice of counselling and group work approaches like Circle Time to Masters level students at the Institute of Education, London as well as the Graduate School of Education, University of Bristol. England.

Jenny Mosley has introduced what she calls the Whole School Quality Circle Time Approach to mainstream teaching in schools throughout England. Thanks to Jenny, most schools in England now incorporate Circle Time. Her courses and work have been widely recognised in the UK by OFSTED (the Office for Standards in Education, a government body in the UK).

# Parallel Sessions

## Session 1 Unfiltered...

### Shilok Mukkati

Community Radio Journalist, Trans Activist, Poet, Dancer

Research shows that gender identities are formed at a very young age – sometimes by the time a child is two or three years old. Society, even today treats gender as a binary concept but we now know that gender is a continuum and can be fluid.

Therefore, there is a strong possibility that children in school go through conflicts related to their gender identity. How do we engage with children who have such conflicts or who express alternative gender preferences, in a thoughtful, sensitive and constructive manner?

This session is a conversation with Shilok Mukkati, who identifies herself as a trans-gender woman. As she says, "When I went to school I was terribly discriminated, bullied and humiliated because I was different from the heteronormative group. I have seen many students like me being subjected to similar predicaments. I wish my teachers had been sensitive and understanding, so that I could have been a more optimistic person."



**Shilok** identifies herself as a trans-gender woman and recently graduated from Jain University in Bangalore. She aspires to be a psychologist, given the growing up trauma she had to encounter because of her confused identity.

In January 2015, she accompanied a friend to the station, who was researching gender and sexuality issues and from there as they say, the rest is history. She started as a volunteer with the show 'YariVaru' and went on to launch the second

season of the same show. She also launched the popular 'Colorful Kamanabillu' which focused on gender and sexuality issues.

Shilok uses her poetry, mostly written in Kannada and now being translated to English, as a medium of activism. She is a trained Bharatnatyam dancer and is currently exploring different forms of contemporary dance too.

## Session 2

### Poles Apart?

A panel discussion with school leaders

#### Panelists

##### Avnita Bir

Director-Principal, Podar School

##### Sreenivasa Guttal

Co-Founder, Purnapramati,  
A Center for Integrated Learning

##### Dr. Uma Tuli

Founder, Amar Jyoti Charitable Trust

#### Moderator

##### Maya Menon

Director, The Teacher Foundation

Behind every school lies a core set of beliefs that determine how students should be taught and how learning needs to take place. This in turn influences every aspect of a child's life at school and beyond.

**Poles Apart?** is a provocative panel discussion with school leaders representing diverse schools to examine these beliefs, with a particular emphasis on their overall impact on Social and Emotional Learning.

Some of the strands that will be explored are:

What should be the real purpose of schooling?

How do you perceive "educating the head" alongside "nourishing the heart"?

What are the implications of a school philosophy on the social and emotional learning of a child?



**Avnita Bir**, Director–Principal, RN Podar Schools, is a well-known educator. A postgraduate in Economics from Delhi School of Economics, she has worked in the field of Education for over three decades across various institutes. She is a member of the Governing Body of CBSE, the leading education board of the country.

Avnita has been driving change at R N Podar School Mumbai. Her school was selected as the Ashoka ChangeMaker School in the first cohort of Ashoka ChangeMaker Schools in India. Having been an active proponent of appropriate edtech in schools and classrooms along with innovative pedagogy, she has been the recipient of several Leadership and Mentorship Awards. She writes a guest column on parenting for The Times of India group and has featured widely in media like BBC, New York Times, The Times of India, NDTV, Times Now etc for her thoughts on education.



**Sreenivasa Guttal** is part of the founding team of Purnapramati, an alternative integrated learning center. Its vision is to identify and nurture the Svadharma (natural and individualized diversity) of each Pūrapramati-ya through integrated learning within and across Ādhibhautik (physical) Ādhidaivik (mental) and Ādhyātmik (spiritual) dimensions for Bījaraksā of Paramparā (preserving the seeds of traditional knowledge and values).

This builds a culture that leverages the vibrant diversity of our country. Educating younger generations in Indian tradition despite the rapid advance of modernity envisaged as break from tradition. This involves creating an environment where both individual actions and collective actions are informed by the contextually grasped knowledge of svadharma.

