

CHANGE TIME (DAY 2)

Focus: Teachers and Students' Role

- Learning as life-giving - holistic growth to have tenacity and resilience in facing the realities in the present - responding to the signs of times, especially considering situations and changes in the educational ecosystem brought by the pandemic.
- Connection with the students from where they are.
- Teachers as front liners, facilitators, and agents of change. Training Teachers for effective communication to promote *extralligence*
- The space is reduced between the stakeholders that facilitate the process of learning. We will learn how to work in a team. We will learn more tolerance, patience
- Learning together accelerates good results in all dimensions. If all students and stakeholders will work together, there will be a transformation/change and therefore will be able to overcome the effects of COVID-19.
- Sharing the resources is highly possible in team learning.
- The values learnt in school with the teachers and peers extends to society, in their day-to-day life.
- Making decisions together gives success, including and involving everyone is the dire need of the day. We are better together.
- The way the students learn may change radically. Human relationship is built up. Give more time for the students for innovation, it will help them to be freer and to be balanced persons in the society. They will feel important, they will give their best to their assignment, they will feel included.
- A conducive learning environment for the learners and the whole school community.
- Building global connections among students and teachers to build a community of mutual faith and support.
- Students will have not only IQ (Intelligence Quotient), but also EQ (Emotional Quotient) and AQ (Adversity Quotient). The performance of the students will improve in all aspects. Students will be motivated to finish their studies. Students will feel responsible and become agents of change. The stakeholders in education will increase.
- Intercultural education. Schools should be equipped with tools to face the issue of the pandemic. We need teachers who are trained in change management. We need an applicable curriculum.
- Inclusive education needs a change in the teachers training as well as in the students' curricula. In this sense, even the school space becoming the place to appreciate differences In cultural, and religious matters... in the overcoming of prejudices the impacts will be also in building a more inclusive society. Technology will help in training and curriculum, mentality.

Focus: Safeguarding and nurturing our common home

- Laudato Si as a focus for the schools.
- We can achieve the change through the involvement of every member of the school fraternity to help achieve the common goal of holistic education.
- This can be done through meetings, organization of parents' day in school where people can think together.
- Empowering parents. We want the best for each child in the school. Parents recognizing their roles as parents. Participation of the parents in school's decisions.
- Using technology is a way of engaging parents. Impact: collaboration between staff and parents. Mutual respect comes from parents and teachers working together.
- Read Laudato Si and make it into a child-friendly language. Join with other schools and parishes locally, where possible. Start small and local and grow from that. Don't use a "top-down" model, but encourage ideas from the children and young people. Use the synodal process of listening. Integrate technology.
- We will do something positive to safeguard and nurture our common home, which can be shared with others, and so we will move closer to Laudato Si. Another impact could be to develop our global connections.
- These types of initiatives to protect our nature will ultimately change our children's minds to take care of our beautiful mother Earth.