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Dean's Message



The past academic year has been a year of firsts: from the inauguration of the SOE's Practicum Showcase Conference to the introduction of the Executive MPhil Education Leadership and Management (EELM) programme; the addition of new courses for current and incoming students, the induction of a new minor at the undergraduate level, and many new short courses under Professional Education. We saw the addition of valuable members to the SOE team. Also, we decided to celebrate students' innovative ideas, reflective thinking, and creative writing by initiating an essay writing competition on an educational question of importance to Pakistan. The competition was open to all LUMS students. This year's contest was dedicated to the memory of the late Dr. Naim Sipra (SDSB). We are hoping this will be a regular yearly feature at SOE.

Learning is synonymous with Evolution, and so, here at Syed Ahsan Ali and Syed Maratib Ali School of Education (SOE), the administration, faculty, and students collectively share the process of learning and unlearning while striving together for improvement, be it institutional, personal, or professional. Therefore, I can say, without a doubt, that SOE has taken off for greater heights and has a bright future ahead. Despite being the youngest school at LUMS, its role is instrumental in preparing educational leaders and reflective practitioners who can act as change agents in their wider communities.

I would like to take this opportunity to express my pride and joy in all our students for displaying undeniable efforts in all that they did and every task assigned to them. My best wishes to the cohort of MPhil ELM 2022, which is only weeks away from their convocation after the successful completion of their capstone practicum projects. I am sure they will leave their mark in whichever field of work they enter and will become torchbearers for educational reform and organizational change and be the best representatives of all that LUMS and SOE stand for. We at your SOE home look forward to hearing about your accomplishments and learning from you. Wishing you all the best and looking forward to welcoming the incoming cohort.

MEET THE EDITORIAL TEAM



Naimal Sohail Editor & Student Lead, MPhil ELM 2023

We, the MPhil ELM cohort of 2023, saw the ebb and flow of COVID gradually settle down, cases got contained, and restrictions lifted enough for life to return to how we knew it. This edition of SOE's Justuju alludes to the return of normalcy in all our lives after mass devastation, with the prayer that all will be uphill from here. After all, we are people who manifest festivities out of the mundane and celebrate life as it deserves: in colour and humour, over tea and food, and in perseverance and magnanimity. This edition of the digest has been carefully curated to be personable as well as educational. It intends to communicate our stories — of the people of SOE – and their journeys. This is merely a slice of all the achievements accredited to my faculty and peers. Yet it is aptly representative of all we must be proud of and hopeful for. To my peers: always know that SOE will ever remember us as 'changemakers' who entered its doors, so we must live the part wherever we may go. I do hope that in the grand scheme of things, we keep running into each other again and again once we have all graduated. So, see you on the other side: in Pakistan's diverse field of Education and in the struggle for reform.





Life has funny ways of reminding you to stay connected to what you are passionate about. Working on Justuju Newsletter and as a Research Assistant in the Marketing Department at SOE allowed me to strengthen my marketing abilities and apply them in the Education sector.

Ayesha Noor, MPhil ELM 2023 Editor & RA at SOE Marketing Department



Cover Illustration By

Aleezah Qayyum Graduate, NCA





Faculty Spotlight - Dr. Shazia Awan



Dr. Awan is an educational practitioner and a professional development consultant, working at both the national and international level, with a solid background in equity, diversity, inclusion, and access in education. She is excited to share her work of over twenty years in the UAE, Canada, and Latin America and contribute to the great work that the LUMS School of Education is doing in reforming the education system of Pakistan.

Q1. What influences proved most crucial in shaping your career?

My career has been a whirlwind of unconventional career paths and turns, and it is fluid and keeps shaping itself. My desire for personal growth, the passion to contribute, and my excitement to share what I have learned have proved crucial in my career. My 20 years of work outside Pakistan, in the UAE, then later in Canada, and from there to different parts of the world have impacted how I perceived education in general and teaching and learning in particular. When my teaching and work as an educational developer and a professional development scholar took a turn from the 'what' of knowledge to 'how,' the real change started to happen. And this turn brought me to where I am today.

Q2. Could you share a little about your areas of research?

Moving on from what I have done in the past i.e., a focus on the teacher and the student, I would like to zoom in on the nucleus of the profession and explore what is good teaching; how is it done; how is it being done in other contexts both locally and internationally; how these differences and nexuses can inform policy and transformation in teacher education in Pakistan? Basically, I would like to take the focus off from the teacher and place it back on the profession, i.e., teaching and learning. Therefore, teacher education, scholarship of teaching, creating a concept of what it takes to be a teacher, and then looking into their relationship with educational policy through comparative education are what my areas of research will be. Having said this, I would like to explore these ideas through collaboration with other researchers and work to co-create a culture of Scholarship of Teaching and Learning (SoTL).



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Q3. What are your expectations for the course, Teacher Education: Comparative & Critical Perspectives, that you will offer for MPhil ELM students?

Even before joining SOE, I was intrigued by MPhil ELM because of the interdisciplinarity, diversity of ideas, the expected impact, and accessibility of the program. I have been fortunate to have been given time to plan the course. I have been thinking about a number of ideas for my course and came down to focus on a course that will be a converging point for my research, MPhil students' goals, and the work SOE is contributing towards the enhancement of the quality of education in Pakistan. Because of my focus on teacher education and its impact on educational policy, my course, Teacher Education: Comparative & Critical Perspectives, will help students understand how they can help policymakers, educationists, organizations, and individuals create an effective alignment between educational policies and practices. I expect to generate interest in new graduates to think about how teacher education lies at the heart of education policy and can transform the educational map of a country, one student at a time, one school at a time, and one community at a time.

Q 4. What are your aspirations for your students?

Ah! This is a great question. I think before what I hope for my students, it is important for me to create an open, conducive, and fertile learning environment for them where they can see themselves growing. I hope I can help my students have agency in what we will co-create through the coursework. I would like my students to, then, create agency for individuals and groups they will work with. I hope that my course, my classroom, and the course delivery reflect the diversity and interests of my students. If I am being selfish, I would like them to think about evidence-based teacher education as the basis for transformation in educational policy. I am planning the course for them thoughtfully and purposefully, and I am hoping they do the same, i.e., think purposefully and thoughtfully in what they do or propose.

Q 5. How has your experience been working with the LUMS Learning Institute (LLI) so far?

My experience at LUMS in general and with the SOE and the LUMS Learning Institute so far has been nothing short of excitement. Speaking of LLI, it has the potential to offer endless possibilities in the enhancement of teaching and learning not only at LUMS but for the broader community in Lahore, Punjab, and Pakistan. LLI offers a great learning environment, and I think the way we are working, i.e., from looking inward to outward purposefully and thoughtfully, LLI will mark its place in LUMS and nationwide. I have a wonderful team to work with and a great environment to work in.



SOE's First Practicum Showcase Conference – An Event to Remember

By Hadiya Asim, MPhil ELM 2023

The 1st Practicum Showcase Conference at the Syed Ahsan Ali and Syed Maratib Ali School of Education (SOE) brought together over 350 students, alumni, academics, heads of eminent universities, schools, NGOs, and education experts on April 28, 2022. The MPhil Education Leadership and Management classes of 2020, 2021, and 2022 presented their capstone research projects, which were the culmination of two years of learning and hard work. The projects were displayed through exciting gallery presentations and engaging panel discussions. Spearheaded by the Office for Partnerships in collaboration with partner organizations, faculty, students, and other SOE departments, the Conference was a huge success.

SOE's partner organizations including PMIU, Beaconhouse School System, The City School, Lahore Grammar School, Oasis School for Autism, Deaf Reach, SABAQ, Kawish, Al-Beruni International School, Door of Awareness, Akhuwat, SICAS/Salamat Schools, Maktab, Bunyad, Damen, The Trust School, TEVTA, The Citizens Foundation, Crescent Schools, Teach For Pakistan, Idara-e-Taleem-o-Aagahi, Allied Schools, Sanjan Nagar, Jadeed Dastgir Ideal High School, Ala-ud-Din Academy, SED, and Agha Khan University were among those who attended.

Other eminent organizations, including Alif, Cedar School System, LACAS, Learning Alliance, Out-Class, Leo's Workshop, Kinnaird College for Women, The Learning Hub, Lahore College for Women, Noon Academy, Forman Christian College, and SOAR STEM Schools, also fully participated in the event.

Dr. Arshad Ahmad, Vice Chancellor, LUMS, while welcoming the participants, said, "This is the ultimate expression of thinking, what we refer to as experiential learning; it will stay with you for a very long time." In his keynote speech, Dr. Arshad Ahmad talked about the importance of "modelling leadership in a system that is rife with poor practices." It is with this very intent that SOE students go out into the real world and confront educational challenges with support provided by experienced veterans. Working in tandem with partner organizations and using the knowledge they have acquired over the 2 years in the MPhil programme, they exhibited remarkable results and recommendations, which were summarized in the showcase.

Speaking at the occasion, Syed Babar Ali, Founding Pro-Chancellor, LUMS, said: "If you look at countries, one basic investment that they have made is in Education. We in the subcontinent have been in foreign rule for 200 years. So, we need to catch up."

The Conference featured over 20 experts from partner organizations and faculty addressing the practicum topics on teaching pedagogy, inclusive education, leadership, educational technology, community development and vocational education. The MPhil ELM students shared their wonderful work and findings, and engaged the participants in dialogue, debate, and the sharing of ideas.

While the simultaneous panel discussion sessions were packed, other participants enjoyed the gallery walk that exhibited the startups and student projects. Participants interacted with the students and learnt about their research work based on real and critical organizational concerns, giving an insight into Pakistan's current education landscape and the impact that they are creating.



Startups like Parwaz-e-Umeed, Jugnu, Musicate, Tabeer Academy, and One Earth Toys displayed the necessity of creative interventions to boost learning and enhance capacity building.

