**PARO COLLEGE OF EDUCATION**

**ROYAL UNIVERSITY OF BHUTAN**

**Bhutan Baccalaureate Training Framework for students graduating in July 2022**

**Background**

The Royal Kasho granted by His Majesty The King to the nation on 17 December 2020 during the 113th National Day Celebration in Punakha on Education Reform contain the following golden words, among others.

The Ministry of Education has made commendable efforts to initiate reforms in our education system. It is now time to give renewed life to these efforts by reorienting our school structures for the need and challenges of a different social context. We must revisit our curriculum, pedagogy, learning process, and assessments to either transform or rewrite them in view of the challenges and opportunities of the twenty-first century. Otherwise, continued focus on textbooks and content without integrating technology and social learning risks perpetuating passive modes of learning. Then, whatever education our children acquire today will become irrelevant and obsolete when they graduate. Their competitiveness in an increasingly progressive and fast-changing world will be compromised and the nation will suffer by paying a heavy price.

Therefore, our generation has the sacred responsibility of radically rethinking our education system and transforming curriculum, infrastructure, classroom spaces, and examination structures. Educationists and experts have identified what twenty-first century competencies mean for children everywhere. By developing their abilities for critical thinking, creative thinking, and learning to be life-long learners, we have to prepare them to be inquisitive, to be problem-solvers, to be interactive and collaborative, using information and media literacy as well as technological skills. We must prioritize self-discovery and exploration, and involve learners in the creation of knowledge rather than making them mere consumers of it. We must make STEM subjects part of their everyday language.

The Bhutanese people, in general, and those working in the education system, in particular, are fortunate to receive the new vision for education in Bhutan through the Royal Kasho. As part of the implementation strategy of this new vision, a new model of education, called Bhutan Baccalaureate (BB) was developed by and tried out at the Druk Gyalpo’s Institute (DGI) at Pangbisa, Paro since 2015. The BB model of education has received validation and recognition from external agencies such as the Oxford University as well as has been already adopted by a few countries for their school education. The Ministry of Education (MoE), in collaboration with DGI and the colleges of education (PCE and SCE), has decided to implement BB in 22 schools across Bhutan starting the academic year 2022. It is envisioned that BB will be gradually be implemented across all the schools in Bhutan by 2027.

As such, it is imperative that the BB principles, process and approaches are integrated into the teacher education programmes at the colleges of education. The two colleges of education will work on this over the next few years. A plan for this with timelines has already been formulated. In the meantime, the colleges of education will orient their graduating classes on the BB, so that the students gain a very good understanding of BB principles and processes, and are ready to be inducted into the schools where BB model of education will be implemented universally.

Paro College of Education will provide an intensive orientation programme to its graduating classes of June 2022. The programme will be run from 20-28 June 2022. A total of 256 students (177 BEd primary, 57 BEd Primary Dzongkha and 22 Dip in PESC programmes) will take part in the programme. All the faculty members will facilitate the programme.

**Learning Outcomes:**

By the end of the training programme, each participant will be able to:

1. Demonstrate a deep understanding of the basis of the Bhutan Baccalaureate education model and its practices including its philosophies and learning processes;
2. Design tools to collect backstories from the students for developing their roadmaps;
3. Create a roadmap for developing skills, processes and watermarks supported through an effective mentor-mentee relationship;
4. Discuss the importance of the relationship between the five areas of development and the creation of a just and harmonious society;
5. Use technology to make learning processes efficient, dynamic, empowering and wholistic;
6. Use cross pollination to understand the interconnectedness of the different domains and processes of learning;
7. Inculcate the attributes of constructive contributory citizens through the five areas of development;
8. Analyze the importance of physical development in learning and draw up an action plan for engaging in regular physical activities for healthy living;
9. Propose a model based on the importance of respectful and caring relationships for promoting an empowering learning ecosystem;
10. Apply the Bhutan Baccalaureate assessment principles and processes in providing wholistic learning experiences;
11. Engage in daily self introspection for personal and professional growth through reflective writings; and
12. Develop a deep understanding and appreciation of the community they come from and its diversity.