Sreenivasa has travelled across India and explored various domains of knowledge systems over the last 2 decades. Currently he is continuing the idea of Purnapramati at Anandavana, near Magadi, to pursue rigorous learning through living.

**Dr. Uma Tuli** is an educationist, a social worker, a rehabilitation professional and a sports woman, all rolled into one! She is the founder of Amar Jyoti Charitable Trust, Delhi and Gwalior with integrated education, vocational training, medical care and self-employment in one premises. With this pioneering concept of integrated education, the schools run by Amar Jyoti in Delhi and Gwalior have an equal number



of children with and without disability studying together. The intellectually challenged are socially integrated in the same premises as per their special needs. The Trust also runs a number of Vocational Skills courses.

Dr. Tuli was Chairperson - Education Commission, Rehabilitation International, USA for four years till October, 2012. She is also an advisor to many trusts and boards. She was the first non-bureaucrat appointed by the Government of India as Chief Commissioner for Persons with Disabilities from April 2001 to April 2005.



**Maya Menon** has been in the field of education for over 3 decades. Her areas of professional experience include conceptualizing, designing and implementing a wide range of school and teacher-related projects and services – including the Wipro Applying Thought in Schools Teacher Empowerment Project initiated in 2001 and Safe & Sensitive Schools initiated in 2009 and currently the development of Standards for Social & Emotional Learning for Indian schools. Her interests include school effectiveness research and whole school improvement, teacher development, collaborative approaches to teaching and learning, interpersonal communication in the classroom, leadership and strategic management of schools.

She has trained several thousand teachers and school principals over the past 20 years. She has presented at leading education conferences both nationally and internationally.

Maya is an Accredited Teacher Trainer for Jenny Mosley Consultancies (UK) for training teachers on Whole School Quality Circle Time across schools in India.

She has written on issues concerning educational practice and management in leading publications like The Times of India, The Economic Times, Education World, Teacher Plus, Mentor etc. Maya blogs at <http://mayamenon.teacherfoundation.org> & follow her twitter@tffMaya



### Session 3

## The potential of RTE to foster Social and Emotional Learning in Government and Private Schools

### Dr. Parth J Shah

President, Centre for Civil Society

• The Right to Education Act (RTE), 2009 is a mixed bag for academic, social and emotional learning of students. The Act lays significant emphasis on the infrastructure and inputs available in schools; it hardly talks about learning outcomes. It is based on a premise that if all the inputs are provided, then learning will happen automatically. It addresses our concern for equity in education through standardisation and uniformity of inputs across all schools. However, genuine academic or social and emotional learning requires personalization and differentiated inputs.

• This inherent tension or contradiction in RTE leads to some provisions that are student-centric and some that are opposed to student interests as well as genuine learning. The introduction of No Detention Policy (NDP), Continuous and Comprehensive Evaluation (CCE) and 25% seats in private schools for disadvantaged students are progressive provisions. Some of these provisions have been either discarded or very poorly implemented. Besides, the key anti-student provision of stringent infrastructure and input norms have led to shutting down of several private schools chosen by the poor.

• This presentation will explore how parental choice through altering the current funding model and graded recognition of schools with a focus on outcomes (including SEL) could incentivise schools to shift the focus from compliance to performance and from rote to meaningful learning.



**Dr. Parth J Shah** is Founder President of Centre for Civil Society, which advances social change through public policy. It offers public policy solutions within the framework of the rule of law, subsidiarity, community engagement and competitive markets. In the latest ranking of think tanks, CCS was ranked 51th globally and 1st in India. Parth holds a Ph.D. in Economics, and has previously taught at the University of Michigan and been a visiting faculty at JNU, Delhi and MS University, Vadodara. He is a member of the education taskforce of the governments of Delhi and



Karnataka and serves on the Senate of the Central University of Himachal and Tamil Nadu.

He has spoken and written extensively on the issues of education choice, livelihood freedom, property rights approach to the environment, judicial reform, ease of doing business, and new public management. He has written and co-edited several books and monographs like Law, Liberty & Livelihood: Making a Living on the Street; Terracotta Reader: A Market Approach to the Environment; Profiles in Courage: Dissent on Indian Socialism; Why is India Poor?; Social Change & Public Policy.

## Session 4

### Today's Citizens Too!

#### Dr. Ashwin Mahesh

Urbanist, Journalist, Social Technologist

It has been well understood for a long time that students are citizens of tomorrow, and schools must prepare them for this responsibility. But do they really need to wait to turn 18 to be citizens?