Baela Raza Jamil, CEO of Idara-e-Taleem-o-Aagahi, while sharing her views, said: "It is wonderful to see the passion of students here and passion only becomes meaningful when there is learning. The decision-makers in Pakistan need to understand that this one investment that they have kept on dodging for the past 75 years in education is a fundamental building block of any nation's progress. I really hope that this kind of energy that I see here is replicated in other places as well."

The Conference concluded with the inspiring remarks by Dr. Faisal Bari, Dean of SOE, who encouraged and invited all individuals involved in the education sector to implement interventions, independently, or in partnership with SOE, and participate in the nascent stages of change sweeping through the nation.



Blurb of a Recent Practicum Project Thesis

By Arslan Abdullah, Maham Afzal, Sadaf Shahjehan,
MPhil ELM 2022

Impact Evaluation of the Pedagogical Partnership Programme at LUMS Learning Institute

Although the discourse on student-faculty partnerships in Pakistan is still in its infancy, it has been widely discussed in western academia. As a relatively new phenomenon, this capstone aims to explore its potential in the Pakistani higher education landscape. As literature contends, these partnerships necessitate stakeholders to recalibrate and reimagine their roles and positionality on student-teacher dynamics.

Our study evaluates the impact generated by one of the first student-faculty partnership initiatives in Pakistan, called the Pedagogical Partnership Program at the LUMS Learning Institute. It delves deep into the processes and the design of the program. Furthermore, it weighs the merits of the teaching and learning practices adopted by its major stakeholders, including the faculty members and the student partners. Most importantly, however, it focuses on the change in perceptions among the participants of the program. This study attempts to view these indicators from both a macro and micro lens via the mixed methods research approach.



Excerpt From an Alumni Practicum Thesis

By Huda Fatima, Shahla Hameed, Summaiya Zohaib, Waqas Manzoor, MPhil ELM 2020

Family-School Partnership in a Rural Context

Our study explored the dimensions to strengthen school-community relationships in Sohan Singh Wala Trust School in Punjab through parental engagement amid a range of socio-cultural constraints. A total sample of 100 parent participants was selected across six villages, among whom 90 participated in the survey, while 69 participated in the Focus Group Discussions (FGDs). These six villages fulfilled our criteria to understand the involvement of parents with the school and the relationship between them.

We went into the field to explore and test our assumptions on why parents exhibit less interest in their children's education, or why they do not visit schools frequently to know about their children's progress. But as we conversed more with parents from different villages surrounding Sohan Singh Wala, a different picture emerged in our minds. Parents were not only interested and concerned about their children's education; they were also well-informed about their academic progress. Not only that, but most of them were also willing to extend their engagement with the school by collaborating in different ways. Their acknowledgement of schools' free-of-cost education, food, and availability of other resources was clear and exhibited their inclination towards contributing to the schools. However, there were a few parents, specifically at Sohan Singh Wala village, who displayed their grievance for the school for not serving its purpose as their child could not clear the admission process. While admittedly, posing questions about the parents' involvement in decision-making and collaboration with the school took some time to make them understand, as they were novices to these concepts. Despite that, we witnessed a slight shift in some parents' thinking and attitude during our visits. Parents with lower levels of engagement with the school and their children's learning realized the significance of being involved by drawing a comparison with their more engaged counterparts.



Although themes such as early marriage and ethnic variations emerged during our focus groups that might influence parental engagement with the school and their children's learning, they are beyond the scope of our study. Moreover, parents' lower level of engagement entails a series of deficits, such as their inability to read and write, which makes them feel intimidated while conversing with teachers and school management. Secondly, their daily routine poses another challenge in engaging with the school and their children's learning at home. From looking after cattle at home, preparing food for family members, to working in fields, there is little time left for them to contribute to children's learning, as per the school's requirements. However, they consider punctuality, nourishment, and cleanliness of children as the fulfilment of their responsibilities as parents. Adding to the difficulty is the distance between home and school, which results in lower parental attendance in school.

Similarly, the challenges faced by teachers cannot be ignored as well. Most of them hailed from a city 45 km away from the rural community. This rural-urban contrast makes it difficult for teachers to create a collaborative environment during their meetings with parents. These meetups are mostly one-way communication where teachers update parents about the academic progress and share concerns if students are not doing well. Parents trust teachers and take their suggestions seriously. Secondly, the workload and daily routine of the teachers gives them little opportunity to develop a collaborative relationship with parents, as PTMs are the only source of their engagement.



Our analysis of different research studies showed that family-school partnership (FSP) is the most appropriate means to strengthen the relationship between family/parents and the school. In the rural context, local teachers provide a unique opportunity for the school to connect with the parents/families within the community. We found out through our field experiences with teachers that local female teachers have a good rapport with the parents, especially mothers, and they have known these community members for a long time, and there is a mutual trust between them. Therefore, we emphasized using teachers, especially local teachers, as pivotal to developing an FSP. Parents expressed happiness and a surge of confidence since teachers came to their houses to engage with them. This is because parents felt that if teachers could visit them, they could make a similar effort for the teachers.

The rural context of Sohan Singh Wala Trust School presented a unique set of demographics and circumstances. Therefore, it was imperative to see how a family-school partnership intervention, like the one proposed by us, would play out. For this purpose, we piloted the intervention for a week in three villages. Therefore, we chose those villages that accounted for the most and least participation in the FGDs. We were able to pilot two sessions of the family/parent-teacher engagement activities.

We wanted to see what challenges a partnership action team could face while conducting such parent-teacher engagement activities. We also wanted to see how parents would participate and respond during such activities.

As this was the first time such an intervention was taking place in these villages, we were already cognizant of potential limitations and challenges. Day One of the first week's sessions was primarily conducted by our research team, whereas the sessions to follow were mainly conducted by teachers with some assistance from our side.



We initiated the session with an icebreaker where teachers and mothers were paired together, and they had to share a few things about each other with the rest. The second prompt encouraged participants to discuss the goal of educating their children amongst their pairs and choose one of the given pictures that are most relevant to their thoughts. Later, they had to share their responses with the rest. One mother expressed her desire for her kids to get the degree she did not get. Another mother explained that kids should be allowed to become what they want instead of parents projecting their opinions. To take the discussion further, they were asked to discuss in pairs which person they considered most instrumental in fulfilling their respective goals. The responses from parents and teachers displayed significant variation. Teachers considered mothers the most important person, while mothers indicated that male members played a huge role in fulfilling their children's educational goals, such as the father or grandfather.

Winding up the session, we asked the participants to share if they had learnt any new things about each other in the discussion or was there any opinion that they agreed with through the activities. One of the female participants appreciated all the efforts in conducting this Family-School Partnership session and expressed her desire to see her children become teachers like these teachers.

It was important to know how teachers felt throughout the process of conducting the sessions of Family-School Partnership. After each session, participant teachers were asked to reflect on their experiences. We raised questions such as: What were your expectations before the session? How was your experience during the session? A female teacher expressed that this was her first experience engaging with the community, and it helped her understand their issues. Most teachers realized that parents in different settlements were aware of their responsibilities towards their children's education and school. They also considered these sessions an effective form of communication. Moreso, male teachers felt the same way while interacting with male parents. A male mentioned, "I have observed that in this village people who were not educated, regret and were sad about themselves and declared that they will educate their children." Moreover, parents and community people believed that these get-togethers would help them strengthen bonds among home, community, and school and should be conducted regularly.

All this indicated the need to establish connections between teachers and parents beyond the classroom. To address all such constraints, we proposed the Family School Partnership Action Plan (FSPAP) as a theory of change, which aimed to provide an alternate space where teachers engage with parents through a representative team to strengthen the relationship between families and school.







Op-Ed

By Hadia Shaukat, MPhil ELM 2022

The writer is a teacher trainer and a fresh graduate of MPhil Education Leadership and Management at LUMS.

Teacher Training: An Educational Emergency

Saadia has been teaching science to grade eight students at a government school in the outskirts of Lahore for the past fifteen years. Every day, she enters the class and starts teaching, and the students get busy taking notes. No questions are asked, and no misconceptions are addressed. When her lecture ends, Saadia writes a few questions on the board and expects students to answer them in their notebooks. The bell rings, copies are collected, and she leaves. The next day, the same story repeats. During a discussion with her colleagues, she talks about her struggles as a teacher. She refers to the work overload, a large student body, insufficient resources, and poor training as major impediments to her performance. In the last few years, Saadia has only attended one training session, which she found generic with little relevance to her subject. She wants to improve her teaching practices, but she questions how?

This is not surprising. Saadia is just one of the 800,000 teachers employed in government schools across Pakistan who struggle with delivering student-centered lessons. One of the major reasons is the lack of good quality teacher training in this country. According to a 2018 survey by Alif Ailaan, an educational reform NGO, around 43% of the teachers belonging to the public sector did not receive a single training session from 2013-2018. Even the ones who have attended training like Saadia have been unsuccessful in improving their teaching practices. Given the frequent school closures due to COVID-19 and increasing learning losses that are now being widely documented at the school level, teacher training needs immediate attention from the education departments of respective provinces. Moreover, with the introduction of the Single National Curriculum (SNC), which has been criticized for being overloaded with content, there is a significant risk of further deterioration of student learning if appropriate measures for the professional development of teachers are not taken.

The link between student learning, teacher quality, and training has been widely reported by researchers who study education. Yet, a quick review of the developments in teacher education in Pakistan suggests that despite some increase in the quantity of teacher training institutions, there has been no improvement in student learning. Moreover, recent ASER reports have linked poor student learning outcomes in public sector education to poor quality teaching practices. One of the main reasons is the adoption of traditional approaches in teacher education programmes that fail to cater to teacher needs according to their diverse school contexts, varied student bodies, and availability of resources. They lack relevance to the local context of teachers and are generic in nature. Moreover, the curriculum of these programs focuses on theoretical knowledge, instead of inculcating reflective practice through action research and collaborative learning.

