



I CAN EMPOWER

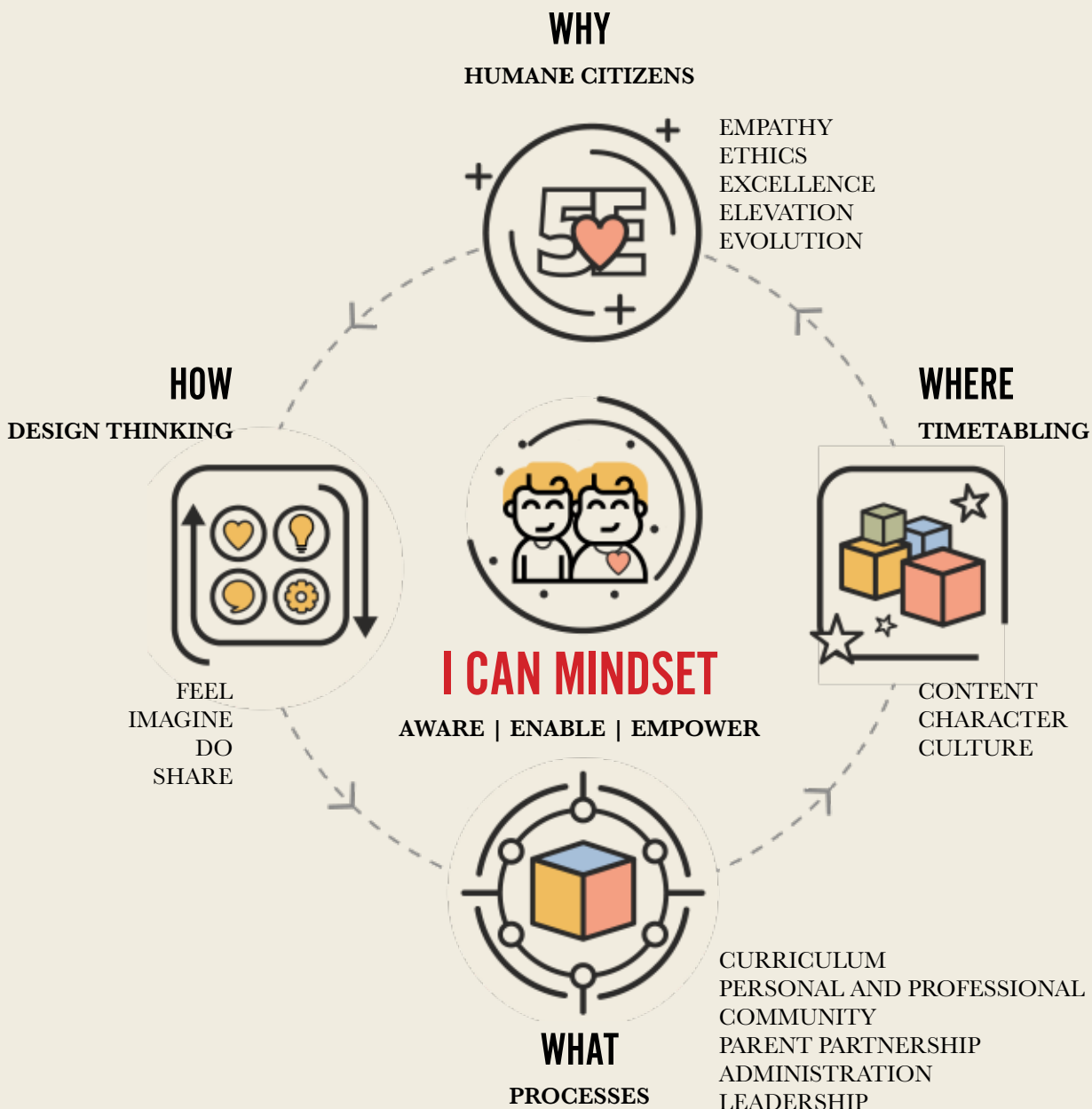
SCHOOL CULTURE. BY DESIGN

TRAINING
ROADMAP

THE HUMANE FRAMEWORK

Building the
I CAN MINDSET. By Design

The HUMANE FRAMEWORK uses the power of Design Thinking - inviting both children and adults to transform the world into how they envision it - the power to **intentionally** design a more compassionate, sustainable and empathetic world. Today!



I CAN EMPOWER*

SCHOOL CULTURE. BY DESIGN

1

YEAR

15

DAYS
PER YEAR

5

HOURS
PER DAY

The 'I CAN Empower' programme is a 1 YEAR long journey of co-creation where representative school leaders and teachers come together to build ground-up the I CAN SCHOOL CULTURE. The School Culture harnesses the model of shared leadership that empowers School leaders to become catalysts of change and build a school wide culture that intentionally graduates children with the 'I CAN MINDSET'.

The programme uses a curated set of processes from the 6 Pillars that can be customised for any key stage to engage all stakeholders in the vision and practices of the school.

The training includes a road map of how to TIMETABLE a schoolwide BOTH/AND pedagogy, an understanding of how to implement and contextualise the I CAN processes along with training to use the HumanE framework to help design processes for your school.

