

TEACHERS'

CONCLAVE

SHAPING THE FUTURE TOGETHER





Executive Summary

Jio Institute organized the first-of-its-kind school teachers & principals' conclave at its campus on 23rd April 2025. With more than 100 attendees, the conference featured an engaging panel discussion amongst thought leaders & senior leadership in the K-12 ecosystem. This groundbreaking event marked a significant milestone in educational collaboration, bringing together diverse voices from across India's educational landscape to address contemporary challenges and opportunities in primary and secondary education.

TEACHERS' CONCLAVE: SHAPING THE FUTURE TOGETHER

CONFERENCE OVERVIEW AND VISION

Jio Institute hosted the first educators' conclave at its campus in Navi Mumbai, establishing a precedent for educational discourse in the region. The conference was conceptualized to bring together K-12 school leaders such as principals, coordinators, directors and other senior members, EdTech entrepreneurs and thought leaders in the primary and secondary education ecosystem in India. The ambitious scope of the event reflected the institute's commitment to fostering meaningful connections across the educational continuum.

The gathering represented an unprecedented convergence of educational expertise, with participants traveling from diverse geographical regions to engage in substantive discussions about the future of Indian education. The conference served as a catalyst for examining critical issues facing the K-12 sector, including curriculum integration, technological advancement, diversity and inclusion, sustainability practices, and the evolving role of educators in preparing students for an uncertain future.

OPENING CEREMONY AND INSTITUTIONAL WELCOME

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- DR. PALAK SHETH

The programme started with a unifying address by **Dr. Palak Sheth, Project Director**. He welcomed the more than **100 attendees** from **24 states/UTs, 83 cities** and representing more than 80 schools, and thanked the esteemed panellists for joining the conference. The remarkable geographic representation underscored the national significance of the event and the widespread interest in collaborative educational initiatives.

Dr. Sheth's address emphasized the interconnected nature of educational success and national development. Focusing on the broader vision for educational synergy at Jio Institute, he said **"a stronger nation can only come through stronger teachers and stronger teacher leaders."** This foundational principle set the tone for the entire conference, establishing the premise that educational transformation begins with empowering those who lead learning institutions.

Expanding on Jio Institute's initiatives in K-12 teacher training, Dr. Sheth remarked "eventually, we want to create programmes that benefit teachers & teacher leaders of all educational boards, including IB, IGCSE, CBSE, State Boards, ICSE and more." This inclusive approach reflected the institute's recognition of India's diverse educational landscape and the need for comprehensive professional development opportunities that transcend traditional board boundaries.

The opening address established several key themes that would permeate throughout the conference: the critical importance of teacher leadership, the need for cross-board collaboration, and the recognition that educational transformation requires sustained institutional commitment and innovative approaches to professional development.

THE TRIANGLE OF TRANSFORMATION: SCHOOLS, UNIVERSITIES & INDUSTRY IN SYNC

The opening address was followed by an enlightened panel discussion with distinguished K-12 educational leaders. The panel was moderated by **Dr. Nilay Yajnik, Professor & Director, Executive Education at Jio Institute**. Dr. Yajnik's facilitation brought academic rigor to the proceedings while maintaining accessibility for the diverse audience of educational practitioners.

Dr. Yajnik kickstarted the conversation, setting the tone for the panel. He touched upon the matter of diversity & inclusivity in an educational institution, and how it has become increasingly important and relevant to build respectful institutions. This framing immediately established the conference's commitment to addressing contemporary social issues within educational contexts, recognizing that schools serve as microcosms of broader societal dynamics.

The panel composition reflected the conference's commitment to diverse perspectives, bringing together voices from international education, educational technology, curriculum development, and school administration. This multifaceted approach ensured that discussions would address various dimensions of educational challenges while providing practical insights for implementation across different institutional contexts.



ADDRESSING DIVERSITY, EQUALITY, AND INCLUSION IN EDUCATIONAL SETTINGS

Ms. Kam Chohan, Executive Director, ECIS addressed the issue of diversity and inclusion with both personal authenticity and professional expertise. Reflecting on her own journey as the first person of colour to lead an international school organization, she remarked that **"as part of my work, I have setup the International Task Force for Anti-Discrimination in International Schools."** Her leadership in this area provided credible foundation for discussing systemic approaches to addressing discrimination and promoting inclusive practices.

Citing a McKinsey report, she stated **"the value of diversity becomes clear when you see the decision-making and performance of organizations with an inclusive workforce."** This data-driven approach to diversity advocacy demonstrated the business case for inclusion while reinforcing the educational imperative to create environments where all students can thrive. Her remarks highlighted the intersection between organizational effectiveness and social justice, showing how inclusive practices benefit entire educational communities.