In addition to these issues with current teacher training programs, the funding constraints faced by the education departments, and the reliance on donor-funded projects, create a desperate need for more innovative and cost-effective solutions for professional development of teachers. Technology can be a game-changer in this regard. Online resources for training teachers seem like a promising avenue, but issues of access to technology need to be dealt with so that more teachers can access these platforms. Provincial governments are already investing money in introducing tablets and computers to public schools, opening an opportunity for teachers to directly access high quality materials through the internet.

Due to COVID-19, some organizations in the development sector have already created online portals for teacher training and provide access to high-quality learning materials for both students and teachers at a minimum monthly cost. Education departments can collaborate with these organizations in increasing access to technology for training teachers and curating online professional development programs.

Such public-private partnerships have already proven to be a successful model in Pakistan in addressing educational challenges involving out-of-school children. Government, private, and development organizations can collaborate on creating online content for teachers, which can be accessed anywhere. The focus thus needs to shift from training teachers at specialized institutions to bringing professional development closer to schools and classrooms. Policymakers need to urgently tap into education technology tools to train teachers so that learning losses created by COVID-19 are not further exacerbated.

Moreover, there is a need to study, understand and analyse the factors in the wider socio-cultural and economic context that hamper the effectiveness of teacher training programs. In the research on teacher effectiveness, factors such as the role of teacher biography, values, status, and identity are greatly acknowledged because of their impact on teacher motivation, performance, and student learning. Some research exists on how teachers' conception of their low status in society affects their classroom practices in Pakistan. However, little work is done to understand, in detail, the effect of these factors on teacher quality and the effectiveness of teacher training programs. In-depth qualitative research through ethnographies and case studies is required to understand the issues in a wider socio-cultural context that act as deterrents in the professional development of teachers. Private and public academic research institutions can play a part in conducting these studies with the help of government support.

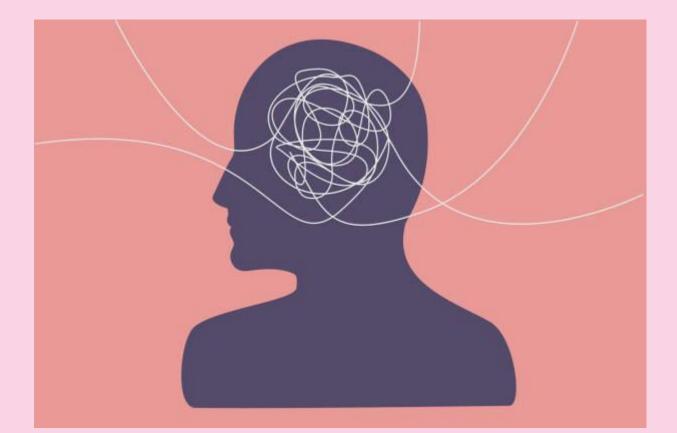
There are no quick fixes to improving teacher quality and training in Pakistan. Collaboration is required at the government, provincial, institutional, and individual levels to develop systems that ensure that teachers are provided the right support in terms of training and resources. The use of technology and further research in understanding the socio-cultural factors that affect teachers can be fruitful and can inform future training initiatives, including online training. With the changing nature of learning and assessments due to COVID-19 and the introduction of SNC, heavy demands are placed on teachers to adapt to new curricula and modes of teaching. The question is, will we support our teachers or leave them to struggle alone like before?

By Maham Abid, MPhil ELM 2022

The Voiceless Disabilities in Our Classrooms

Disability is when you are unable to have a voice, and ability is when you, eventually, make yourself heard. Voices of mutual interest, representation, and recognition can change the status of a disability and, thereof, the position of a differently-abled individual. In our case, it is the mental health-related disabilities. This opinion piece will address some concerns to give voice to the mental health-related disabilities in a classroom.

We are growing as a society, so I hope there is hope for disabilities to get noticed – the disabilities with no physical traces but heavy bearings on one's mental health. I see discourses on the inclusion of physically differently-abled people. Unfortunately, we have not evolved enough as a society to discourse on the diversity within the word "disability" to include mental health-related disabilities. Sanderson and Andrews (2002) enlist mental disorders in their study that can be independently associated with psychiatric disabilities, namely, depression, panic disorder, agoraphobia, social phobia, generalised anxiety disorder, alcohol dependence, and drug dependence. The list may not be an exhaustive one, but it signifies a wide array of forms the mental illness can take. Imagine the vulnerability, which comes with feeling unwell and not finding an acceptable reason for that. To answer some challenges:





- Why can students in a mainstream classroom not accommodate students with diverse needs? Our education system has special education limited to special ed. schools to accommodate disabilities. Therefore, mainstream school students never learn to co-exist with differently-abled individuals because of this ability-grouping. It reinforces the idea that the segregation of mainstream and special needs students is ideal for the smooth functioning of a school system. This goes on outside the school as well. Despite all the treatments, medication, and therapy work to integrate such cases into society, it is not easy to be wellintegrated at the end of the day. All because there are no spaces for such individuals, especially in schools, where the process of socialization officially begins.
- > Why are mainstream students not equipped to work with students with mental health-related disabilities? The answer is again straightforward. Mental healthrelated disabilities are hardly recognized as significant effectors on the functionality of our lives. The mentally, emotionally, and psychologically at-risk students are pushed into the mainstream but with little consideration for their wellbeing. This kind of grind may work for some, but it is not always conducive for everyone, mainly because our educational spaces are not always prepared for them. However, schools have started recruiting school psychologists or student counsellors on campus, but that is a privilege a few receive – only those who can afford to attend these institutions.





- > But is an external form of support to a classroom environment enough? We believe that working with one individual - the problem child, would solve the problem of all. However, the truth is that the child himself/herself faces trouble existing within the classroom. The classroom, its dynamics, and its agencies are not acting in favour of the child, making the classroom ecosystem problematic for him/her. Therefore, a form of support internal to the classroom, such as teachers, peers, and lessons on emotional wellbeing and awareness, stress management, etc., are equally important here. We can get rid of labels this way, too. Moreover, integrating children with diverse needs in the social world is ever more convenient when the whole ecosystem is at work accommodating their disability. Their disability would not turn them into an outcast that way.
- > Do we need a special school for students with mental health-related disabilities specifically? This also leads us to debate whether there should be a mainstream school for students with diverse needs. Indeed, localizing and tailoring multi-tiered interventions according to individual needs show positive results (Farmer et al., 2016). However, the concern about their integration into society and society's response to including them is still there. Efforts on both sides, the individual and the society, are required to build positive social relationships. Meanwhile, our school systems should ideally be upgrading themselves to incorporate the needs of students with mental healthrelated disabilities. Similarly, some form of interaction, e.g., via coursework, curricular/co-curricular activities, etc., among mainstream and special education students should be held.

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Getting all dressed up for the Farewell, I couldn't believe that we were finally graduating. Most of us felt the same: excited and relieved that we were almost done but a little overwhelmed too because we understood that it was time to move on.

Nonetheless, we were ecstatic to see all our instructors, batch mates, and juniors together, a sight that COVID did not allow us before. The excitement was visible on our faces because we had come a long way from where we had started. From feeling uncertain and struggling emotionally and mentally (thanks to COVID and online classes), we could now see ourselves become truly resilient, confident, and empathetic.

A big thanks to Sarah, her team, and the junior batch for throwing such a thoughtful and well-organized Farewell for us. The performances by the juniors, the farewell video, the Dean's address, and not to forget the scrumptious food made it even more special for us and brought our journey to a beautiful end. As they say, all is well that ends well.

- Hadia Shaukat, MPhil ELM 2022



Lahore Se Nankana Sahib A Trip to Gurdwara Janam Asthan

By Zeinab Choudhry, MPhil ELM 2023

The MPhil ELM cohort of 2023 made a group visit to Kartarpur, spent the day at the Gurdwara, and got to interact with the Sikh pilgrims last November. It was a day full of cultural exchange and learnings, quality time with friends, infamous bus ride karaoke, chitchat, and aesthetic photographs.

Gurdwara Darbar Sahib Kartarpur was constructed in memory of Guru Nanak. He is a prominent personality for both Muslims and Sikhs. The Sikh community reveres him as their Guru, and the Muslims see him as a saint, which is why on 22nd December 1539, the day of his passing, a dispute arose among both communities. The Muslims wanted to bury him according to their customs and traditions, while the Sikhs wanted to carry out theirs.

"To settle this dispute, the two communities approached a trusted saint. He advised them to cover the Guru's body with a cloth, then remove it. When that cloth was pulled back, the body had disappeared and been replaced with flowers."

"The saint then instructed them to divide these items among the Sikhs and Muslims; each community then buried/cremated the cloth and flowers according to their own customs."



From Twilight to Dawn – A Lahori Sehri By Hadiya Asim, MPhil ELM 2023



Lahore's nightlife is perhaps one of its most celebrated elements, and we drank one small sip from that cup with an exploratory Sehri sojourn. Our journey began at the gates of LUMS, the bus buzzing with the excitement of everyone there. Music and food were the themes of the night, and we all dove into it zealously. From mouthwatering parathas at the Pardesi Hotel to an aromatic BBQ at the Gawalmandi Market, we sampled many of Lahore's local culinary delights, ending our tour with chai and lassi near Badshahi Mosque. And as the night turned towards dawn, we entered the sombre majesty of the mosque, offering our Fajr Prayers before watching the daybreak above River Ravi and Kamran Mirza's Baradari.



An Ode to EDU 512 Arts & Education By Naimal Sohail, MPhil ELM 2023

Most of us joined the course offered by Dr. Razia Sadik, EDU 512 Arts & Education, with little to no background in the Arts; we were met with a wholly immersive experience and left with a hunger to integrate our learnings into future pursuits and research. One of the distinctive features of this course was its exploratory nature, where we were encouraged to take to the field by virtue of trips, which have left their imprints on our minds.

