



"Greater energy and greater passion is more extraordinary than greater genius."

— Lt. General Arjun Ray, (Retd.), PVSM, VSM

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Dear Friends,

Student Engagement

As a facilitator, the teacher challenges, questions, and stimulates the students in their thinking, problem solving and self-directed study. Is this really happening?

The current scenario in almost every school, in every society will reveal that students of any age are showing a sharp decrease in the quantum and quality of learning. Decreasing attention span, aversion to reading any kind of text, poor articulation and vocabulary, and lack of interest and relative indifference to matters academic are symptoms of general and widespread disengagement.

In the blame game played by parents and teaching, the current generation of young students are losing out to boredom, indifference, ennui, lack of purpose or goals and is heading for failure in the ability to lead useful, productive and fulfilling lives. It is up to the teaching community to seek and apply the cure for this increasing malaise.

This challenge must be taken up by addressing very seriously and thoughtfully, the 3 domains of cognitive, emotional and behavioural learning. For here it is that the beliefs and values of young people are formed, their motivation and feelings grow and mature, and their habits and skills take shape.

We notice that often, students are unresponsive to the best of teachers. Such teachers have a solid academic background, a scholarly temperament and all the right attitudes to steer their students towards academic success. Then why is engagement not taking place? Clearly the answer lies in reflecting on what else students require to become engaged, involved and responsible for their own learning and growth. Teachers must take note of the fact that students respond not so much to text as

they do to images. Learning can no longer be a passive activity, but different and varied strategies must be used to deliver knowledge content. Inquiry rather than unquestioning acceptance of the teacher's wisdom is the order of the day in a learning environment.

The Indus Schools are guided by the firm belief that continuing professional development (CPD) for teachers is essential for student and teacher growth and achievement. Teachers are facilitators of student engagement. They must strive to develop new skills and interests. They must be a dynamic academic and social personality, so that students can be drawn to them as inspirers, confidantes and role models.

Active learning strategies must be planned and practised by teachers. The reading habit must be exemplified by teachers and encouraged in students of every age. Teachers must be able to match reading materials with individual students and identify significant gaps that might require a change in instructional strategy. Students are not bored with everyday learning because of the emphasis on creativity, relevancy, and a hands-on approach.

The teacher also is required to act as a guide--a role that incorporates mediation, modeling, and coaching. Often the teacher also is a co-learner and co-investigator with the students.

Teachers must be excellent communicators, and develop one on one relationship with their students. Learning must be personalized, within a culture of rigorous and relevant learning. Sensitivity in a teacher will allow him/her to pick up on differentiated needs in all 3 domains of learning. Communication will be established and used with ease and effect. An emotionally safe classroom must be created and preserved.

With warm regards,

A handwritten signature in black ink that reads "Arjun Ray". The signature is written in a cursive style and is underlined with a single horizontal line.

**Lieutenant General Arjun Ray, PVSM, VSM (Retd.)
Chief Executive Officer
Indus Trust**