

National Education Policy 2020 - Challenges and Opportunities on The Educational System

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Abstract:

New Education Policy by the Government of India is the first in 34 years replacing the National Policy of Education of 1986. The new policy introduced many reforms in the Indian Education System beginning with reformation at central level and renaming the Ministry of Human Resource and Development to Ministry of Education. The NEP proposes revision and revamping of education structure, including its rules and regulations and governance, to create a new system aligning with the aspirational goals of 21st century education. The policy, while focusing on various facets of education, also tries to bridge the gap between education and technology. One of the key highlights of NEP 2020 is the decision to make mother tongue or regional language as the medium of instruction up to Class 5. Further, the policy emphasizes the need for formative assessments and encouraging peer review system of assessment by creating National Assessment Centre and developing a system such as Performance Assessment Review and Analysis of Knowledge for Holistic Development for monitoring the achievement of learning outcomes and guide the boards of education to make learning more contemporary and suited to future needs. The biggest highlights of the NEP 2020 are that there would be single regulation for higher education institutions with setting up of Higher Education Commission of India that will eventually replace the existing regulatory bodies like the UGC or AICTE. The NEP 2020 aims to address various gaps existing in the education system of India and through this policy, India is expected to achieve sustainable development goal of 2030 by ensuring inclusive and equitable quality education.

Keywords: *National Education Policy 2020, Higher Education Institutions, Opportunities*

1. INTRODUCTION:

Education is a continuous process which deals with over growing man in ever growing society. The education system needs to make students as learners, innovators, scholars, researchers and trainers. Despite a strong and constant economic growth during past couple of decades, India still faces socio-economic challenges and improving education is the only way forward to address the challenges and boost country's economic growth. However, decoding the education system in India to address the prevailing challenges is a herculean task as India is a nation of 28 States and 08 Union Territories. Since, the states have their own elected governments and school education being a state subject as per the constitution; the states have complete authority on deciding policies and implementing them (Anderson and Lightfoot, 2019) While educational policies are designed at central level by the Government of India, the state governments have freedom in implementing these policies. National Council for Educational Research and Training (NCERT) is the national organization that develops policies and programmes, designs curriculum framework and guidelines that are followed by the SCERTs of respective states. The

National Policy on Education, 1986 and the Programme of Action, 1992 envisaged free and compulsory education of satisfactory quality to all children below 14 years. The educational policies were not constitutionally safeguarded until Right to Education Act (RTE) was enacted on 04th August 2009 and enshrined within the Article 21 (a) of the Indian Constitution making it a fundamental right of every citizen (Gautam et al, 2016) While the act has ensured education to all, the prevailing challenges of the education system remained thereby hindering the growth of Indian education system to the global level. With an aim to create an educational environment that matches global standards, the Government of India constituted a Committee for Draft National Educational Policy in 2019 chaired by Dr. K. Kasturirangan, Former Chairman of Indian Space Research Organization (KPMG, 2020). The Union Cabinet approved the policy paper designed by the Committee and National Educational Policy 2020 came into effect on 29th July 2020. The new policy aims for public investment and aims to reach 6% of the GDP in educational sector from the existing 4.5%. In this paper, the analysis of policy is carried out in order to assess the impact on the existing educational system in the states, in terms of social and political challenges, and how would it impact the students in current and future scenario.

National Educational Policy 2020

The recent education policy by the Government of India is the first in 34 years replacing the National Policy of Education of 1986. The new policy introduced many reforms in the Indian education system beginning with reformation at central level and renaming the Ministry of Human Resource and Development to Ministry of Education (KPMG, 2020) The new ministry is dedicated towards strengthening the education system. The policy envisions offering a new structure to the education system in the country. The new education system entails education from pre – school / anganwadi to higher education. The NEP proposes revision and revamping of education structure, including its regulation and governance, to create a new system aligning with the aspirational goals of 21st century education. The present 10+2 structure is reformed into 5+3+3+4 design corresponding to age groups 3 - 8 years (foundational stage), 8 - 11 years (preparatory), 11 - 14 years (middle) and 14 - 18 years (secondary). This policy brings pre - school education under the purview of formal schooling. The policy aims to achieve 100% Gross Enrolment Ratio in school education by 2030 by bridging social gaps in access, participation and learning outcomes in school education (Singh, 2020).