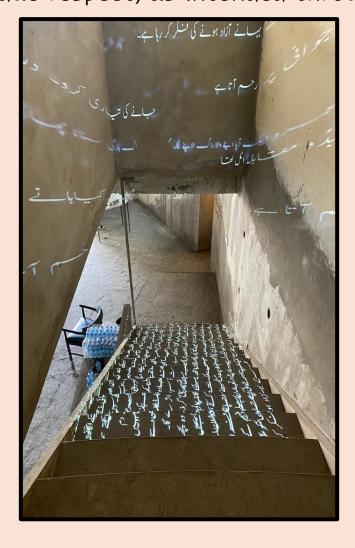
The first field trip was set up for the entire class to get an introduction to the work of Dr. Farida Batool and its significance to the underlying theme of "Arts and the Community." We made a journey from LUMS to Dayal Singh Mansion, nestled on the bustling Mall Road. This historically built mansion has borne both the test of time and a politically ignited fire, which engulfed it during the protests of 2006.

The vacated restaurant, which was once operational within the walls of the mansion, was now being used by Dr. Batool as her studio and exhibition site. The premise of her exhibition was to highlight works by the community of practitioners who resided in surrounding neighbourhoods. It was fascinating to see the dying arts on display, such as the calligraphed shutters and tin cutouts, which had once been popularized as film promotions for olden-day Lollywood movies. These cutouts of famous actresses were tucked away in the basement alongside a display of political banners crafted by the artisans.



One of the standouts of the exhibition for me was the staircase leading to the top floor, which projected moving text, seeming as if one were stepping on the words while ascending and descending the stairs. Dr. Batool guided us to stand at the top, look down, and make out what the Urdu text said. We could catch some words and phrases such as "Qaidi, gao." Yet, we could not comprehend the context until she explained how the texts were excerpts from Dastan e Amir Hamza and Umro Ayyar. The phrase I mentioned earlier reflected the plight of the trapped Umro Ayyar, who offered to sing for the prison guard, alluding to how art needed to survive all circumstances: Befitting, I thought, as we stood there, assessing how important it was to revive our own forms of traditional art and give artisans their due respect, as intended through this

exhibition.



Dr. Batool's exhibition coincided with the Lahore Literary Festival (LLF), an annual three-day event held at the Alhamra Arts Center from 18th to 20th May 2022. So, we headed there and attended the session "Exploring Innovations in Urdu Poetry," which tapped into all our literary sensibilities and made us appreciate the different techniques used by poets to keep readers engaged with their texts and create "movement" in their words. The guest speakers included Shariq Jamal, Fariha Naqvi, Fatima Mehru, Rehman Faris, and Shanawar Ishaq.

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Next, was the trip my friends and I made to the Pak Tea House, which was a way for us to absorb the energies of our most prominent writers by tracing their footsteps to this petit yet historically large site. My friends' project revolved around the Progressive Writers' Movement and its implications on Urdu literature that is taught (or not) in our schools, which they had to encapsulate in a historiographic essay. This had become a captivating conversation starter even beyond the classroom, so I decided to accompany them on their trip. Once at our destination, we sipped on their tea (no surprise), and yes: there was something about it, which led us to politicophilosophical discussion after a few sips, or perhaps we had merely then woken up, our tiredness from the day's classes finally dissipating. Then, we went up, and switched on the lights to discover their book collection, which we admiringly glanced over before heading back home.





Inaugural Batch of Executive MPhil ELM Making Memories on Campus





Inaugural Batch of Executive MPhil ELM Making Memories on Campus





Inaugural Batch of Executive MPhil ELM Making Memories on Campus







ALUMNI FEATURE

One Earth Toys: A Successful Start-up



By Farwa Tassaduq, MPhil ELM 2020

One Earth Toys is a start-up company co-founded by Farwa Tassaduq, an alumna of the LUMS' MPhil ELM cohort of 2020. The premise of this company is localizing Waldorf education in the Pakistani context and providing quality products that are not hazardous to child health.

In her own words, the philosophy behind this company is nestled in the belief that "by providing open-ended play opportunities to children, we can develop them as holistic human beings." The toys are designed to connect children with their heads, hearts, hands, and the community by developing their senses, imagination, skills, and consciousness.

Farwa claims that a growing number of Pakistani parents are now getting familiar with the Waldorf pedagogy and are trying to integrate it into their child's formal or informal education.

Since One Earth Toys is a pioneer in manufacturing Waldorf toys locally, Mariam Zaidi and Alni Terreri, two UK-based Waldorf teachers, contacted its team to gauge if they could meet parents and teachers in Lahore who would be interested in building an understanding of Waldorf education. Noting that there are only a few certified teachers in Lahore, the team thought that this would be a great networking opportunity for those interested yet inhibited by their concerns regarding the localization of Waldorf. To give a more structured format to this meet-up, we decided to have speaker sessions followed by Q&A with both speakers.

It is imperative that Waldorf principles such as universality and acceptance for all are adopted by the school-parent community to reap the benefits of this system in the children. Some key takeaways from the speaker session include:

The Spiritual Connection: It can be seen that children are becoming increasingly materialistic because of the world that they live in. Hence, Waldorf toys incorporate simplistic designs, natural materials, and open-ended forms to create a connection between the child and his/her environment. The thought behind Waldorf is the same as holistic education, which is already becoming a selling point for some schools in Pakistan. The mind-body-soul triangle should be cultivated through play at home and school.

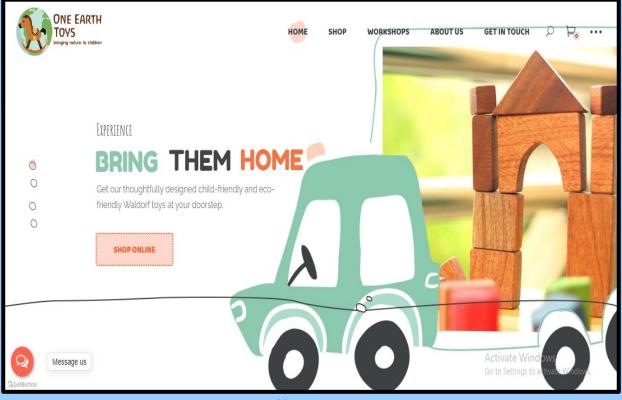
Keep Universality: It is okay to develop content around local history, culture, and religion, but children should be aware that people with different backgrounds also exist. For example, as Pakistan has people from various faiths, it is encouraged that if there is a Christian child in class, then Christmas should also be celebrated along with Muslim festivals. Generally, the idea should be to promote global citizenship rather than nationalism.

Content: The subjects and events in the school should also revolve around local topics. For example, the stories, professions, food, plants, and animals that are locally present are more relevant to children than the objects and cultures they have only seen in books and television.



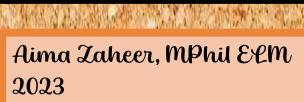
Festivals: Celebrating different festivals is essential to a Waldorf school or classroom. These festivals may range from birthdays to religious to national celebrations or events. In most cultures, festivals have a sacred connection and a link to the natural world. For example, Eid is linked to the lunar calendar, and Christmas is related to winter in the Northern Hemisphere. To localize festivals in Waldorf means adding universality so that all children can celebrate them together. The story of Prophet Ibrahim (PBUH) and Prophet Ismail (PBUH) can be relayed and highlighted as that of a father and son and their love for God. Therefore, teachers are allowed to frame a festival differently, if possible, to something more general so that everyone in the class can celebrate it. Secondly, the school can also develop their own 'festivals' to add their unique relaxation period in the school year. This builds a sense of community in the school and makes students, staff, and parents feel safe and connected.

Teachers and Parents: The work of parents and teachers is essential in the upbringing of children. For this, both need to be true to themselves and only practice what they want to see reflected in the children. If a parent wants their children to work with their hands, they should add this to their routine work. Similarly, if teachers want children to stay in their chairs while having food, they themselves should not leave the table in the middle of a meal. Children imitate the adults around them; therefore, both parents and teachers should model the behaviours and qualities they want to see in the children.



Life Beyond Academia SOE's Hidden Stars

Growing up, I developed an interest in things that held emotional value for my grandparents, such as their my grandparents, such as their Gramophone and two carved wooden chairs that belonged to my Dada's brother. Gradually, I developed a hobby of collecting antiques and hobby of collecting antiques and realized the gap in Pakistan for such unique items. That's when I decided to make collectibles accessible for













Life Beyond Academia SOE's Hidden Stars



Baking and cooking have always been therapeutic acts for me, and by starting my cinnamon roll enterprise, I've channeled my source of comfort into something productive. I hope to expand this more and work on it in conjunction with pursuing a career in Education.

Hadiya Asim, MPhil ELM 2023



Academics and sports have always gone hand in hand for me. The pressure of an MPhil degree in Education can be rewarding and daunting at the same time. Playing volleyball for the LUMS women's team has been the best form of stress management through the endless academic deadlines. Training will always be the best part of my week!

Life Beyond Academia SOE's Hidden Stars





Rehana Kazi, a student of the MPhil ELM cohort of 2023, played the role of Daadi in the LUMS Annual Play showcased by the Dramaline Society. A two-month-long process of auditions and rehearsals paid off when she, along with the entire cast, performed at the Alhamra Arts Council on 31st March and 1st April 2022.

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Reflective Blog

By Summaiya Zohaib, MPhil 2020

Facilitating Student Voice and Choice in Early Years

Before I delve into the Project-Based Learning (PBL) world, let me introduce myself. I work as an Early Years Lead Facilitator at Leo's Workshop, the first Reggio inspired micro-school in Pakistan, having a multi-grade environment. Our focus here is to nurture children's curiosity such that they take ownership of their learning journey and discover their passion and purpose in collaborative spaces. This is my second year as a PBL Practitioner, and the more I experience it, the more motivated I am to learn about it.

I have always believed that giving voice and choice to children develops a sense of ownership, enhances engagement, builds self-confidence, and (of course) brings authenticity to the project. Listening to children's suggestions and opinions helps them feel valued and improves their critical thinking skills. However, it is also extremely important to know how to facilitate voice and choice at every step. There are times when a child suggests something irrelevant to the topic or project. Catering to different suggestions and connecting them to the project/unit in a way that holds the children's interest is something that I have learned with time. This is worth mentioning because I found that by honouring children's voices and choices in this project, the project became more student-led. Children felt more responsible for reducing

















rubbish from their schools, homes, and neighbourhood, becoming changemakers.

