



**BUILDING RESILIENCE INTO SCHOOL SYSTEMS:
Policy and Practice**

**An Online Workshop for Policymakers, Teacher Educators and
School Leaders**

6-10 December 2021

PROGRAMME BRIEF

Introduction

The ongoing global COVID-19 pandemic beginning March 2020 has wrought huge disruptions in normal life, difficult as it already was in many countries. For schools, students, and parents, the impact of closed schools and children stuck at home with little or no access to learning, the effects have been devastating. For many students, a greater part of a whole year of learning has been lost, resulting in a whole cohort of students permanently lagging behind in their learning or suffering learning loss. Teachers have had to pivot rapidly first to online learning, using all manner of technologies, from radio, TV, and the internet. Policymakers have had to make quick decisions in the wake of rapidly changing circumstances. Many rural students were left without devices or home support for their learning, while urban students had better access to wifi, patchy as it may have been in some places.

The crisis and the response to it has exposed weaknesses in educational systems, while creating opportunities to reshape school education to a new paradigm that is more resilient and sustainable. As schools in many countries begin to start operating, it is timely to look at the lessons learnt and to prepare for future disruptions.

This pandemic is not the first, nor will it be the last, to impact countries and schools. Such crises are becoming increasingly likely with climate change, technological disruptions, and enhanced globalised connectivity. The key to facing these is to build in resilience into the whole school system, from technology to curriculum, pedagogy, and assessment.

In this programme, we will discuss the need to review curriculum content in order to create time for process skills such as information finding and validating and problem-solving. To support this, there has to be new approaches to assessment and reform of traditional assessment methods which are currently focused on memorisation of content. Finally, reform would require the loosening of centralised control of school operations to release innovation and initiatives from the ground, creating a more student-centred education system. This would, in turn, lead to more localised professional development of teachers, customised to local circumstances and needs.

The proposed reforms require neither a top-down approach from policy makers, reactive changes to teacher preparation and in-service training, nor temporary makeshift arrangements by under-resourced principals and teachers. All parties need to be involved in developing strategies that can be implemented in the near-term as well as long-term. A dialogue across all levels of education is therefore critical in making informed policy to prepare for the new normal in school education.

There now exists a window of opportunity to learn from each country and experts and in developing a dialogue of expectations and requirements as we move ahead to the next phase of meeting post-COVID-19 challenges, knowing that the world will never be the same again. It is also an opportunity to address the present rigidities in the education system of many countries that were exposed by the pandemic.

The HEAD Foundation (THF) and the Asian Development Bank (ADB) are proud to organise this five-day online workshop for policy makers, teacher trainers, and school leaders, led by international education experts, to chart the way forward and address the key issues.

Expected Programme Outcomes:

1. Greater alignment between policy-makers, school leaders, and teacher trainers.
2. Greater awareness of resilience in education, and what it means in terms of new skill sets, technology and training.
3. Commitment to increase the nature and pace of education reform, and to dedicate more resources to education.
4. ADB's and THF's commitment to support initiatives that turn crises into opportunities to speed up reform, build system resilience and support decentralisation.

Proposed Participant Learning Outcomes:

1. Gain a good overview of what other countries are doing to meet the challenges, crisis-sensitive educational planning, and opportunities of a post-COVID world in education.
2. Examine how decentralisation can stimulate innovation as well as flexibility in the delivery of curriculum and assessment and build resilience.
3. Learn how policymakers can synergise better with school leaders and teacher trainers so that policies specifically pertaining to curriculum, assessment, pedagogy and technology can be reformed in an aligned and relevant manner to ensure enhanced support and resources for the 'new normal' in school education.



4. Create alignment between curriculum, teaching, alternative assessment or examination system learning in school and non-school environments to meet 'new normal' educational challenges.
5. Learn how other countries are managing school operations, student learning recovery and mental well-being.
6. Discover approaches to re-envision the classroom to promote and sustain student-centred and creative pedagogies.
7. Master strategies and skills needed to promote hybrid delivery of curriculum.
8. Learn ways to empower students and teachers, parents to manage new challenges in 'new normal' schooling.

Participant Profile

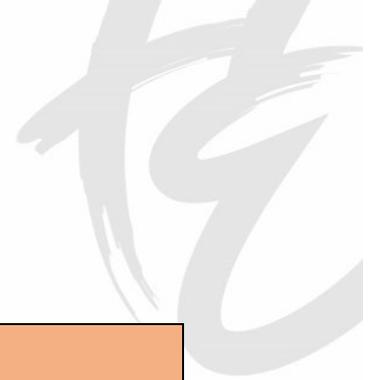
There will be 48 participants from **Bhutan, Nepal, Philippines, and Sri Lanka**, these 48 would comprise:

- 24 school leaders/principals and division heads/superintendents;
- 12 teacher training institution leaders (each country represented by one teacher training institution, with a least one participant at the level of Dean or equivalent);
- 12 policy-makers (include representatives from Manpower and Finance/Trade ministries, if relevant).

Up to 10 ADB staff will also be attending the workshop, including the country focals for education (of the 4 participating countries).