This session ponders whether we can think about this differently, and enrol students into citizenship while they are still young.



**Ashwin Mahesh** is an urbanist, journalist, politician and social technologist based in Bangalore. After his education in atmospheric science (PhD) and astronomy (MS), he worked as a climate scientist at NASA before switching to a career in governance reforms and urban development. He was a prominent member of the Loksatta movement working for administrative, electoral and governance reforms, and thereafter became the National Vice President of the Lok Satta Party. In July 2016, when the party decided to quit electoral politics, he resigned his position, and began to work closely with the Aam Aadmi Party.

Ashwin is a co-founder of the national public affairs magazine, India Together. He also founded the social technology firm, Mapunity, and is one of the co-founders of the electric vehicles-based transportation company, Lithium. He is also a founder member of Bangalore Political Action Committee (BPAC). Ashwin Mahesh was awarded the Ashoka Fellowship in 2009.

# Plenary Session 1

## Educating for Peace in 2017

### Chintan Girish Modi

Educator, Teacher Trainer,  
Consultant to UNESCO  
MGIEP



What are the skills required for education for peace in a world fraught with polarities, media frenzy and violence? This talk will explore opportunities and spaces available in the current education system in India to embed peace education in textbooks, classrooms, and the school culture at large.

It draws upon the National Curriculum Framework of India 2005, the United Nations Sustainable Development Goals, the speaker's work with the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development, and his own pedagogical experiments with students and teachers.

**Chintan Girish Modi** is a writer, researcher and consultant who has worked in the education sector in several capacities as school teacher, curriculum developer, teacher trainer, and workshop facilitator, apart from writing for leading publications such as Times of India, The Indian Express, The Hindu and Teacher Plus for over a decade.

At present, Chintan is engaged as a consultant with the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development in Delhi to work on a guidebook for textbook writers around the world to transform their teaching-learning materials in keeping with the principles of education for peace, sustainable development, global citizenship and social justice. He also works with Clap Global, a social enterprise that connects international travellers to local classrooms for a rich cross-cultural exchange, celebrating diversity and oneness.

## Plenary Session 2

### Fixing India 3E: Education, Employability and Employment

#### Manish Sabharwal

Chairman & Co Founder  
of Team Lease



Manish will cover the convergence of education, employment and employability from a public policy perspective and give his take as one of India's largest employers on soft skills and employability.

**Manish Sabharwal** is the Chairman & Co-Founder of Team Lease. Prior to co-founding the company, he co-founded India Life, a human resource outsourcing company in 1996 that was acquired by Hewitt associates in 2002. Consequently, he was chief executive officer of Hewitt Outsourcing (Asia) based in Singapore.

Manish also serves on various state and central government committees on education, employment and employability and is a columnist for Indian Express. He is an alumnus of The Wharton School of the University of Pennsylvania, Shri Ram College of Commerce, Delhi and Mayo College, Ajmer.

## Panel Discussion with Students

Not another brick in the wall!

**Moderator:**

**Nisha Abdulla**

Performance Storyteller

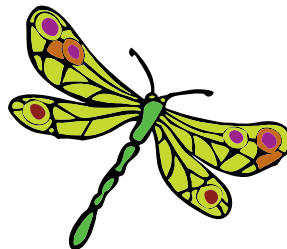


An important aspect of fostering social-emotional learning in schools is enabling student voice and engagement.

To reiterate this, Day 3 of the conference starts with a panel discussion where students share their views and perspectives on critical issues that they are grappling with. The audience will get an opportunity to listen to students, know what they feel, think, need and aspire for from the significant adults around them.

**Nisha Abdulla** is a performance storyteller, writer, and theatre practitioner. Her world converges around stories – she’s either writing them or performing them. Nisha has performed and held workshops in Bangalore, Coorg, Chennai, Muscat, Beijing and Thailand.

Nisha is also the co-founder of Ever After Learning, an organisation that creates customised narrative based modules for different learning requirements for learners of all ages.



# Parallel Sessions

## Session 1

### Care to Dance? Building Social and Emotional well-being through movement

#### Shabari Rao

Dance maker, educator and researcher

: When people engage in moving and creating together, bonds are formed that transcend the connections that are made through verbal communication. Empathy and care for one another can be fostered through creative movement.