Institutional changes to the educational system:

The NEP proposes sweeping changes including opening up of Indian higher education to foreign universities, dismantling of the Universities Grants Commission and the All India Council for Technical Education. One of the paradigmatic shifts is the setting up of the Higher Education Commission of India (HECI) that will act as a single regulator and several functions including accreditation, funding and academic standard setting. Further, structural changes include creation of National Curriculum Framework that will implement changes in curriculum, pedagogy and other content needs (KPMG, 2020). The policy, while focusing on various facets of education, also tries to bridge the gap between education and technology. The current pandemic circumstances have paved way for virtual learning replacing the traditional method of schooling compelling the teachers and students to re - imagine learning and teaching techniques. Under this policy, the National Educational Technology Forum will be established which shall operate as a platform for free exchange of ideas on the use of technology to enhance learning, assessment planning and administration for school and higher education (Prasad, 2020). Further, the policy

emphasizes the need for formative assessments and encouraging peer review system of assessment by creating National Assessment Centre and developing a system such as Performance Assessment Review and Analysis of Knowledge for Holistic Development (PARAKH) for monitoring the achievement of learning outcomes and guide the boards of education to make learning more contemporary and suited to future needs (KPMG, 2020). The NEP 2020 envisages paradigm shift in education system by complete overhaul of existing institutions and creating a new institutional design that focuses on students, teachers, school and college administration, curriculum and pedagogy and universal grading system that is compatible with the global educating system.

School Curriculum and Pedagogy:

Under the National Education Policy 2020, the 10 + 2 structure of school curriculum will be replaced by 5 + 3 + 3 + 4 with 12 years of schooling with three years of pre - schooling. The policy lays emphasis on four key areas of reforms i.e., curricular changes to build strong foundational skills, improving quality of learning across all levels of education, shift in the ways of assessment and need for systemic transformation (NEP, 2020). The policy stresses on creating a national curricular and pedagogical framework which is competency based, inclusive, and innovative and focuses on comprehensive development of children. The curriculum shall focus on holistic development of learners by equipping them with 21st century skills, mathematical and scientific temper. The emphasis is also on reduction in syllabus to enhance essential learning and critical thinking (KPMG, 2020). It is further noted that vocational education will be imbibed into school curriculum from Class 6 onwards and every child will learn at least one vocational skill and to expose 50 percent of the learners in school and higher education to vocational skills by 2025. Further, in higher education, students can opt for any subjects among various streams such as Arts, Humanities, Sciences, Sports and Vocational subjects (Prasad, 2020). The main focus is on experiential learning by giving assignments, projects, real time learning experience, interactions and improved skills. The policy envisages a sweeping structural re-design of the curriculum and to deliver this effectively, there is dire need of trained teachers who understand pedagogical needs to make smooth transition to the new education system. Further, the system needs to shift the focus from teacher – centric to student – centric learning to foster collaborative skills, critical thinking, problem solving and decision-making abilities among children. As the policy entails bringing back nearly 250 million students back to school by 2030, this would require nearly 7 million additional teachers to handle this kind of student population (Ralhan, 2020).

Examination and Assessment:

The policy does not revisit the concept of ‘no detention policy’ which guaranteed promotion through Class 1 to 8 to all children, irrespective of their skills and readiness to move to other class (Joshi, 2020). Under NEP 2020, the board exams for Class 10 and 12 will be made easier and the exams will test core capacities, competencies rather than months of coaching or memorization. Further, the progress card of all students for school-based assessment will be redesigned to a 360-degree multidimensional report card that will show the progress and uniqueness of each student in the cognitive, affective and psychomotor domain (NEP, 2020). The primary purpose of changing the assessment system is to promote continuous tracking of learning outcomes, which, however, would require schools and teachers to use innovative evaluation approaches and assignments. In India, 75 percent of schools are government aided

and remaining are private schools, among which, nearly 80 percent are budget schools (Dr. Maram, 2020). Hence, deploying a continuous assessment framework is a challenging task.