Adding to the discussion, **Ms. Aditi Avasthi Surri, Founder & CEO, Jio Embibe** stated that out of her 150 strong creative team, **120** are differently-abled. This remarkable statistic provided concrete evidence of successful inclusive employment practices in the educational technology sector. Agreeing with Ms. Chohan, Ms. Surri emphasized the need for decisive action when it comes to Diversity, Equality and Inclusion (DEI).

The convergence of perspectives from Ms. Chohan and Ms. Surri demonstrated that inclusive practices extend beyond traditional classroom settings to encompass organizational structure, employment practices, and technological development. Their examples provided practical models for conference attendees to consider implementing within their own institutional contexts.





CURRICULUM INTEGRATION AND LOCALIZATION STRATEGIES

Dr. Yajnik pivoted the discourse towards the localization of International Board (IB) like MYP, IGCSE, Cambridge and other curricula in India. This topic addressed one of the most pressing challenges facing Indian educators: how to balance international educational standards with local cultural contexts and national educational requirements.

Ms. Asheka Tenzin, Academic Director at ADYP Schools, drew on her personal experience of driving the integration of MYP curriculum with Indian education boards such as CBSE, ICSE and more. Her practical experience provided invaluable insights into the complexities of curriculum integration, including administrative challenges, teacher training requirements, and student transition considerations.

She debunked a general misconception that IB students can only apply to international universities for their graduate and higher studies, stating "60-65% of the students that I have worked with in IB curricula have applied to and successfully graduated from renowned domestic institutions and universities, including the likes of IITs, IIMs and NITs, which require a centralized common eligibility test as a prerequisite to selection."

This revelation challenged commonly held assumptions about international curricula and their compatibility with Indian higher education pathways. Ms. Tenzin's insights provided compelling evidence that international educational approaches could effectively prepare students for success within India's competitive academic landscape, potentially encouraging more schools to consider diverse curricular options.



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- MS. ASHEKA TENZIN



BUILDING AN INCLUSIVE EDUCATIONAL ECOSYSTEM

Ms. Deepa Bhushan, Director, CP Goenka Group of Schools, added to the current discourse, highlighting the need to include and educate parents, with equal weightage as is done for the students. Her observation addressed a critical but often overlooked component of educational success: the role of family engagement in supporting student achievement and institutional effectiveness.

She opined that **"parent conflict management"**, while a significant responsibility of every K-12 educator, occupies majority of their bandwidth, thus affording them lesser time to focus on the primary stakeholder in the ecosystem - the child. This candid assessment highlighted a systemic challenge facing educational leaders: the need to balance multiple stakeholder relationships while maintaining focus on student outcomes.

Ms. Bhushan continued, "with more than 10 career changes, new disruptions everyday and emerging career tracks in fintech, clean energy, LBM, etc, it is as important to educate parents as it is to brief students." Her recognition of rapidly changing career landscapes emphasized the need for educational institutions to serve as bridges between traditional expectations and contemporary realities.

Building resilience, persistence and the ability to adapt is something she strongly felt that needs to be inculcated in the children. This emphasis on character development alongside academic achievement reflected a holistic approach to education that prepares students for lifelong success rather than merely academic performance.



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- MS. DEEPA BHUSHAN

ENVIRONMENTAL CONSCIOUSNESS AND SUSTAINABILITY EDUCATION

Responding to Dr. Yajnik's question about how sustainability practices can be inculcated and implemented since childhood, Ms. Bhushan, on the occasion of Earth Day, highlighted that educators need to teach children basic techniques such as vermicomposting, waste segregation and organic farming. The timing of the conference on Earth Day provided symbolic resonance for discussing environmental education initiatives.

"Once the child sticks to one practice and witnesses its impact; no matter how small, our mission to raise conscious citizens is on the right track". This practical approach to

environmental education emphasized experiential learning and personal engagement as pathways to developing environmental consciousness.

Ms. Bhushan's recommendations provided concrete, implementable strategies that schools could adopt regardless of their resource constraints or geographical location. Her focus on basic techniques ensured that sustainability education could be democratized across different types of educational institutions.





FOSTERING CREATIVITY AND INNOVATION IN EDUCATIONAL SETTINGS

Dr. Yajnik posted the age-old question to the panellists and audience members: **"Do schools kill creativity?"**. This provocative question, inspired by educational philosopher Sir Ken Robinson's influential work, challenged participants to examine fundamental assumptions about educational practice and institutional culture.