Inquirers (4-5 years)

Big Question: How can we use recycled Art and Music to spread awareness about our environment?

My kids love to talk about animals. Sometimes, I feel they are the biggest animal lovers on Earth. Interestingly, our information gathering sessions, which usually occur before initiating any project, are always dominated by discussion on animals - their habitats, movements, and distinctive features. Tapping into their interest, I thought of connecting animals with the environment as it was one of the learning goals in Social Studies.



Need-to-Know

While generating Need-to-Know questions, one of my students wanted to know "how seasons pass?" which at first seemed to have no direct connection to the driving question. I thought about it and came up with ways to make a connection.

Investigating seasons will help kids learn about Earth's rotation and revolution and why seasons are important. What role do they play in our environment? What would happen if there were more summer months throughout the year? How would it affect our environment? And eventually, this discussion would lead us to the concepts of global warming and pollution. Since voice and choice are an integral part of PBL, I made a conscious effort to inculcate them in my projects.

Next, we tried to decide on our project's final products, and lots of ideas poured in, including a doll's house, a car, a robot, etc.; then, I thought of having discussions with children and finding meaningful ways to use rubbish. We discussed how the environment affects humans and animals and how some animals are becoming endangered. This discussion eventually led them to make sculptures of endangered animals out of rubbish to be presented in our final show.

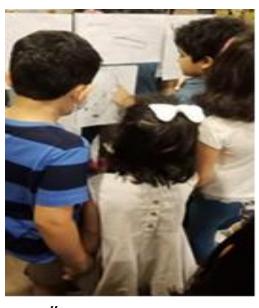
Discussion

We initiated our discussion with quite a simple question, "What is an environment?" Their responses were thoughtful, and by looking at their responses, I could see that my kids were well aware of environmental problems.

Digging deeper, the next question I posed was, 'What problems do you see in your environment?' Again, their responses showed their observations and level of concern for the environment. Most of them considered smoke and rubbish the sources of all the environmental problems we face today.

Since they were exposed to the rubbish at the beginning when we filled the whole classroom with it as an entry event, they could choose different materials to make their animal sculptures and musical instruments. The process began with choosing and sketching endangered animals.

Peer critique



ears."

I use a lot of peer critiques in my projects because I find them honest and funny. Here are the prompts I like... and I think... Looking at her fellow's sketch of a Pallas cat, a student of mine critiqued, "I like its eyes, but it is so fat, and there are so many legs. You could have made it a little thinner, and there were supposed to be four legs. Also, you could have coloured the inside of its

"How can we make less rubbish?"

One of the questions that stood out in our Need-to-Know list was "How can we make less rubbish?" The students could see lots of waste papers all around, so we decided to reuse them and make our Indus Dolphins (a species native to Pakistan) using the papier mâché technique. The most challenging part for them was to make its snout and tail. We let them figure it out themselves. They experimented with pipe cleaners, cardboard, and thermocol (foam sheets) but finally used paper to give the dolphin its snout and tail.

In addition to reusing papers, students also identified plastic bottles as something that adds to rubbish. Students, who chose Brown Bear, reused plastic bottles to give it a form and structure with the help of our Art Facilitator. I have noticed that it is incredibly important that everyone knows their task well to produce meaningful collaboration. So, the Art Facilitator assigned each student a bottle to hold in a specific position. This worked well, and students got highly engaged throughout the process. Also, it was interesting to note how challenging it was for them to transition from 2D sketches to 3D sculptures.

To address the second half of our driving question, we thought of creating musical instruments by spotting different materials that can be reused. With the help of the Music Facilitator, students picked Styrofoam, tissue rolls, and loose parts to create guitars, shakers, and tambourines.

In the end, our kids successfully exhibited their recycled musical instruments and endangered animal sculptures placed in their habitat, and performed an environmental song in front of their parents. Parents were so proud to see their kids spreading awareness about taking care of the environment, and so were the teachers.

Experience With the LUMS Learning Institute (LLI)

By Nosheen Hsaan, Executive MPhil ELM 2023

I am highly privileged to be a part of the LUMS Learning Institute (LLI), where I, as a Mathematics expert, got the opportunity to work with Dr. Ali Ashher Zaidi. One of the unique features of this new LLI project is that it is being launched in Pakistan's national language, Urdu. The idea is to popularize maths by creating maths videos in the Urdu language to make it more accessible to a larger audience. The content is regarding unsolved maths problems and unproven maths conjectures like there is a problem, Riemann Zeta Function, which has five million dollars prize if someone can solve it.

Mathematical talent does not care for geographical boundaries. If we convey mathematical challenges and problems to a larger Pakistani audience in simple terms and simple Urdu language, it may have immense benefits to the subject as a whole. Technical support will be sought from LLI to make these maths videos. As a student partner, I have been assigned the tasks of preparing content, writing scripts, and helping to record videos.

I am super excited, and I am looking forward to this project. I feel this project will be helpful to individuals, and they will be able to further its outreach to the wider community.

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English Language — Why it is More Than Just a Required Subject

By Javaria Rana, Executive MPhil ELM 2023

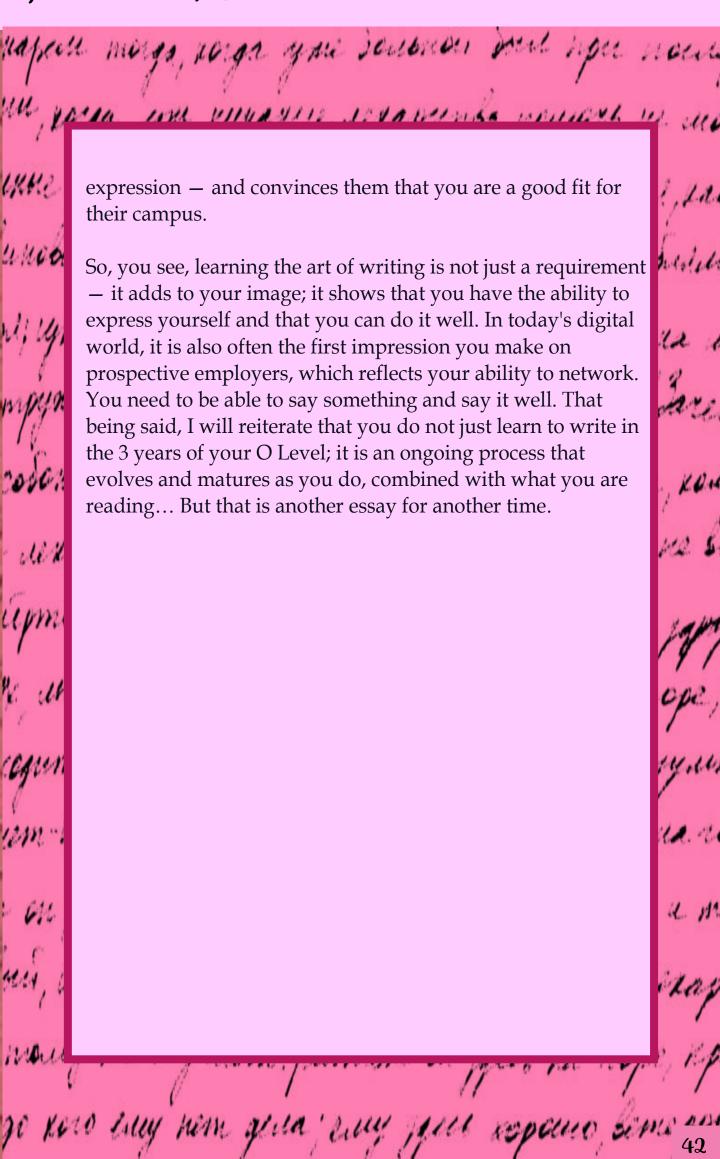
MARE JONEOUS 1034 VIII ANAIS INDANISTA As a language teacher, I have seen the various degrees of horror and boredom that cross students' faces when I mention the word essay — And I get it. I truly do. For most students in Pakistan, English Language is at the bottom of the barrel when it comes to O Level subjects — it is *required*, and they just want to get it over with. While I understand such a sentiment, I must play the devil's advocate and ask that the subject be seen for its broader ramifications and not merely as the short-term goal of fulfilling a requirement. It is important to note that more than just getting you through O Level, your proficiency in the written word will serve you for years to come. And in fact, it will play a significant role in how people see you before they actually see you. Let me explain. After O Level, you head to your A Level subjects, in which, more than likely, you will be required to draft lengthy essays that articulate your understanding of the subject matter. This essay is your grade. This essay will function as evidence to show that you deserve to graduate and head off to college. College. Another essay. am " See, for an admissions committee sitting remotely in a distant room, your application is no different from the thousands piled on their desks. They do not know you; they do not know whether you are a star athlete or that you can sing, or that you played Romeo in the school play. You are just a statistic... UNTIL they read your personal statement. That personal statement is your best bet at a college acceptance. It shows the committee who you are - using the written word and

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English Language — Why it is More Than Just a Required Subject

By Javaria Rana, Executive MPhil ELM 2023



Long Readings Stressing You Out?

Let's learn, from each other, how to conquer the art of reading effectively.



How to Make Black & White Meaningful?

- I. Get the Gist The title and subheadings say a lot; it's a good idea to ensure that you scan the piece of writing to get an estimate of the duration it will require to be completed and the content relevance.
- 2. Skim the text surface superficially This will give you an idea about whether the content has complex or relatively simple language and will help you in sorting out how and when to schedule your reading into your routine
- **3. Build a routine** If you are not habitual of reading and are struggling with academic text, then it's good to fix a time of the day when you have fewer distractions and can sit in a noise-free area. The library can be a great place to be.
- **4.Circadian** Rhythms Add a Reading Hour to your circadian rhythms and find your peak energy time when you are alert to assimilate the academic content.
- **5. Colour code** While reading, it's good to create notes in scribbles, whether in PDF or hardcopy and for that purpose, highlighters are useful.