Debate on Linguistics and Culture:

One of the key highlights of NEP 2020 is the decision to make mother tongue or regional language as the medium of instruction up to Class 5. While this may create a long-term impact in nation building, it also ensures transition from mother tongue or regional language to foreign language and helps inculcate human values and emotions and stay connected to their own social and cultural fabric (Narayan, 2020). It is observed that politics over language or culture is significant in India while regional languages debating over use of Hindi or English in their schools as medium of teaching. The education policy promotes three - language formula with two of the languages being native to India and these languages will be the choice of states, regions and chosen by the students. The policy focuses on multilingualism with great cognitive benefit to young children. Under this policy, the Kendra Vidyalayas and Navodaya Vidyalayas will implement the language policy and such schools will implement three language policies within the purview of states/ region. However, implementing this policy seems to be a might challenge as India is a nation of several languages, approximately 270 mother tongues as per Census 2011, and classrooms might have children with more than one spoken language (Singh, 2020). Nevertheless, observers argue that how imposing Hindi language on regional states, specifically southern states, does would achieve anything to the policymakers other than English and mother tongue. According to India Skill Report by CII and Wheebox, English is among the top 3 skills employers look for and three southern states of Karnataka, Tamil Nadu and Telangana attract IT companies and contribute IT exports as they have a large percent of the English-speaking population, among other factors (Singh, 2020) 18. Further, the intervention will require hiring of teachers and high-quality learning resources in many different languages, which will be challenging to develop. It is important to note that higher education institutions have English as the medium of education. Therefore, it is difficult to understand what the students would achieve by learning the third language which would anyway be foreign, when the mother tongue would ensure social connectivity and English would allow global learning.

Higher Education:

The biggest highlights of the NEP 2020 are that there would be single regulation for higher education institutions with setting up of Higher Education Commission of India that will eventually replace the existing regulatory bodies like the UGC or AICTE. The long – term plan of the policy is to do away with the current system of colleges affiliated to universities and numerous tiny colleges that are pedagogically unviable and financially costly would be merged with larger HEIs (KPMG, 2020). The policy aims to install greater institutional autonomy through independent Board of Governor and all standalone professional educational institutions to become multidisciplinary by 2030. All the HEIs would convert itself into multidisciplinary institutions with minimum student strength of 3000 by 2030 (Chopra, 2020) The policy promotes flexibility in choice of subjects and there will be no rigid separations between arts and sciences, curricular and extra – curricular activities, and vocational and academic streams.

The HEIs are restructured into three tier institutional architecture i.e., Tier 1 – Research Universities, Tier 2 – Teaching Universities and Tier 3 – Autonomous Colleges (KPMG, 2020) This system established by 1960 California Master Plan for higher education resulted in university system being segregated into three different categories to achieve excellence, increase access to students and reduce

educational costs. It is important to note that California Master Plan designed in 1960 to ensure college access, promote excellence in research and skilled workforce (Finney et al, 2014). The policy which is 60 years old is adopted by NEP 2020 distinguished HEIs into three tiers to achieve the goals by 2030 – 2035. What would be efficacy of this policy after 15 years with changing socio - economic dynamics in the world and how would this system ensure that the HEIs would constantly produce skilled work force competing with global labour demand. Many institutions will be set up to regulate institutions, provide accreditation to HEIs, develop learning outcomes for higher education programmes and provide funding to HEIs based on transparent criteria. This policy would not disturb the existing alliance with foreign universities and the transition of students to UK HEIs will be unaffected (British Council, 2020).

The NEP has also paved way for foreign universities to set up campuses in India through institutional collaboration and exchange of students and faculty. However, there is no evidence that this policy would excite the reputed foreign universities to come looking for entry opportunities as some of the top universities including Yale, Cambridge, Stanford, Bristol and others had shown no interest in the Indian market during UPA – II regime (Chopra, 2020). While the policy has been introduced, the government has its job cut out to facilitate establishment of reputed foreign universities in India.

Brief History of NEP 2020

The Evolution of India's Education Policy: A Roadmap to Today

The major milestones for education policy in India, from independence to today:

