



## Learning that transcends boundaries

The panel theme, 'Creating future-ready individuals' reflected on the school ecosystem that facilitates holistic learning to ensure students thrive in all situations

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Oakridge International School—Nord Anglia Education, in association with The Times of India, hosted a series of insightful panel discussions centred around two vital themes in modern education: "Creating Future-Ready Individuals" and "Child-Centred Education."

The first panel discussion featured Kavita Sukhani, principal, Oakridge International School, Bengaluru, and two students, Bhavya Dosi and Samudrika Gopinath. The detailed discussion revealed how the International Baccalaureate (IB) curriculum and the academic environment provided by the teachers have impacted their educational journeys.

### PREPARING FOR FUTURE CHALLENGES

At the beginning of the discussion, Kavita Sukhani emphasised the critical need to prepare students for both academic success and the future challenges they will encounter. She spoke about the significance of student-driven initiatives, stating that a key indicator of success for educators is when students come forth with their own ideas. "As educators, we must encourage students to cultivate their innovative thinking and skills. This proactive approach not only helps in creativity but also empowers students to take



ownership of their learning experiences," she asserted.

Samudrika echoed principal Sukhani's sentiments by highlighting the school's supportive environment and the significant impact of teacher involvement on students' readiness to confront future challenges. "The supportive nature of the school is essential for our well-being," she said. Samudrika further discussed the stress that come along but emphasised how teachers are there to help manage that pressure. "We have deadlines, of course, but if we struggle to meet them, our teachers are incredibly accommodating. They spend time with us during breaks and lunch, guiding us on how to stay on track," she shared.

It takes a village to raise a child, and guiding a student toward success is no simple task. Teachers must continually inspect classroom dynamics, deciding when to embrace group work or assess understanding. These check-ins are vital for determining if students are truly learning. Teaching should extend beyond the classroom. It thrives in an environment where engaged educators and structured school support empower students to chase their ambitions without fear of failure."

—Kavita Sukhani  
Principal, Oakridge International School, Bengaluru

### CREATIVITY, ACTION, SERVICE

In a bid to bridge the technology gap in education, Riya, Raviish, Joviana, Nidhi, and Tanvi, students from the IBDP in Oakridge launched an initiative called Suvridhhi OS. Inspired by their school's Creativity, Action, Service (CAS) curriculum, the students recognised the disparity in computer science education between their own school and government institutions.

Suvridhhi OS is a custom operating system designed for Raspberry Pi computers, tailored specifically for teaching coding in an engaging way. Riya explained that traditional methods often involved rote memorisation, which hindered true understanding. By allowing students to experiment and interact with code, the OS creates a deeper grasp of programming concepts.

Over two months, the students organised fundraisers and collaborated closely with local government schools. Their dedication paid off as they prepared to donate the first batch of devices, excited to witness the positive impact on eager young learners.



### COMMITMENT TO STUDENT SUCCESS

Additionally, Samudrika pointed out the accessibility of the school's leadership, mentioning personal meetings with the principal. "This level of engagement demonstrates that both teachers and management are invested in students' academic performance and overall development," she said. Reflecting on her own experience, she noted that her sister had also benefitted from the school's support and that this commitment to student success has been consistent over the years.

The third panellist, Bhavya, shared his aspirations of studying abroad, crediting the International Baccalaureate (IB) curriculum with helping him achieve his goals. "I am thankful to the school for pushing us to stay ahead and not procrastinate," he remarked. Dosi stressed on the continuous feedback he receives from teachers, which helps in creating a productive learning environment. "Every class is engaging, and we are always working on something, whether it's covering new material or refining our projects."

He also appreciated the small class sizes, which typically host around 20 students. "This allows for personal interactions with teachers, who can better understand our strengths and weaknesses," he explained. Dosi noted that the individualised attention alleviates stress, particularly when navigating the college application process. "Having a dedicated counsellor available to assist us makes a significant difference," he added.

The importance of clarity in one's academic path was a recurring theme in the discussion. The panellists expressed how the various factors have equipped them with the confidence to tackle challenges effectively.



## Students leading the way

The discussion on the theme 'Child-centred education' emphasised on the impact of personalised learning experiences for students

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The second panel featured principal of Oakridge International School, Kavita Sukhani, along with students Vivaan Sheth and Kashvi Srinivasan. Their discussion centred on "Child-Centred Education," focusing on how educational environments and teaching methodologies can be used to meet the individual needs and interests of students.

Sukhani articulated the school's philosophy, emphasising that every student is unique. She stated, "Our goal is to create an environment where each child can thrive according to their own strengths and interests. The IB curriculum supports this by allowing students to explore sub-

the curriculum is vital, the relationships we cultivate are equally important.