: This session encapsulates the beauty of this approach to demonstrate that once the teacher sets up the context for creative movement, relationships are built amongst the learners and no longer needs to be mediated by the teacher.



**Shabari Rao** is a dance maker, educator and researcher with over 15 years of experience. She began her professional journey in dance under (late) Guru Maya Rao with a BA in Kathak and Choreography. She later went on to get a Professional Diploma in Dance Studies from Trinity Laban Conservatoire for Music and Dance (UK) and also holds an MA in Dance and Education from the Royal Academy of Dance (UK). She has taught, performed and directed extensively and has presented her work at international conferences and residencies.

Shabari's most recent works include co-directing 'Positively Shameless', a devised theater performance, and 'A Dance for Dance's Case', a solo performative presentation at Dance teaching for the 21st Century: Practice and Innovation (Sydney). She is part time faculty at Srishti Institute of Art Design and Technology where her current research focuses on the intersection of body/art/learning.

## Session 2

### Changing the Script for Young People in India

#### Vikram Bhat

Director – Research and Advocacy, Dream a Dream

Children and young people in India from vulnerable backgrounds have often experienced adversity. Adversity is what causes them to miss out on sensitive periods when socio-emotional learning happens, affecting their ability to engage with the world, make healthy life choices and be successful. This is particularly pronounced amongst children from vulnerable backgrounds.

However, an amazing transformation is possible with the presence of a caring, compassionate adult in a young person's life. Skilled adults can empower young people to express themselves, make positive life choices, and commit to their own learning.

This is how the script for young people in India can change – if the educational community recognizes the power of a creative, experiential Life Skills approach facilitated by an empathetic adult; enabling young people to thrive in a world that is changing at a frantic pace..



**Vikram** is a passionate educator who has had previous successful careers in Technology and Finance. In Education, his areas of interest are educational equity, empowering young people with life skills and teacher training. He is particularly inspired by the potential of Design Thinking and the Maker Movement to transform educational systems.

Vikram has served as the Vice Principal of an affordable private school in Central Bangalore prior to which he taught full time at Parikrma, a unique NGO in Bangalore that strives to provide a high quality education to slum children. He also held a senior management position at Teach For India, the well-known NGO. Prior to his career in Education, he was the Vice President of Portfolio Trading at Sanford Bernstein & Co., a highly respected Equity Research firm in New York City playing a key role in setting up their New York and London electronic trading operations.

Vikram holds a B.E. in Electronics Engineering from the University of Mumbai, a Masters in Computer Science from

New York University and most recently, a Bachelor of Education from Christ University. He has also attended short term courses at Stanford University and Project Zero at Harvard University.

### Session 3

#### Grow with Sport

#### Somdev Devarrman

Professional Indian tennis player

: Most schools in India treat games and sport as just another additional activity in the timetable – a sacrificial lamb to examinations and other pressing academic programmes!

: However, contemporary studies point out to the increasing importance that needs to be given to physical fitness, and its allied benefits to cognition and overall well being.

: This session will focus on certain key issues that connect physical fitness with social and emotional well being, including: the problem of “Physical Literacy”; general misconceptions about sport and the obvious benefits that can be derived from a well planned programme of sports and games.



**Somdev Kishore Devvarman** is a former professional Indian tennis player. He hit the headlines for being the only collegiate player to have made three consecutive finals at the NCAA, winning back-to-back finals in his junior and senior years at the University of Virginia. Only three other players have matched that record since 1950. His 44–1 win-loss record in 2008 at the NCAA Men’s Tennis Championship is unprecedented

India’s best Men’s Singles tennis player in the last two decades, Arjuna Awardee and gold medalist at the Asian and Commonwealth Games, Somdev is inspired by sport and has experienced first hand how sport can open avenues and enrich one’s life. His vision for getFIT is to start a nationwide movement that promotes sport. Somdev is a true ambassador for the getFIT revolution.

## Session 4

### Unlearning with Kabir

**Vipul Rikhi**  
Kabir Project

∴ Kabir and other Bhakti and Sufi poets often challenge conventional notions of learning. They emphasise feeling, and experience in the body, rather than abstract intellect, as the path to true knowledge as well as to deeper and truer relationships with oneself and with others. The wisdom of feeling, and of the body, are not to be confused with sentimentality or lack of intellect, but they point to a deeper awareness and intelligence. What can we learn from the mystics about this deeper kind of 'learning'?

