

**Educating Imagination: Teacher Development for Enhancing Creativity and Criticality Brief Mid-Term Report: 07 - 12 September 2018**

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This report provides a mid-term summary of the processes, successes and challenges of a nine-month programme aimed at working with teachers to develop their capacities to nurture their students' imagination. We believe developing imagination is the key to develop what we have called the 3Cs of education – **Care, Criticality and Creativity**.

Education, by definition, is a forward-looking activity. Hence, we need to think about the kind of future young people will grow into and help them prepare for it. The future, as always, holds immense possibilities and challenges to do with technological revolution, growing interactions among people, and environmental changes. These will have far reaching impact. How young people are able to respond will depend, partly, on the type of education they receive.

After much reflection, reading and consultation we believe that an essential part of education must be the nurturing of imagination. Human imagination is central to our ability to empathies, to critique and to be creative. Yet, this does not receive the emphasis it deserves.

**The Educating Imagination** programme is designed to address this need. Currently, we are running a pilot phase of the programme.

The programme combines theory and practice, enabling teachers to integrate their learning into classroom teaching. Workshops provide the theoretical grounding and fieldwork provides the opportunity to put the learning into the classroom context.

The pilot phase commenced with a workshop at the end of March 2018. This was followed by a five-month fieldwork. In early September second workshop was organised. Currently, we are in the fieldwork stage, with a final workshop planned for December.

The teaching team consists of experienced school and university teachers, with knowledge of both the UK and Pakistani context. The participants, 13 in number at the start but gone down to 11, are from five low cost private schools. The workshops are conducted in English and Urdu to ensure full participation.

We have included monitoring and evaluation as an integral part of the project. Hence, we captured teachers' views on key concepts. This was followed by observations in the classrooms and the capturing of students' perspectives. The process will be repeated at the end of the programme.

At this juncture, through our observation and initial analysis of data, our understanding is that: a) the teachers greatly appreciate the learning and are fully on-board with the aims of the programme, b) they are eager to make the learning part of the teaching and c) the impact on teaching is at best uneven, with some making more demonstrable impact than others, though even the best are not at the level we were hoping them to be. Among the concrete changes noted by the teachers included – greater student participation, particularly by those who were known to be quieter students, freer articulation of thoughts and ideas and more dedication to learning. These positives were juxtaposed by teachers' less than satisfactory capacity to use the text as springboard for critical thinking.

There are three main learnings from this experience so far:

- The concept and underlying aims of nurturing 3Cs are sound and receive approval for the teachers who see these as game changer;
- The format and structure of the programme will need to be revised to meet the context of the teachers;
- With the above, the most important element is the intellectual development of the teachers for the pedagogical change we are aiming at.

Going forward, we aim to work parallel in two streams: 1. strengthen teachers' intellectual capacities through a structured reading and discussion intervention, and 2. more regular and intense feedback on teaching practice. We hope that these will aid in improving the practices more significantly in the coming months.

What we are aiming at is novel and that was the primary reason for starting with a pilot phase to ensure that we learn from successes and failures before we finalise our approaches. To this end, the pilot has been extremely successful as we are much clearer in our thinking now than we were in March.