WHAT WILL YOU GET?

07

PROCESS

04

SKILL
WORKSHOPS

06

COACHING
CALLS

01

AUDIT

Plus, downloadable materials, ready reckoners, samples, templates, and organisers



PLENARY



SCHOOL TOUR



WORKSHOPS/
DRYRUN



CLASSROOM
OBSERVATIONS/
EXPERIENCES



I CAN
CHALLENGE



TIMETABLING
EXERCISE



REFLECTIVE
EXERCISE












STAKEHOLDER
MEETING



PROCESS
TRAINING

**All schedules and figures provided are indicative and subject to variation. The final details and terms shall be governed by and aligned with the provisions outlined in the agreement.*

REPRESENTATIVE TRAINING TIMETABLE OF DAY 1

SEGMENT	ESTIMATED TIME	DETAILS
I CAN CHALLENGE	 45 MINS	Participants will start the day with an immersive experience that is designed to challenge them and to offer perspectives on their practice and pedagogy.
TONE SETTING	 15 MINS	This time is to share expectations and co-create the agenda for the day.
SNACK BREAK	 10 MINS	<i>Make new friends over a cup of chai.</i>
SCHOOL TOUR	 30 MINS	Take a tour of the school spaces, and witness the I CAN Mindset in action.
WORKSHOP	 30 MINS	Image of an Empowered Child Engage in an active workshop to see an alignment of intent, action, and impact; and identify the bridges and barriers that might come in the way of vision and promise of a school towards the child.
PLENARY	 40 MINS	Plenary on the HumanE Framework and sharing The Riverside School as a case-study
LUNCH BREAK	 40 MINS	<i>Meet and greet with members of Riverside community.</i>
PROCESS TRAINING: CONGLOM	 90 MINS	Participants will undergo a training on the Conglom Process, meet the stakeholders, get tips and strategies on how to contextualise and timetable the process for their setting. They will also be expected to design Congloms and do dry-runs to receive feedback for refinement.
CLOSING OF THE DAY	 30 MINS	Participants will reflect on the day to see the relevance of the training, and timetabling for relationships, and be provided the roadmap for the next day.

TRAINING METHODOLOGY



PLENARY

A **Plenary** offers participants an opportunity to see the 'purpose of their practice' and how the training they are about to embark will make visible the 'why' and 'who' of the 'what' and 'how'. It is always conducted by the leadership team at Riverside.

Participants have shared that the plenary is a great introduction to the bigger picture of education and the role it plays in building empowered citizens who believe in the greater good.



SCHOOL TOUR

The **school tour** (conducted by the children at Riverside) is a way to 'see' and experience first hand, the I CAN Mindset and HumanE Culture at work. It is a time for participants to meet and interact with the primary stakeholder of education – the child, and to anchor all their training with the promise of what is possible.

Participants have remarked that 'meeting' the children right at the beginning of their training gives them confidence that 'this is possible'!



- MASTERCLASS

A **Masterclass** is a time for participants to be inspired – and it is conducted by Masters in their respective fields – sport, theater, social entrepreneurship etc – and to see passion and purpose in domains outside of education

Participants have always shared that the Masterclass has opened up their worldview and offered them perspective on values such as 'stamina' or 'hard work' or 'humility' and have found insights and lessons for their own practice.



• CLASSROOM OBSERVATION

"Show', not 'Tell' – this is the premise of this practice – all participants have the opportunity to 'see' their training of the processes in practice by observing seasoned and experienced educators at work. They will also have the opportunity to have a 'debrief' session with the educators to take insights and lessons from them.

Participants share that observing the theory in practice gives them immediate tips to add to their toolbox of strategies.



WORKSHOPS/ DRY RUN

The processes and skill workshops are at the very heart of the training – giving participants an immersive and experiential way to understand the relevance of each process along with tips and strategies to contextualize. It includes case studies, planning and a 'dry run' to help the participant build confidence and clarity.

Participants have found the 'dry run' to be very useful to help iron out any questions and concerns they might have to put into practice, the process.

TRAINING METHODOLOGY



STAKEHOLDER MEETINGS

Participants have an opportunity to meet with the **stakeholders** (parents, students, alumni, teachers, leaders, or staff) to understand how the impact of the processes and practices on the 'user'. The Q and A session further opens up the space to help clarify any doubts to then leave with confidence on how to contextualize the process in their own school.

Participants have shared that meeting the stakeholders gives them insights on the direct impact of the processes on the user. They find that the stakeholders are able to answer any doubts and queries from a user point.



I CAN CHALLENGES

The **I CAN challenge** gives participants a quick deep dive into the design thinking framework of FIDS to design a process from the 'user' point of view.

Participants have often remarked that the challenge helps them understand the power of empathy in the design of solutions.



TIMETABLING

The **Timetable** is the final artefact that translates your intention into action. Very often, the timetable makes visible only 'subjects' – but this exercise allows the participants to see this artefact as our 'conscience' – which can intentionally timetable for content / character and culture.