As per my experience, these are some tips that are handy in breaking down complex black and white pages into something productive and meaningful. Happy Reading!

Mariam Gul, MPhil EELM 2023

Lengthy But Simple

A long read has never been irksome for me, especially if it's written simply and with many anecdotes and metaphors. If the writer can convince the reader at the beginning that there is something unique that he/she has to offer (a hook), that also helps engagement. Reading aloud always helps me to focus. Sometimes it really helps to pretend to be the writer and understand the point that's being made.

Highlighting with different coloured highlighters, writing notes, and using different coloured sticky notes to write the definition or meaning always helped me to engage with the reading. Also, I believe for a better understanding, reading a draft two to three times helps me to understand and connect it with practical examples. Salma Idrees, MPhil ELM 2023

The Art of Reading

Do your academic readings in phases.

Phase I: Read the Abstract and all the headings. Make sense of what the paper is about through its headings.

Phase 2: Read I-2 starting and ending lines of every paragraph. The broader picture of what the author is talking about starts making sense.

Phase 3: Do a thorough reading. Read and highlight the beginning and ending paragraphs within a heading. Note: Print and highlight for a more immersive reading experience.

Hajrah Arshad, MPhil ELM 2022



Lengthy readings can be stressful sometimes. My approach to dealing with these is to **skim** through them and jot down key points. Another way to cope with the situation could be to read the topic sentences of each paragraph. This could help to grasp the main arguments in the reading. As Bacon says, "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested." It is pertinent to know which readings should be read in detail and which to skim through.

Sajjad Haider, MPhil ELM 2023



Reading Tip

After you finish each section, keep writing its main crux or summary in 2 to 4 lines separately. This will help you make sense of the author's main idea and the summary of the whole document. It is very effective in reading complex documents.

Rameen Butt, MPhil ELM 2023

It's always better to check the number of pages of the reading and pace yourself accordingly. And then, read the Abstract, Introduction, and Conclusion to get a basic idea of the reading. Pro-tip: the conclusion almost always summarizes the entire reading for you. The third step is to read the body of the text, keeping in mind some questions like how did the author reach his conclusion and which methods were used? Asking yourself questions keeps you engaged with the reading and enhances critical thinking. Do use highlighters to colour-coordinate different themes in the reading; it will make it easier for you to come back to important points; this also makes your reading experience a little less boring and more colourful. If you do not have any time at all to read, then simply go through the abstract, intro, and conclusion; this will at least help you to understand what the reading is about! Hope this helps!

Hafsah Qasim, MPhil ELM 2023



Tips & Tricks: Reading Effectively

There is an art to reading effectively, and most people would say, leave plenty of time to do justice to your reading. But there are moments when you're on a time crunch and still have a 50-pager to complete. In those moments, there are a few tricks to understand the essence of the text.

- I. Always read the Introduction and Conclusion of a text. It gives you clues about the gist of the topic.
- 2. Learn to identify keywords and phrases. You can google them separately to gain a better understanding, which will help in the longer run.
- 3. SKIM. I cannot stress enough about skimming. It is an ESSENTIAL tool in your arsenal and will be your best bet in completing a reading while also having a firm grasp on its topic.
- 4. Don't panic. When there's a time crunch, the panic starts to set in, but don't let it overwhelm you because then, there will be no point in going over the text because your brain won't be able to compute anything.
- 5. Learn to let go of what couldn't be completed and choose to cover it later. This might be the last one, but it is as important as the others. Hope this helps:)

Hadiya Asim, MPhil ELM 2023



One of the critical aspects of Grad schools is "Readings." When I joined Grad school, I struggled when I had to read multiple papers and became overwhelmed by the information and could not make the most out of it. I paused and asked people around me and devised some strategies to do the readings effectively for my betterment.

- I- The purpose of the reading: what I need to know in a specific paper.
- 2-Select a few headings and read them actively.
- 3- Jot down/highlight some of the key points from each title so that it would help you recall them immediately.
- 4- Dedicate a time slot for reading when you are not tired. All you can do is 'read with a fresh mind' (early in the morning or on the weekend after having a joyful breakfast). It helps! Try it!
- 5- Give breaks/pauses if the readings are lengthy; 10 to 15 minutes, and then come back and complete the rest!

SOE Talks Roundup: EduTalk and AlumniConnect

Each semester, SOE organizes a range of events for its graduate students and the LUMS community to benefit from its faculty expertise and take advantage of the school's professional network. To engage faculty in highlighting the most pressing issues related to Education, SOE arranges a series of EduTalks in which educational experts from all over the world are invited to talk about their exciting projects. These talks are moderated by the SOE faculty. It is a great learning experience. To empower students, AlumniConnect sessions are arranged, in which our prestigious alumni are invited to share their experiences in the professional world and give our current students advice and answer their concerns.



Syed Ahsan Ali & Syed Maratib Ali School of Education

SOE EduTalk

The negotiations of Pakistani Mothers' Agency with Structure: Towards a Research Practice of Hearing 'Silences' as a Strategy

Synopsis

Research shows that in Pakistan, daughters of educated mothers are likely to be enrolled in school, thus, proposing a decontextualized relationship between mothers and their daughters' education. This paper draws on interview data to narratively analyze the situated experiences of Pakistani mothers in supporting their daughters' education. When mothers' life stories are analyzed, a lifelong strategy of silence is revealed. Through the construct of silences, I challenge myself and other educational researchers to 'unlearn' the hegemonic, epistemic cues that bind us to certain ways of knowing, instead develop a critical openness to the perspectives of mothers and become 'hearers.' This paper situates itself within the debates on epistemic justice – proposing a practice of critical 'hearing' to understand the lifelong situated experiences of mothers in Pakistan.



Guest: Aliya Khalid Lecturer of Comparative and International Education at the of Cambridge



Moderator: Dr. Tayabba Tamim Director Academics, Syed Ahsan Ali and & Syed Maratib Ali School of Education, LUMS

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Syed Ahsan Ali & Syed Maratib Ali School of Education

Social Distance, Teachers' Beliefs and Teaching Practice in a Context of Social Disadvantage

SOE EduTalk

Synopsis

This talk will draw on two papers about teaching practices in government school classrooms in Punjab, Pakistan. Teachers' practices are central to improving learning and socio-emotional well-being for all students. Despite the centrality of teachers' practices to the discourse on quality education, there is a significant gap in empirical knowledge in this area. Using data from classroom observations done as part of the Teaching Effectively All Children (TEACh) project, Dr. Malik and her co-authors describe prevalent instructional practices in government schools in 3 districts in Punjab, with specific attention to marginalized children. Building on empirical insights from this, in a second paper, they develop a conceptual frame, linking teachers' beliefs, practices, and learning outcomes, revisiting the Moderator: Dr. Tayyaba Tamim data to dig deeper into teaching and learning processes within the classroom.



Guest: Dr. Rabea Malik CEO & Fellow Institute of Development & Economic Alternatives



Director Academics School of Education LUMS

SOE EduTalk

Education of Children with Disabilities During COVID-19: Revisiting the Centrality of Schooling

Synopsis

This seminar will discuss insights gathered from a recently completed multi-country project, examining the impact of prolonged school closures on the education of children with disabilities and their families in Ethiopia, Nepal, and Malawi. Through telephone surveys conducted with parents of children with disabilities, and teachers who were working with them prior to school closures, we gathered insights into the learning lives of girls and boys with disabilities during prolonged, unexpected closures. Across contexts, there were concerns about learning losses during closures and the impact on children's prospects. Additionally, there was a significant acknowledgement of the loss of structure and socio-emotional support, which schools often provide. A key issue that has emerged from this research is the centrality of schools as being significant to the wider socio-emotional well-being of all children and, even more so, for children with disabilities. Unexpected and prolonged school closures have also provided evidence that education cannot happen just within the four walls of the school; it needs to be connected with real life and also with families.



Guest: Dr. Nidhi Singal Professor at the Faculty of Education and the Vice President of Hughes Hall College, University of Cambridge



Moderator: Dr. Tayabba Tamim Director Academics, Syed Ahsan Ali and & Syed Maratib Ali School of Education, LUMS

SOE Talks Roundup: EduTalk and AlumniConnect



SOE EduTalk

Understanding Educational Leadership through Metaphors: A Comparative Analysis of Leadership Metaphors from Pakistan and Kazakhstan

Synopsis

Leadership in general, and educational leadership, in particular, has been a contested concept, lacking clear boundaries and definition within the wider literature. For over a century, a large number of different theories and approaches have been developed, mainly in the developed world, to understand educational leadership. However, practitioners, educators, and students in developing countries often struggle to understand and relate to the abstract, sometimes paradoxical and contradicting, theories of educational leadership. Therefore, an alternative approach in leadership studies is to unpack the different theoretical orientations and concepts of educational leadership through metaphors. Based on an empirical study with leadership students in Pakistan and Kazakhstan, I will discuss how we (educators, practitioners, researchers, and students) can better understand, explain, and relate abstract leadership concepts to something more concrete and familiar by using a wide range of metaphors, rooted in personal, experiential, and cultural contexts. The central argument in my talk is that approaching leadership models through a metaphor exercise enables not only to visualize and situate leadership in our sociocultural context, but also to expand our creativity in imagining, creating, rationalizing, and justifying these leadership models.