### MAKING LEARNING ENJOYABLE

Kashvi emphasised on innovative educational approaches that engage students and make learning enjoyable. "For instance, I've seen physics taught on the basketball court. This focus on the student creates an empowering atmosphere, allowing us to develop multiple skills."

She elaborated on how the Student Council provides a platform for student initiatives. "We have the opportunity to introduce new clubs and ideas, ensuring that every student can explore their interests. There are various committees, such as the Cultural and Welfare Committees, where students can align their skills and passions with their roles."



jects they are genuinely passionate about and encouraging a personalised approach to learning."

### DUAL ROLE OF EDUCATORS

As an educator, Sukhani mentioned the importance of placing students at the core of educational practices. "If students are not at the centre, we need to reconsider our approach to education. Everything must revolve around the student. It starts with understanding where they are and building on that foundation. Our curricula should be designed to be developmentally appropriate for the students"

She elaborated on the dual role of educators within a child-centred framework. While teaching an entire class, teachers also focus on individual learning experiences, promoting collaboration and communication among students. "The teaching process inherently includes collaboration. This process creates an environment where students can share their thoughts and insights."

She highlighted the importance of building relationships, stating, "While

The panel highlighted that child-centred education is not merely a pedagogical method. It is an approach that integrates academic learning with personal development, creating an environment where students can thrive in various dimensions of their lives

Kashvi and Vivaan shared their experiences from participating in the Junior Model United Nations, where Kashvi served as secretary general and Vivaan as director general. "These roles taught us invaluable skills related to event management and teamwork. It's incredible how many details can be overlooked, but these experiences equip us with practical skills that are essential in real life," Kashvi explained.

Vivaan added to the discussion, noting how collaborative projects can develop deeper learning. "Being in smaller groups allows us to connect more with our teachers and each other, making the learning process more personalised. It's about engaging in discussions where every voice matters, and this enhances our understanding."

Both students divulged that the child-centred approach not only enriches academic learning but also encourages personal growth and development. The opportunity to lead initiatives and participate in decision-making processes leads to a sense of ownership and responsibility.

## Education that sparks joy

The insightful exchange highlighted the vibrant, interactive atmosphere around the students, where learning extends beyond textbooks

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In a discussion about their learning experiences, Eva Prakash and Akira Bhardwaj, both in Primary Years Programme (PYP) 5, shared their enthusiasm for the engaging learning environment. "I love so many things in my school, like the study periods, and especially the activity sessions like theatre, music, and dance. They're all interactive, which helps bring everyone together," Eva stated. Her passion was



evident as she spoke about the importance of these sessions in creating connections among students.

Akira echoed her sentiments, adding, "I feel the same! The interactive sessions not only make learn-

ing enjoyable, but they also combine fun with our studies." She particularly enjoys visual arts, which she believes enhance her public speaking skills and allow her to express emotions creatively.

The duo then transitioned to their school's inquiry-based learning approach, which they find refreshing. "We always start our units with something fun, like watching a movie," Eva described. "Afterward, we explore the topic in depth. For instance, after a film, we learnt about government

systems. We often engage in activities like guessing the central idea from jumbled words, making the learning process interactive and exciting," Akira added.

As the young kids reflected on their futures, the conversation shifted to their aspirations. "I'm still figuring it out. I want to make people happy and perhaps be an architect or engineer," Eva admitted. Akira noted that her interests might evolve as she learns more about herself. "It's about finding what you enjoy and what you're good at," she added.

### QUOTE-UNQUOTE

As parents, we can only wish for the overall development of our children. I, personally, like the IB curriculum because it creates a broader horizon for the student to think in, which is highly essential in the growing stage."

—Simran Banerjee  
Parent of a MYP student

As we have to constantly shift from one country to another for some reasons, having our children study in IB school is favourable as the curriculum more or less remains the same. My son has been growing well in this environment."

—Roshni Ravichandra  
Parent of a MYP student

My child has improved a lot after studying in the IB curriculum here. We never have to be worried as the teachers provide a very friendly environment in the school. The education here will surely shape them for a bright future."

—Soundarya C  
Parent of a MYP student

We are always committed towards a forward-thinking approach. Providing the right curricula at the very onset of a student's career is a must and we as primary educators should be every time delved into providing students a space wherein, they can feel free to express and embrace themselves."

—Bindu Thomas  
Head of Primary,  
Oakridge International School,  
Bengaluru

By focusing on student-driven initiatives, encouraging the students through constructive feedback, and creating a supportive environment, educators are not only preparing students for exams but also equipping them with the skills and mindset necessary to navigate the complexities of the future."

—Nishtha Srivastava  
Head of Secondary,  
Oakridge International School,  
Bengaluru