∴ This session will explore these ideas through the sharing of poetry and songs from the oral traditions, through live singing of folk songs by Vipul.



**Vipul Rikhi** is a poet, fiction writer, translator and singer. His work with Kabir Project includes extensive writings and translations in the field of Bhakti, Sufi and Baul poetry. In the course of these journeys he has developed a deep love for singing mystic poetry in the folk music traditions. In his satsangs and performances, he likes to bring equal emphasis to the poetry and its resonances in our lives as to the sheer beauty and simplicity of many of the folk tunes.

Vipul is also the author of a novel and collections of poetry and short stories. His works can be found at: [www.vipulrikhi.wordpress.com](http://www.vipulrikhi.wordpress.com)

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## Session 5

### Creating spaces for student expression

**Neha Parti**  
Quest Alliance

Through the stories of Government schools in Bihar, this session will focus on the efforts of the teachers to create spaces for student expression.

It will bring out experiences of how schools are fostering social emotional learning through student groups taking ownership of the school processes.





**Neha** has over 9 years of experience working in education focussing on teacher education and public education system reform. She has worked with the education systems in states of Rajasthan and Bihar.

Neha truly believes that schools need to become a place which foster an attitude of learning and teachers need to become facilitators providing spaces for free expression and critical thinking for children. In the last 4 years at QUEST she has attempted to put this thought into action through content development around enrichment programs, designing curricula for facilitator development, program design and implementation.

Prior to Quest, Neha briefly worked as a Research Associate with Westat. She was also with the ICICI Foundation for Inclusive Growth working with state education department on textbook development and teacher education curriculum. She has been a student of Sociology from Lady Shri Ram College, Delhi University and has completed her Masters in Social Work from Tata Institute of Social Sciences.

## Session 6 Mindful Guidance for developing Dynamic Intelligence

**Mini Dwivedi Gopinathan**  
Founder, PlayStreet

: Children’s cognitive development is an apprenticeship.  
: It occurs through guided participation in social activity  
: with companions who support and stretch children’s  
: understanding of and skill in using the tools of culture.

: This presentation deals with how mindful guidance  
: appears critical for dynamic development and occurs  
: largely under the surface. Through the guiding process,  
: teachers, parents and other important family members  
: become the primary architects of their children’s mental  
: and neural development.



**Mini Dwivedi Gopinathan** is the founder of PlayStreet Specially Abled Educare Trust, with a vision that all the therapies should be given under one roof with parent empowerment as the focal point of the treatment. She is also the co-founder of a pre-school called “KidStreet” with

a vision of education that enables children on “how to think” rather than “what to think”.

Born into a family of educators, Mini has always had a natural inclination for education. She left behind a highly successful career in the IT industry to pursue her interest in education sparked by her child’s newly diagnosed condition of Autism. She has a very broad definition of education, where she focuses on education of typically developing children as well as children with special needs. She is a trained special educator along with language stimulation and sensory integration techniques. She is currently a RDI consultant-in-training and an Oral Placement Therapist. The corner stones of her practice are providing the programs for connecting the children on the Autism spectrum to their environment using naturalistic and relationship based methods.

Mini Dwivedi Gopinathan is recipient of the Women Icons Award in 2017 by BERG Singapore for excellence and innovation in the field of Special Education.

## Session 7

### The Role of Art in Social and Emotional Learning

#### George Supreeth

Founder-Director, Ideasutra



: Art is among mankind’s earliest preoccupations and with  
 : a good reason. It is both an introspective process as well  
 : as a means to communicate ideas that may be difficult to  
 : convey through written or spoken language. This makes  
 : art one of the most effective ways to assess and nurture  
 : children’s learning and development.

: The Role of Art in SEL demonstrates how teachers and  
 : caregivers can use Art to instill social skills and provide  
 : children with a handle to deal with emotions.

**George Supreeth** is the principal consultant at Ideasutra, a strategic-design consultancy through which he has worked across a wide range of domains. He specialises in design for product, service, brand, core-operations and new venture development. George has a little over two decades of design industry experience, and has worked

with customers such as Allstate, Northern Trust, AXA, Flipkart and Levis Strauss among others.

In 2005 George co-founded the Ideasutra Sandbox, a think-tank that explores the nexus between Technology, Culture and Art to design solutions for social good. Projects from Ideasutra include Penciljam - a nationwide grassroots initiative for the Arts, Pencilplay - An app for tracking early childhood developmental markers through children's drawings and Playjam, an early years learning platform that maps childhood learning using a technology backbone.