Guest: Dr. Mir Afzal Tajik Associate Professor and Director, PhD Program, Nazarbayev University, Graduate School of Education



Host: Dr. Gulab Khan Assistant Professor, SOE, LUMS



Syed Ahsan Ali & Syed Maratib Ali School of Education

SOE EduTalk

Accelerated Learning Programme (ALP); a viable solution to growing outof-school children's crises in Pakistan

Synopsis

Pakistan Education Statistics Report 2016-17 reveals that 22.8 million children of 5-16 years of age in Pakistan are out-of-schools and 78% of these are between the ages of 10 and 16 years, categorically revealing a fact that the OOSC crises is severe on 10-16 years of age cohort. Another survey conducted by PSLM 2018-19 describes that 32% of children of 5-16 years of age are out of schools, of which 5.7% are dropped out, while 26% have never been to schools. Another research conducted by JICA on exploring reasons of OOSC states that access issues, including safety issues and unavailability of schools, taking care of siblings, and peer effect were among the most powerful factors that keep girls out of schools. Similarly, academic failure/unable to understand teaching in the classrooms, peer effect, seeing no value in education, inadequate attention towards homework and poor health status were recorded as key reasons for being out of schools among

The research tried to record views of the boys and girls on suitable learning programmes that may suit their situations. A significant number of boys and girls opted for ALPs and blended/skill integrated ALPs, and that distance learning was opted as the most suitable delivery, especially among girls. While a large number of boys and girls opted for digital/tech-based and hybrid delivery strategies in noon and evening shifts.



Guest: Abid Gill
Deputy Chief Advisor, Advancing
Puality Alternative Learning (AQAL)
Project, JICA



Moderator: Dr. Tayabba Tamim virector Academics, Syed Ahsan Ali and & Syed Maratib Ali School of Education, LUMS

SOE Talks Roundup: EduTalk and AlumniConnect



AlumniConnect: Session 7



Jannat Karim Khan

Executive Officer, Quality, Teaching and Learning, Aga Khan University

Maryam Mohsin

Daycare Administrator, Human Resources, LUMS

Sundus Khalid

Academic Advisor, The Academic Advising Unit, MGSHSS, LUMS

AlumniConnect: Session 8

My Food Journey Hajrah Arshad, MPhil ELM 2022

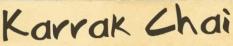
You probably weren't expecting to see food photography in here, but, hey, isn't it a pleasant part of our experience at LUMS? When I came to LUMS, the agenda was to try one new dish every day (of course, apart from studying and everything else).

Mornings would always start with Cardamom tea from the Khokha (thanks to my friend, Zainab, who introduced it to me). Taking slow and steady steps to absorb all that LUMS had to offer. I would stroll around campus, talk to cats, watch the ducks paddle in their little ponds, absorb the warm sunlight, and cherish the greenery at LUMS, all playing their role in my catharsis. Apart from munching on food, after a long, tiring day, I found solace in meeting my hostelite friend, Fizza, at the corner bench on the library lawn (because that was the midway between the hostel and SOE. YES, we counted the steps) to vent out our feelings together.

Sometimes, all you need are mozzarella sticks from Jammin after a long, stressful day. I see this as an opportunity to turn my passion for food and photography into a visual article. Come, have a taste (pun intended) of my food journey at LUMS.

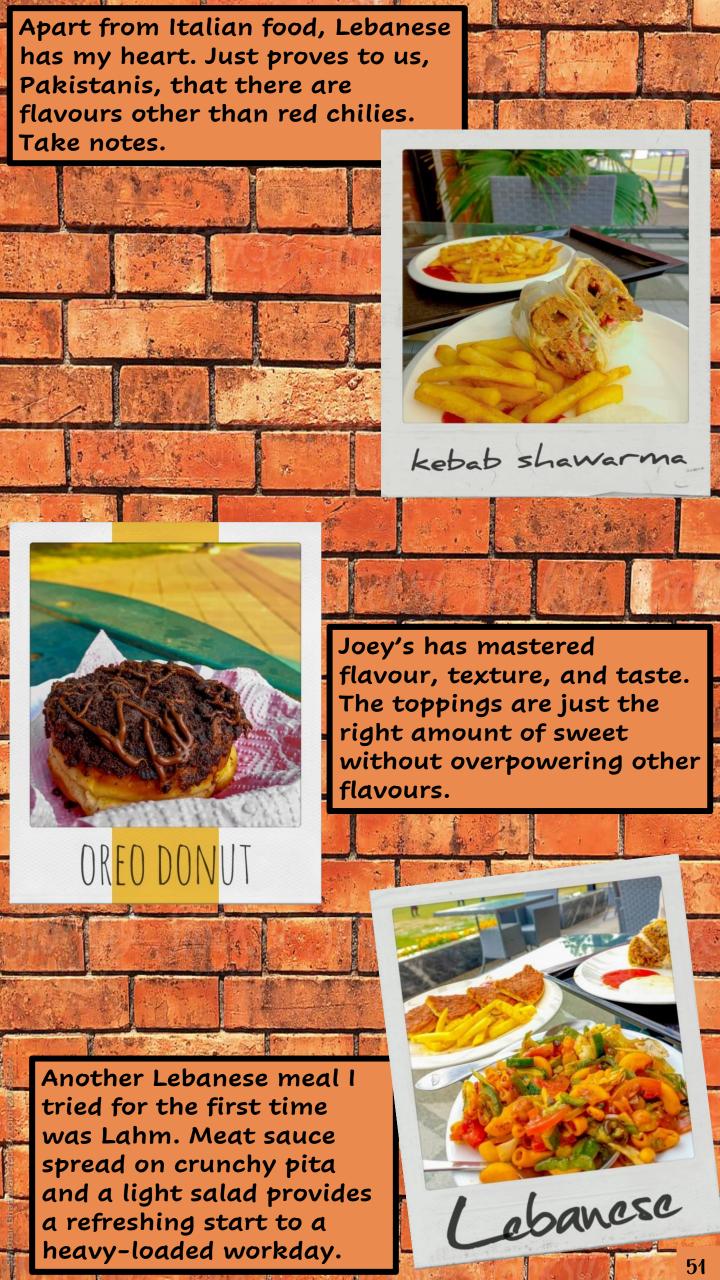


This Karak chai just resets your soul to your default functioning version.



Italians just nailed this one. What's not to like? Cheese? Good. Meat? Goood. Sauce? GOOOOD!

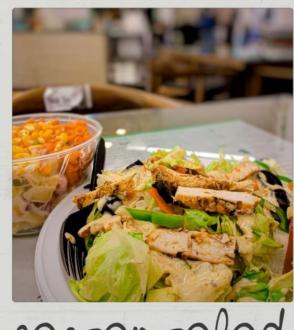




A generous amount of grilled chicken with fresh lettuce satisfies all senses.



beef burger



caesar salad

This juicy and tender beef burger is a saviour for your cravings.



Thanks to The Bunker for introducing new and delectable flavours in pasta.

The best stir-fried noodles provide a balance between sweet n' sour.



pesto pasta



The Hostel Diaries

By Iram Asif and Musharfa Shah, MPhil ELM 2022

As our second semester started, the COVID batch of MPhil ELM finally got a chance to come to campus and live in the hostels. The first day on campus was filled with confusion and ambiguity. Faces that we had only seen on Zoom became real, and we felt a newfound presence and bond developing in person. Our (Iram and Musharfa's) friendship started from the very first day and over a very important consideration: Food!

"Chalo, tum half chicken le lo, main half palak leti hun, aur hum mill keh kha letay hain."

"Let's eat Zakir

This is how our friendship started! We supported each other in taking extremely important decisions in everyday life. From food choices to dresses, to exchanging shoes and jackets and then planning workout sessions and joining shredded together... campus became a home away from home for us. Late-night philosophical discussions, anxiety over career goals, failing and improving mental health, and discussing family life are things that we will miss after graduating from LUMS.

Almost two whole years since living in the hostel, and till now, we fret over buying milk packs that are needed to make our evening tea. But along the way, we learnt to make grocery runs and keep stock of things (8 milk packs currently, Ha-ha). We subconsciously divided the roles where Musharfa always goes outside to restock and buy food, and Iram makes tea and gets everything ready. Iram is the wifey!



Room 509, you have made us a family! And LUMS will always be our home. <3

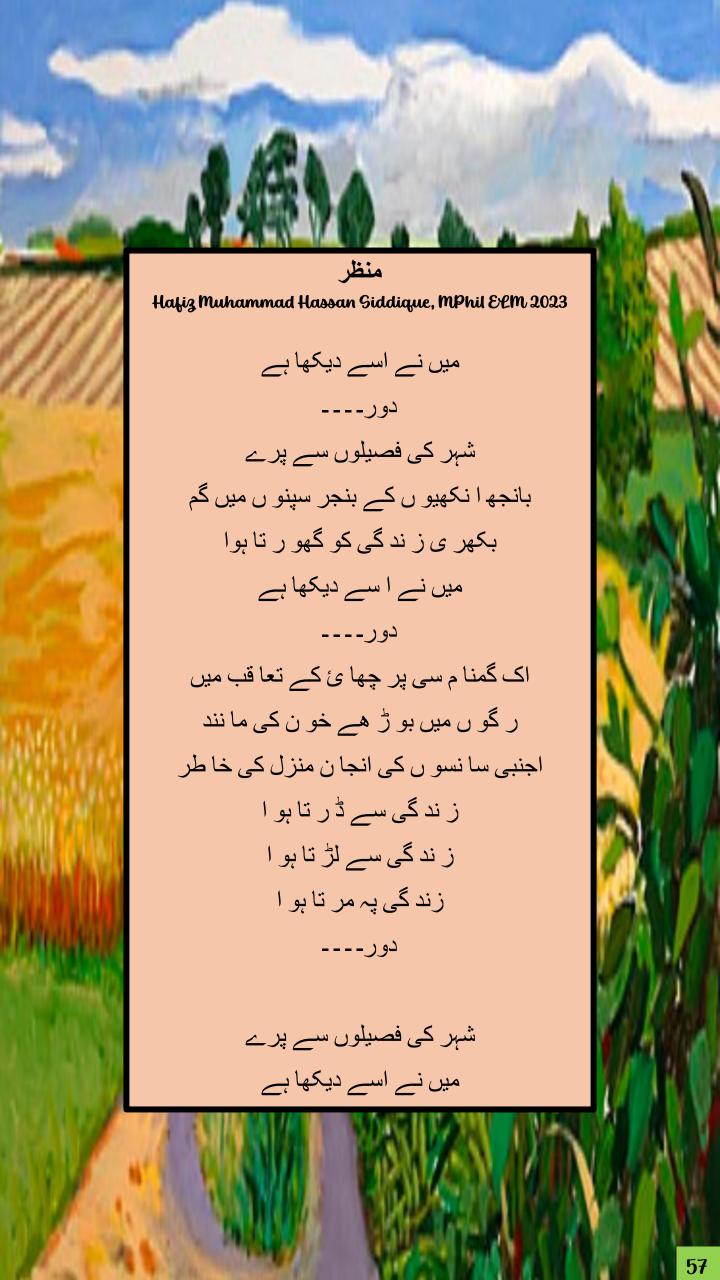
Ayesha's Take

My favourite things about being a hostelite:

- •The freedom. I mean, who doesn't like the freedom of being away from home and that too in a safe environment, making it ever so priceless.
- •The ability to take walks around the campus, even if it is 2 am in the morning
- •Being a hostelite also made me very responsible because even for the biggest and tiniest things, I was responsible for myself. That gave me immense confidence.
- •Utilizing campus spaces (IST, Library, Gym) to the fullest
- •I am able to reach classes on time as I live 5 mins away from the School of Education.
- •The LUMS Campus is incredibly green and beautiful, and it seems a privilege to call it my home.