1. The University Education Commission (1948-49) also known as the 'Radhakrishnan Commission' was focused on higher education.
2. The Secondary Education Commission (1952-53) was focused on education after primary school and before university begins.
3. The Education Commission (1964-66), also known as the 'Kothari Commission'. This commission had a holistic approach and advised the government on the national pattern of education and general policies, taking into account each stage from primary to post graduate.
4. The National Policy on Education, 1968: Based upon the recommendations of the Kothari Commission, the government announced a policy which called for equal educational opportunities in order to achieve national integration and greater cultural and economic development.
5. The 42nd Constitutional Amendment, 1976, which included education in the Concurrent List, so as to be considered by both the states as well as the union government (earlier it was on the State List, which gave the state governments precedence in terms of law making).
6. The National Education Policy (NEP), 1986, whose objective was a "special emphasis on the removal of disparities and to equalise educational opportunity," especially for women, Scheduled Tribes (ST) and Scheduled Caste (SC) communities. The NEP of 1986 was modified in 1992(PoA-1992) based on Reviews of Acharya Ramamurthy Committee (1990) & Janardhan Reddy Committee (1992).
7. The 'Common Minimum Programme' adopted by the UPA1 government in 2004 went more or less along the same lines as before.
8. In 2009, the Right of Children to Free and Compulsory Education (RTE) Act was passed, which made elementary education a fundamental right for every child.
9. The T.S.R. Subramanian Committee (or Committee for Evolution of the New Education Policy) Report, 2016, sought to improve the quality and credibility of education by addressing the implementation gaps.

10. The Committee for Draft National Education Policy, or Dr. K. Kasturirangan Committee, submitted its report on 2019. It sought to address the challenges of: (i) access, (ii) equity, (iii) quality, (iv) affordability, and (v) accountability faced by the current education system.

11. Finally, National Education Policy, 2020 has been accepted and approved by the Union GoI on 29th July 2020.

What Has changed in NEP 2020? / i.e., Opportunities in NEP 2020

(A) Overall change:

- Renaming the ministry: The Ministry of Human Resource and Development will now be called the Ministry of Education. This is apparently in order to bring the focus back to education.
- The Centre and states will work together to increase public investment in education to 6% of GDP. Currently the expenditure stands at 3% of GDP in 2018-19 (the Economic Survey).
- An extension of the RTE to cover a larger age group: The policy proposes to increase the ambit of the RTE to include children from the ages 3 to 18. Currently it covers children between 6 to 14 years. This is long overdue. However, Stakeholders like private institutes and activists are divided over the cost of implementation of this grand vision. Private institutes have remained exclusionary and disable access to education for those who come under the reserved 25% category prescribed by RTE by levying non-educational fees. Also, they complain that the government usually does not pay them in time.
- The three-language formula has resurfaced in a new avatar in the NEP 2020. However, there will be a greater flexibility in the three-language formula, and no language will be imposed on any State.
- Breakfast is to be added to the mid-day meal program.

(B) New institutions/boards/zones/funds/frameworks to be set up:

- Higher Education Commission of India (HECI) by 2022: NEP 2020 proposes to set up a super regulator to address the current issue of multiple regulators to deal with accreditation, funding, standard setting. HECI will function as the single overarching body for all higher education, excluding medical and legal studies, and replace all other regulatory bodies like the University Grants Commission (UGC) or the All-India Council for Technical Education (AICTE). Its four independent verticals (National Higher Education Regulatory Council (NHERC), National Accreditation Council (NAC), Higher Education Grants Council (HEGC) & General Education Council (GEC)) will also be responsible for all grants, funding, standards and accreditation, making it one of the most centralised regulatory institution in the country.
- National Professional Standards for Teachers (NPST): The NPST aims to make the recruitment of teachers more transparent. It will be developed by the National Council of Teacher Education (NCTE) by 2022.
- A School Quality Assessment and Accreditation Framework (SQAAF) will also be developed.
- Multidisciplinary Education and Research Universities (MERU) and a National Research Foundation (NRF).
- A National Educational Technology Forum (NETF) will be created to encourage the use of technology in college education.
- Also, the NEP 2020 stresses that educationists will be appointed on the Board of Governance of institutions, to depoliticise them.

- There will be a Gender Inclusion Fund and Special Education Zones for socially and economically disadvantaged groups.

(C) Major changes in School Education:

- Adoption of 5+3+3+4 Structure: The policy recommends a move away from the previous 10+2 structure (10 years of primary and 2 years of secondary education). There will now be 5 years of foundational education, 3 years of preparatory, 3 years of middle and 4 years of secondary schooling. Pre-school education will gain focus in the initial 5 years of learning.
- Flexibility to choose subjects across streams: All subjects will be offered at two levels of proficiency (introductory and advanced) and will be treated equally (science will not be pitted against social sciences and also not be assigned as per the percentage scored in the previous grade).
- Board exams will test core competencies, could become modular (Board exams for Grade 10 and 12 will be continued, all students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority.), and will be offered twice a year. The second attempt will provide an opportunity to improve scores.
- Bag-less days: 10 days in a year will be dedicated to vocational courses of choice (informal internships) from Grade 6th onwards. This is to include vocational training in the curriculum, making it more practical.
- Mother tongue to be a medium of instruction till 5th grade: but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language. The policy doesn't keep children of migrant labourers and people in transferrable jobs at the centre of this decision, however.