Responding to this, **Dr. Dawood Vaid, Director, Golden Sparrow Education** invoked Holocaust survivor Otto Frank's famous adage: **"Whenever I pass by a prison or a school, I feel bad for the people inside"**. This stark comparison forced consideration of the ways in which traditional educational structures might inadvertently constrain rather than liberate student potential.

He emphasized the need for educators, across levels, to upgrade themselves to be able to impart their knowledge to the citizens of the future: "We, as educators, are stuck in 21st century principles, while teaching the generation who will lead humanity into the 22nd century". Dr. Vaid's observation highlighted the temporal disconnect between current educational practices and future student needs.

Adding to the discussion, one of the participants, a school principal, shared the anecdote of a child who grew up to lead a successful life, but was challenged with the inability to maintain eye-contact and an aversion to touch in his formative years. "I used to tell him, look me in the eye, I won't be able to talk to you until I see your lips moving. Today, he is the first to be picked up for any group activity!" This personal testimony demonstrated the transformative potential of patient, persistent educational intervention.

The anecdote provided powerful evidence that apparent limitations in childhood need not determine future success, emphasizing the critical role of educators in recognizing and nurturing potential in all students, regardless of their initial presentation or challenges.



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- DR. DAWOOD VAID

TECHNOLOGY INTEGRATION AND PERSONALIZED LEARNING APPROACHES

Ms. Surri, in response to a question from the audience about the role of technology in education, said: "Over 250 million kids, going through a million concepts in over 100 disciplines; technology unifies it all. It augments and elevates their learning experience, to fulfil the ultimate target". Her perspective emphasized technology's role as an enabling force rather than a replacement for traditional educational relationships.

She emphasized the need for educators to utilize modern technologies such as GenAI, AR/VR and other learning aids to create a personalized learning experience for each child, building on the foundational principle of all education: "no child left behind". This technological optimism was balanced by recognition of education's fundamental humanistic goals.

Ms. Surri's comments reflected the growing recognition that educational technology must serve pedagogical purposes rather than existing as an end in itself. Her emphasis on personalization addressed one of the most significant challenges facing mass education systems: how to provide individualized attention within institutional constraints.

INTERACTIVE ENGAGEMENT AND KNOWLEDGE SHARING

Rounding off the discussion was an engaging Q&A, where the esteemed panel members fielded questions in the areas of bridge courses for IB students, adaptability to Indian testing standards, personalized marking schemes and real-world affordability of high-tech interventions in primary education. The breadth of questions demonstrated the diverse concerns and interests of conference participants.

The interactive format allowed for practical problem-solving and experience sharing, creating opportunities for attendees to address specific challenges they faced in their own institutional contexts. This peer-to-peer learning model exemplified the collaborative spirit that characterized the entire conference.



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- MS. ADITI AVASTHI SURRI



CELEBRATING EDUCATIONAL EXCELLENCE THROUGH INTERACTIVE ACTIVITIES

The insightful panel discussion was followed by a 'Rapid Fire' quiz on education, with Dr. Dawood Vaid filling in the role of a professional quiz master with panache. This interactive element provided intellectual engagement while creating opportunities for informal networking and relationship building among participants.

This was followed by a presentation of the campus facilities and a campus visit for the participants. The facility tour allowed attendees to experience Jio Institute's educational environment firsthand, providing inspiration and practical ideas for their own institutional development.



SYNTHESIS AND FUTURE DIRECTIONS

Mr. VP Joy, Senior Executive Vice President at RIL and a veteran in the education industry, in his closing remarks, summarized the erudite discussions. His extensive experience across multiple educational sectors provided authoritative perspective on the day's conversations and their implications for future practice.

Reflecting on the tangents with his own experience across the primary, secondary and university-level education, he said: "The time is ripe for India, in light of the NEP 2020 and the NCF, to focus on competency development, and nurture students who are lifelong learners". His comments situated the conference discussions within the broader context of national educational policy and reform initiatives.



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- MR. VP JOY

CONCLUSION AND LEGACY

The first educators' conclave created a novel platform for collaboration amongst the primary, secondary and higher education ecosystems and the industry. This platform will serve as a medium to discuss, analyse, and assimilate the latest trends in the education industry, starting at the top; with its leaders and principals'. The establishment of this collaborative framework represents a significant contribution to India's educational discourse.

The panel is a testament to Jio Institute's unwavering commitment towards modernizing and progressing the educational ecosystem in India. The success of this inaugural event suggests strong potential for continued collaboration and innovation within the educational community, setting the stage for future conferences and ongoing professional development initiatives that will benefit educators, students, and society as a whole.





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Our Campus

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