Ayesha Noor, MPhil ELM 2023





"The Dawn to My Dusk"

By Naimal Sohail, MPhil ELM 2023

The grit gathered in the crescent beds of my nails

The gravel effaced as I combed my fingers, inch by inch

The ground beneath, having felt cold and knobbly upon my first touch

The beads of sweat dripped from the side of my forehead.

The ill-paced sound of a nervously beating heart buzzed in the drum of my ear

The silence, unnerving, sent a shiver down my spine

The dreadful realization of having lost my way gnawed at the inners of my mind.

The woods beckoned me to dig into the recesses of my memory

The animate conscience within began to stir up,

settle not.

Then, finally, a disenchanted tune escaped my lips and enveloped my entire being...

... I could hear her voice in my song, her talk in my locution

The guilt I had felt was palpable only to my being

The nights had become a haunting; she entered my dreams, now different, not mine.

The memories we had made were becoming more fractured, alluding to the volcanic nature of my emotions, the realness dissipating.

The woods hereof had picketed the house of my dear one

The trees, which were once the target of my water balloons, now stood, unrecognizing

The unnamed insects - squashed, the flowers — plucked to wither, the leaves — crumpled under my destructive feet

These new thoughts eclipsed the adventurism that had once captivated my childhood...

... Nothing felt the same in my treasury of memories since she had gone; the newfound hostility steadily warring with that which I had long preserved

The sin for which I would punish my every waking minute, not being there at the time of her passing

The perception of me for myself had begun to change, and so did the moments I had memorialized.

The temperamental weather, the billowing clouds warding off the sun, now, powered my trudging walk into a jog

The times like today, spent in solitude, would hopefully clear some of my brain-fog

The hope is to someday reconcile with myself and begin to envision how she had always remembered me in my absence...

... And to reconstruct my yesteryears for all their worth,

regret not.

Justuju's Photo Wall — Dedicated to the Graduating Batch















GOODBYE, CLASS OF 2022!



Adnan Tariq

"Give the best you have. And it will never be enough. Give your best anyway!"



Alina Hayat Noon

"To a lifetime more of learning."

Aneeqa Khalid

لوگ کیا سوچیں گے، اگر یه بھی ہم سوچیں گے تو لوگ کیا سوچیں گے۔



Annam Gohar

Never shy away from taking risks because you never know what turns out to be the breakthrough you have been wishing for."

Arslan Abdullah

"Jiyo, Jese jeena chahty ho."



Ayesha Batool

"I know that I will look back on these days as being the best of my life \"



Dawood Iqbal

"Future kids will not understand the pain of waking up at 9am just to log into zoom and then try to sleep again during the class, hoping you won't get cold-called."

Fakhra Farooq

"It does not do to dwell upon dreams... and forget to live!"

Faryal Humayun

"As long as you are learning, you are not old."



Fizza Arif

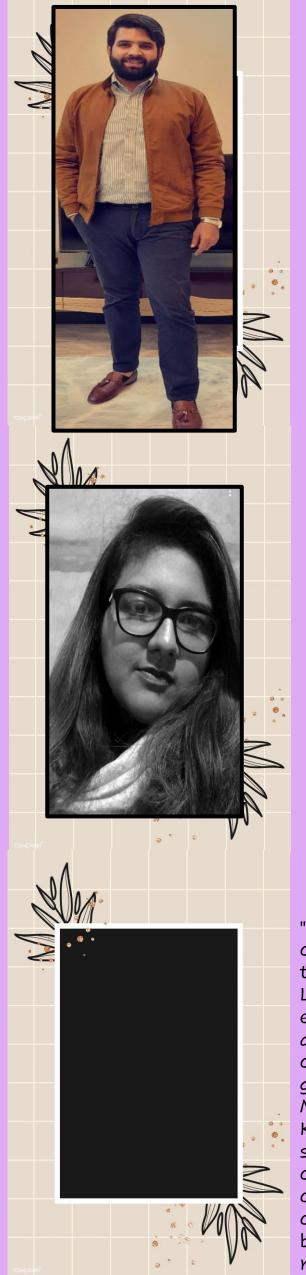
"Everyone is unique and worthy; thus, one should not strive too hard to fit into places one does not belong to. This life is a journey, not a destination, and as Maulana Rumi said, "If you do not know the way, seek where his* footprints are." *Analysing Rumi's life inspirations, an interpretation by scholars is that it refers to Prophet Muhammad (PBUH) - the best of mankind."

Hadia Shaukat

"Came to SOE with the mindset of changing the Education sector of Pakistan, but a lot has changed within me too in the past two years, like they say, learning is changing."

Hajrah Arshad

"To stay focused on our ambitions, we need to let go of the urge to seek validation. Be your own cheer squad."



Haseeb Asif Bajwa

"Please do whatever you want to do but do it with the purpose - it will positively impact your own life and others. Adios!"

Hina Batool

"No knowledge/
learning has come to
humankind in linear
progression - befriend
uncertainty and risk
whilst staying very
grounded and
exhibiting patience,
and let the world
surprise you!"

Huma Naz

"No support is more reliable than consultation.' I have experienced the manifestation of this quote a LUMS' SOE. The entire SOE team, especially, the instructors were always available for guidance and consultation. I am, especially, grateful to Dr. Faisal Bari, Dr. Mariam Chughtai, and Dr. Gulab Khan for their unconditional support. If it were not for them, I couldn't have made it to convocation on time. I hope to carry forward their legacy of benevolence and humbleness to my students." 68



Humail Aziz

"Courage and patience ensure victory."

Iram Asif

"There is always hope. Trust the process!"

Junaid Ali Sahito

"Keep smiling because positivity is contagious..."



Maham Abid

"Two whole years, and I still haven't figured out Zambeel!!"

Maham Afzal

"I am usually not the one for speeches, but make the best out of this experience. You won't regret it!"

Maham Akram

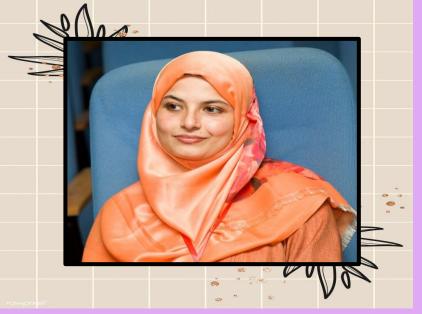
"I wish I could have spent more time at LUMS, but Covid ruined it. I will always cherish the time spent at LUMS."



Mahnoor Rasheed

Manal Naveed

"Spent the first year in understanding Covid and how patient I can be, spent the second year in understanding my classmates and making bonds."



Maria Jabeen Awwal

"When looking back, it all feels like a breeze

But I remember how it was more of a freeze

Whatever it was, just remember that it was not only Maria who surmounted all bumps, but it was the 'Super Mommy' within her who made it possible."



Mavra Amjad

"I chose this MPhil in Education Leadership and Management to update my knowledge and skills to understand how education can help shape peoples' socio-economic realities. I started this degree right after the birth of my second child. Maintaining academic and personal balance was the biggest challenge throughout. This journey of exploring my interest has been challenging yet rewarding. But immense support from my parents and husband proved to be a huge help throughout. I would like to thank them for always having faith in me and encouraging me to pursue my dreams. Their love and support will always be appreciated beyond words. I thoroughly enjoyed the degree and have learned so much, which will be beneficial for my professional and personal growth. Now, I feel this was the perfect time to pursue my MPhil degree, as both my children will benefit from a mother who is more aware of early years' education."

Misbah Najiullah

"Dream big; Think big; Achieve big."



Misha Zahid Gondal

https://bit.ly/KMKT NSOE



Muhammad Momin Masood

"Don't walk in front of me... I may not follow Don't walk behind me... I may not lead Walk beside me... just be my friend"

- Albert Camus

Musharfa Shah

"We're just kids, aren't we?"



Rabia Mazhar

"When I began my journey at SOE, literally, everything around me changed. The world walked into a pandemic. We walked into distant learning. I walked into marriage. My life walked into Lahore and into a great deal of responsibility. Everything around me, taught me. I guess that's what education is all about: change."



Sadaf Shahjehan

"SOE will be missed dearly... It's the place where I learnt when I least expected it."

Saira Abbas Qureshi

"The only time I set the bar low is for limbo."

- Michael G. Scott

Syed Azizullah Safdar

"If you can see your destination, your soul is arrogated! Walk towards you to set it free."



Usra Shaukat

"In do saloon mai ek gham ya raha ke day scholars ne kabhi hostelites ko khany par nahi bulaya, except for Sadaf

Zainab Fatima

"You are the universe, expressing itself as a human for a little while."