(D) Major changes in Higher Education:

- 50% Grade Enrolment Ratio to be achieved by 2035. Currently it's at 26.4%, among both boys and girls. However, a strong focus on promoting women to pursue higher education is lacking.
- Proposal to set up Higher Education Commission of India (HECI). As discussed above, this will be set up as a super-regulator and centralise multiple functions across different verticals under its ambit.
- A National Testing Agency to conduct a common entrance exam for colleges twice a year. This is to follow a Scholastic Aptitude Test (SAT, used for college admissions in the United States) like structure for admissions in graduate programs.
- Mid-term dropouts from college will be given credits and an option to complete their degree after a break (a limited period). Credit transfers and academic banks of credits are to be introduced.
- Dropouts can use the credits for transferring from one university to another. The details of execution for all of this are unclear however.
- Affiliations with universities are to end and over the next 15 years colleges will be given the autonomy to provide degrees. The deemed university status is to end as well.
- Fee cap over private institutions for higher education: An awaited move, but it will need private institutes to apply for a loan at HECI and claim funding from the government to run effectively. As per speculation, a large chunk of budgetary allocation will be channelled to private universities via the loan route.
- Graduate programs for 4 years, PG (Post graduate) programs for 1 or 2 years and M.Phil. programs to be discontinued.

- Research and teaching intensive universities and autonomous degree granting colleges will be set up to advance India's research endeavours.

(E) Challenges that will determine success of NEP 2020:

The vision is aspirational. The implementation road map and rigour will determine whether this truly fosters education-for-all and job creation. The NEP 2020 advocates three key thematic developments: One, a move from content-driven pedagogy that inspired rote learning to conceptual testing; two, a 360-degree assessment covering educational, mental, and physical well-being of the students, and; three, an experiential approach through vocational skills, mathematical and computational thinking, and new-age skills such as coding and data science. The motivation is to make Indian learners truly future-ready, and global citizens. The Government of India seems intent in rolling out the vision in terms of curriculum revision, teacher-training, and equipping schools for ICT-enabled and assessment-driven evaluation over the next few years. This is critical for India to truly reap the demographic dividend through re-skilling, vocational training, and job creation. The objective is noble, and the policy is timely. However, the success and pace of implementation will depend on how these opportunities are successfully the government can scale key challenges.

1. Curriculum and Content

The NEP calls for curriculum and pedagogical changes. The boards which conduct examinations will need to re-think how they assess students and what the learning content rubric should be. School textbooks will need realignment too. Given that 87 percent of K12 learners in India are in the schools with annual tuition fee of less than Rs 12,000, these changes will need to be easily cascaded across tiers of schools.

2. Teacher Availability

Over 250M-plus students are estimated to enrol in K12 schools in India by 2030. At a teacher-student ratio of 1:35, India would need an estimated 7M-plus teachers to address this burgeoning student population who will need to have graduated through the defined B.Ed. programme for 12th pass, graduates and post-graduates for four, two and one year respectively.

3. Teacher Skilling

Teaching is one of the low-paid professions in India with an average teacher earning around Rs 200,000 per year. Given these constraints, experiential learning, and concept-oriented teaching, versus the currently prevalent printed content-oriented teaching will be tough. A comprehensive National Curriculum Framework for Teacher Education has also been announced in the NEP in addition to Teacher Eligibility Tests (TETs) to create a talented and curated pool of educators who can impart quality education to the students. However, the current pool of educators needs to be orientated towards these teaching techniques. Until the structural constraint in teacher remuneration is not corrected in the education ecosystem, the NEP implementation in spirit and form will stay challenged.

4. Technology at Scale

Digital infrastructure of similar scale will be needed using digital classrooms, remote expertise-driven teaching models, AR/VR tools to bridge gaps in physical teaching and laboratory infrastructure, uniform assessments across schools even in remote villages, career counselling and teacher training aids.