Participants have remarked on how this is such a paradigm shift in seeing the timetable in this new light.



CLOSE THE LOOP

Since all the processes and practices are human centric, participants go through daily, thoughtful exercises to **close the loop** and reflect on not only their professional growth but also their personal mind and heart shift. This offers a wonderful time to slow down to go forward.

Participants have found this process as a way to pause and to distill the essence of the day and the practice.

PROCESSES

01

CONGLOM

Timetabling for Relationships

Conglom, is an opportunity for students and teachers of each class to come together first thing in the morning to start the day on a positive note. This is a time for learners to share feelings, opinions, and ideas. The teacher and students facilitate the interaction so that each thought is respected and valued. The atmosphere that is created is one of trust and community amongst the group. This creates a safe environment, ultimately leading to student well-being.

02

BOARD PROTOCOL

Enabling teachers to convert intention into action in every session

The design of the **board** prompts the teacher to explicitly articulate and make visible how each lesson is designed to catalyse Relevance, Rigor & Relationship.

Our teaching board now acts as our conscience. It anchors not just the lesson plan but also serves as a visual cue that reminds us to intentionally notice the learner. By responding to the various sections on the board, students become active participants in the lesson and not just passive listeners.

Teachers are able to easily save their board work to share their practice with peers as well as the school leaders, thus creating a measure of accountability and credibility.

03

PROGRAM OF INQUIRY

Experience, Explore, Engage

The **'Program of Inquiry'**, as the name suggests, is a process designed to help children delve deeper into an area of learning. The process has a clear methodology that offers simultaneously, structure and open explorations, that enables each child to uncover, make connections, work collaboratively and finally demonstrate understanding in multiple ways.

04

STUDENT-LED INTEREST CENTERS

Building a sense of Self and Worth

It is important to encourage children to explore and exercise all of their intelligences. Creating a rich, nurturing, and stimulating environment filled with interesting materials lays the foundation for empowered, curious children. With our **'Student Led Interest Centers'** we build on this premise to help students identify strengths that they use to design and lead sessions that build their competencies as empowered learners.

05

CALENDAR

Intentionally timetabling to build culture, engage community and co-creates with key stakeholders

The **'Calendar'** process is designed to work on multiple levels - but all with the same agenda - to have all members of a given team on the same page. For grade teachers, it's a great way to maintain reminders and intentionally plan the month, both for content and character, with the students - be it for events, experts that might be visiting, trips that need to be planned or parent partnerships. For a Key Stage team, it helps to build a sense of community, to be informed about the rest of their colleagues and students. And finally for the leadership, it helps to keep the team accountable to turn intention into impact.

06

PARENT ORIENTATION

*Moving from
Anxiousness to
Anticipation*

At the beginning of each year, the **'Parent Orientation'** is an opportunity for all new and existing parents to align to the values and expectations of the school and meet the members of the community. It is a time where parents participate in a thoughtful, joyful and intentionally designed learning experience which helps them move from any anxiety that they might have to a feeling of anticipation for the years of schooling ahead for their children!

07

FUNDER- -STANDING

*Demonstrating
Understanding with
Fun*

As the name suggests, **'FUNderstanding'** is a powerful process that is designed to offer all children an opportunity to share with their parents and peers the 'how' of 'what' they have learned. It is a personal decision that a child makes on choosing the subject, process or skill that they are most confident about and also choosing the 'strategy' by which they will demonstrate this to the public. Reflection and feedback are the ingredients that make this process complete so that all children have the time to hone and refine their presentation for maximum impact.

SKILL WORKSHOPS

01 MONTH END CELEBRATION

*Reflect, celebrate,
inspire*

A culture of congeniality is built when members of a community have warm and social interactions amongst each other. But a culture of collegiality is cultivated when all team members feel safe to share both - their achievements and 'failures' in a safe and non judgemental space.

The '**Month End Celebration**' is a time for the community to gather, celebrate and be inspired by their colleagues as they travel this journey of growth and purpose.

02 THINKING ROUTINES

*I think, therefore,
I am!*

The ability to think is essential to build in the 21st Century, and skills such as problem solving, decision making and creativity and considered the key 'future' skills that are needed for all graduating students. Participants will learn simple '**Thinking Routines**' and a vocabulary that they can teach students to make them adept in applying these thinking skills.

03 ASSESSMENT

*Re'markable' and
not markable*

Often a child's awareness of self is relegated to a 'grade' or a set of marks - limiting and diminishing a child's identity. In the '**Assessment for Plurality**' workshop - participants will learn multiple ways to help value and evaluate the 'plurality' of a child's identity - so that both, the child and the parent are more aware of the myriad facets that make up the full story of a child.

04 CLASSROOM MANAGEMENT

*alignment of
expectations and
responsibilities*

Through our '**Classroom Management**' workshop, participants will learn how to design simple strategies/routines with the children for classroom management that ensures that everyone is aligned on the expectations, roles and responsibilities for the learning journey. This in turn ensures that both- the teachers and the students can maximise the time on a daily basis for wellbeing of all and learning outcomes of the year.



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