Proposed Programme Schedule

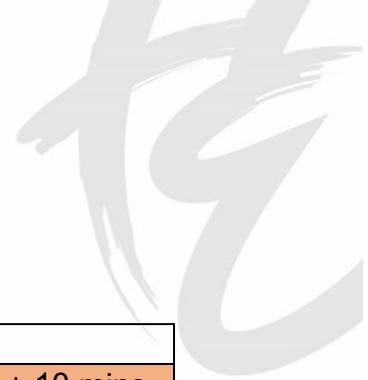
Day/Duration	Group		
	School Leaders (Group 1)	Teacher Trainers (Group 2)	Policy-makers (Group 3)
DAY 1	Plenary Session 1		
Opening Session 6 December 2021 3-3.30pm SGT	Opening Remarks Mr Lim Yu Book , CEO, The HEAD Foundation Dr Brajesh Panth , Chief of Education Sector Group, Asian Development Bank		
	Plenary Session 2		
Session 1 6 December 2021 3.30-5.00pm SGT Format:	Challenges, Priorities and Progress (15min presentations by policy leads of each country) Moderator: Mr Vignesh Naidu		



<ul style="list-style-type: none"> • 15 mins presentation+5mins Q&A each country • 20mins Q&A+ summary by moderator 			
5.00-5.10pm	Break		
	Plenary Session 3		
Session 2 5.10-6.00pm	Teach Less Learn More: Singapore's Future-Oriented Curriculum and Pedagogy Innovations Presentation by Professor S Gopinathan , Academic Advisor, The HEAD Foundation		
DAY 2	Group Sessions (in parallel)		
7 December 2021 3.30-6pm SGT Format: <ul style="list-style-type: none"> • 15 mins ice-breaker • 45 mins presentation by expert • 15 mins Q&A • 30 mins breakout room discussion • 30-40 mins summary and wrap-up 	School Leaders (Group 1) Technology and Pedagogy – Re-envisioning the Classroom <ul style="list-style-type: none"> • Hybrid delivery of curriculum • Technology infrastructure needed • New pedagogies and skills needed • Assessment models • Access to technology • Minimising learning loss 	Teacher Trainers (Group 2) Preparing Teachers for the New Normal <ul style="list-style-type: none"> • Challenges to teacher education programmes • Competencies and dispositions needed by teachers and teacher educators for the new normal • Recovering learning loss • Addressing student well-being • Opportunities and support for teacher educators 	Policy-makers (Group 3) Flexibility in Curriculum and Assessment <ul style="list-style-type: none"> • Opportunities for Reform • Providing school and teacher autonomy within a national system • Effective strategies in building system resilience
	Mr John Yeo	A/Prof Christine Lee	Dr N Varaprasad



DAY 3	Group Sessions (in parallel)		
<p>8 December 2021 4-6pm SGT</p> <p>Format:</p> <ul style="list-style-type: none"> • 45 mins presentation by expert • 15 mins Q&A • 30 mins breakout room discussion • 30-40 mins summary and wrap-up 	<p>School Leaders (Group 1) Operating Schools Safely</p> <ul style="list-style-type: none"> • Issues in operating schools • Distance learning options • Recovering learning loss • Engaging parents and stakeholders • Addressing mental well-being issues <p>Dr Carmela Oracion</p>	<p>Teacher Trainers (Group 2) Technology and Pedagogy – Re-envisioning Teacher Education</p> <ul style="list-style-type: none"> • Meeting new skills for hybrid model • Effectively integrating pedagogy with technology • Class management in distance education • Promoting open educational resources (OER)-based blended learning <p>Prof Lim C P</p>	<p>Policy-makers (Group 3) Technology and Pedagogy – Making It Happen</p> <ul style="list-style-type: none"> • Level of ed-tech • Is high-tech in education the only goal? • Resilience and robustness vs access and equity • Providing support and resources • Defining minimum standard of connectivity to each school and home • Technology for the ‘last mile’ <p>Mr Jeffrey Xu & Ms. Yoonee Jeong</p>
DAY 4	Group Work (in parallel)		
<p>9 December 2021 4-6pm SGT</p> <p>Format:</p> <ul style="list-style-type: none"> • 4 breakout rooms (1 room per country) • Faculty to visit rooms to observe discussions 	<p>Group Work Sessions – Integrated presentation preparation by each country</p> <p>Facilitated by respective country’s ADB Focal for Education</p>		



DAY 5	Plenary Session 4
10 December 2021 2-4.30pm SGT	Integrated presentations by each country (20 mins + 10 mins Q&A each) <ul style="list-style-type: none"> Actionable suggestions on improving education Align expectations of school leaders New teacher education and professional development framework for teachers Reform initiatives from policymakers. Facilitated by Dr N Varaprasad
4.30- 4.45pm	Break and post-programme survey
DAY 5	Plenary Session 5
10 December 2021 4.45-6.15pm SGT	Panel discussion to provide feedback and suggestions on a pragmatic way forward for re-designing education systems Panellists: Chair/Moderator: Mr Vignesh Naidu Dr Brajesh Panth Prof S. Gopinathan Dr N Varaprasad 2 faculty

Programme Deliverables

1. Consolidated training content and reading materials.
2. Videos of faculty presentations (for public).
3. Pre- and post-training participant surveys.
4. Programme evaluation report.
5. A 3-page report, **The Way Forward**, based on the outcomes and consensus reached during the workshop (for public).
6. 3-month post-training evaluation discussion.