5. Evaluation Infrastructure

Under the NEP, examinations are being advised to transform towards a culture of assessment with continuous tracking of learning outcomes, a focus on higher order and foundational skills, and AI-based software progress tracking to enable students to make optimal career choices. Continuous assessment requires schools and teachers to innovate on evaluation approaches and assignments that are thought-provoking and require students to apply themselves. Compared to theory-based-examinations that have unilateral questions and answers that are easier to administer and score, holistic assessments would require educational boards and institutions to invest significantly in creating these assessments and practice assignments. Of the 1.5M-plus schools in India, 75 percent are run by the government at a very low to no annual fee structure. Of the remaining 400,000 private schools, about 80 percent schools fall in the category of 'Budget Private Schools' charging Rs 500-1,000 per month, leaving a mere 15,000 (less than one percent of total schools) that can support the necessary infrastructure required for conceptualising and conducting such assessments.

The NEP 2020 drafting committee has undertaken a comprehensive process that considers state/UT governments, global best practices, expert opinions, field experiences, and stakeholder feedback. In the more affluent echelons, privately-owned Edtech is already taking a large part of the education spend away from the formal education systems.

6. Opening universities every week is a herculean task

India today has around 1,000 universities across the country. Doubling the Gross Enrolment Ratio in higher education by 2035 which is one of the stated goals of the policy will mean that we must open one new university every week, for the next 15 years. Opening one University every week on an ongoing basis is an undoubtedly massive challenge.

7. The numbers are no less daunting in reforms to our school system

The National Education Policy 2020 intends to bring 2 crore children who are currently not in schools, back into the school system. Whichever way you look at it, accomplishing this over 15 years requires the setting up of around 50 schools every week. This certainly requires a substantial amount of investment in classrooms and campuses. But it also means appointing at least 50 headmasters every single week, and at least 200-300 teachers every single week on an ongoing basis. Given that many teaching positions are going unfilled even in existing schools, this becomes a particularly interesting challenge.

8. Funding is a big challenge in the COVID Era

From a funding standpoint, this is not a challenge for the faint-hearted. The National Education Policy 2020 envisages an increase in education spending from 4.6% to 6% of GDP, which amounts to around INR 2.5 lakh crores per year. This money will be well-spent building schools and colleges across the country, appointing teachers and professors, and for operational expenses such as providing free breakfast to school children. What makes things tricky is that this policy comes into being at a time when the economy has been battered by COVID-19 related lockdowns, government tax collections are abysmally low, and the fiscal deficit was high even pre-COVID.

9. Current focus on healthcare and economic recovery to lower the execution speed

Economists have been calling for large stimulus packages amounting to double-digit percentages of GDP, despite the strain on the exchequer. While the National Education Policy is a 20-year journey, one worries that we may be off to a stumbling start over the next 2-3 years, when government and budgetary priorities are claimed by the more urgent but equally important needs of healthcare and economic recovery.

10. Need to create a large pool of trained teachers

In school education, the policy envisages a sweeping structural re-design of the curriculum a very welcome step. But in order to deliver this curriculum effectively, we need teachers who are trained in and understand the pedagogical needs. Many of the curricular changes require substantial mindset shifts on the part of teachers, as well as parents. For the entire higher education system to be composed of “exceptions” professors who are curious about, respect and lean in to other disciplines while being experts in their own is no easy task. This requires a cultural shift in the entire higher education ecosystem, over the next 15-20 years.

2. CONCLUSION:

In summary, the National Education Policy 2020 is in many ways just what India needs, as it blossoms into the world’s largest workforce in coming years. To realize the dreams it contains, we must overcome substantial execution challenges in a sustained manner for years and decades to come. With this I would like to conclude my session by the quote of Benjamin Disraeli had said, ‘The secret of success is to be ready when your opportunity comes!’ For Indian teachers’ time has come to seize the opportunity and become makers of their own destiny. To do this- dream and work hard to achieve our dreams. Become an aware, enthusiastic, and empowered practitioner. Share our ideas, grow by experimenting and researching. Gain insights also from the thoughts, beliefs, and experiences of our peer-practitioners. Enjoy our journey by forging beautiful relationships with generations of learners who transition through your classrooms and remain a life-long learner.

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