George is a frequent speaker at design institutes, and speaks about the role of ethnography, storytelling and cognitive-science in designing great experiences. He lives in Bangalore, and can be found drawing, reading and gardening in his spare time.

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## Session 8

### Joys of Reading

#### Mala Kumar

Author, Freelance writer, Editor – Pratham Books

∴ The ability to read plays such an important role in our 'success' as human beings that it is often seen as an important tool for learning. With that thought comes the anxiety that reading should be taught and taught quickly.

∴ 'Reading for pleasure' is a far different ability from 'reading to learn'. When a child's fingers glide over the smooth pages of a book, or when she listens to a teacher reading out a story from a book with joy, or when a child gets sucked into a story about a child like herself in a book, so many beautiful things happen inside her mind! Reading, when it is a joy, helps children imagine new worlds, gives them the strength and confidence to go through their known world, helps them feel different emotions and see the school world in a more broader perspective.



**Mala Kumar** is a wonderer, word-lover and children's fan. As a freelance journalist, she enjoys writing about education, books, culture and people. She has been an editor at Pratham Books, a not-for-profit, multilingual publisher of children's books. Her published books include Paper Play, Ritu's letter gets longer!, the Happy Maths series, and the Rupaiya Paisa

series. Her most recent book is Crazy Mazy's Maths Puzzles published by Scholastic Publishers.

Having started her teaching stint at a school in rural Gujarat, Mala's interest in teaching and children brought her to Newspaper in Education, and to many years of teaching physics, mathematics, journalism and creative thinking through the newspaper. She continues to connect with students through outreach sessions in government and private schools. Having conducted many workshops for potential writers, she writes copiously in her head while tending to her kitchen garden.

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# Concluding Keynote Address

## A 100 Silk Stories

### Ali Pretty

Carnival Designer and  
Artistic Director, Kinetika



In the last 30 years, I've met brilliant people, and worked with hundreds of children from all over the world, painting thousands of metres of silk.

How did it all begin? It was 1985 in India.

"If you want to change the world, Ali,' Habib Tanvir, director of the Naya Theatre, told me, "You need to be an artist."

“That’s exactly what I wanted to do.

“If you want to learn about art and politics,” he continued. “Come with me to Kolkata.”

So I did.

From that moment on I committed myself to being an artist and my life to bringing communities together through the arts in a way that makes a difference, challenging people’s perceptions of the world around them. Creativity enables children and young people to think laterally and empowers them to shape their futures. I will share with you some of the projects I’m most proud of and how India has shaped and influenced the way in which I live and work.

### Speaker Profile



**Ali Pretty** is best known as the founding member and artistic director of the international outdoor arts company - Kinetika, which she founded in 1997 after an established career in carnival arts and a growing commitment to community engagement work. Ali has collaborated with, and led teams of artists to deliver large-scale events to diverse audiences all over the world, such as; WOMAD (1985 - 1991), FIFA World Cup (2009), the London 2012 Olympic and Paralympic Games. Her artistic direction and her hand-painted silk designs are renowned for their quality, both in their individual style as well as their ability to engage and leave lasting legacies in communities and individuals alike.

In recent years Ali has been developing her practice as an artist in her own right. She creates transformational walking arts projects with diverse communities.

Through these projects Ali brings people together by walking, talking and painting large-scale silk creations. She created 12 large-scale silks for the Royal Opera House that hung in the ROH Paul Hamlyn Hall during the Deloitte Ignite 2015 Festival. Her current project, Silk River links communities in London along the river Thames with those along the river Hooghly, in West Bengal, as part of the UK/India celebrations.



## **Become a SASS Certified School!**

The Safe and Sensitive Schools (SASS) programme is an 18 month school intervention that enables schools to be safe and sensitive, through embedding policies, spaces and interactions that are positive, constructive, nurturing and collaborative for all – students and staff alike. The intervention will make your school eligible for the SASS Certification. The SASS certification is awarded jointly by The Teacher Foundation and Jenny Mosley Consultancies, UK. It is awarded to schools in 3 categories – Gold, Silver and Bronze.

**Visit the link for more details: <http://bit.ly/ttfsass>**



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**Visit the link for more details: <http://bit.ly/ttftn>**

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