**Programme structure**

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| **DAY 1 MONDAY 20/6/2022** | | |
| **Coordinators for the day:** | | **Facilitators** |
| Session I  9:00-10:45 a.m. | * Opening * Context * Exploring the Royal Kasho on Education Reform | Dr. Dorji Thinley |
| Session II  11:15-1:00 p.m. | * Bhutan Baccalaureate philosophy and principles | Dr. Tshering Wangmo |
| Session III  2:00-3:30 p.m. | * Truth, beauty and value | Dr. Tshering Wangmo |
| Session IV  4:00-5:30 p.m. | * Reflective writing * Mentor-mentee groups |  |
| **DAY 2 TUESDAY 21/6/2022** | | |
| **Coordinators for the day:** | | **Facilitators** |
| Session I  9:00-10:45 a.m. | * Skills * Processes * Watermarks |  |
| Session II  11:15-1:00 p.m. | * Mentoring * Backstories * Roapmaps |  |
| Session III  2:00-3:30 p.m. | * Writing individual back stories in mentor-mentee groups |  |
| Session IV  4:00-5:30 p.m. | * Practising writing roadmaps in mentor-mentee groups |  |
| **DAY 3 WEDNESDAY 22/6/2022** | | |
| **Coordinators for the day:** | | **Facilitators** |
| Session I  9:00-10:45 a.m. | * Learning Phases * *Gomdri* * *Yardak* * *Shejun Phelrim* |  |
| Session II  11:15-1:00 p.m. | * Community engagement |  |
| Session III  2:00-3:30 p.m. | * Seven gifts |  |
| Session IV  4:00-5:30 p.m. | * Review and feedback on roadmaps in mentor-mentee groups |  |
| **DAY 4 THURSDAY 23/6/2022** | | |
| **Coordinators for the day:** | | **Facilitators** |
| Session I  9:00-10:45 a.m. | * Five areas of developments * Cerebral development |  |
| Session II  11:15-1:00 p.m. | * Cerebral area development and skills, processes and watermarks |  |
| Session III  2:00-3:30 p.m. | * Emotional area of development |  |
| Session IV  4:00-5:30 p.m. | * Emotional area of development and skills, processes and watermarks continued |  |
| **DAY 5 FRIDAY 24/6/2022** | | |
| **Coordinators for the day:** | | **Facilitators** |
| Session I  9:00-10:45 a.m. | * Social area of development |  |
| Session II  11:15-1:00 p.m. | * Social area of development continued |  |
| Session III  2:00-3:30 p.m. | * Spiritual area of development |  |
| Session IV  4:00-5:30 p.m. | * Spiritual area of development continued |  |
| **DAY 6 MONDAY 27/6/2022** | | |
| **Coordinators for the day:** | | **Facilitators** |
| Session I  9:00-10:45 a.m. | * Seven domains: * Languages (English, Dzongkha & Mathematics) * Life sciences (Biology, chemistry, physics) * History, Geography & Economics) * Aesthetics * Driglam * Technology * Sports |  |
| Session II  11:15-1:00 p.m. | * Seven domains continued |  |
| Session III  2:00-3:30 p.m. | * Seven domains continued |  |
| Session IV  4:00-5:30 p.m. | * Seven domains continued |  |
| **DAY 7 TUESDAY 28/6/2022** | | |
| **Coordinators for the day:** | | **Facilitators** |
| Session I  9:00-10:45 a.m. | * Cross pollination and assessment |  |
| Session II  11:15-1:00 p.m. | * Physical area of development |  |
| Session III  2:00-3:30 p.m. | * Practical session on physical area of development |  |
| Session IV  4:00-5:30 p.m. | * Practical session on physical area of development continued |  |
| **DAY 8 WEDNESDAY 29/6/2022** | | |
| **Coordinators for the day:** | | **Facilitators** |
| Session I  9:00-10:45 a.m. | * Ecosystem (Inclusion) |  |
| Session II  11:15-1:00 p.m. | * Eco system (Counseling) |  |
| Session III  2:00-3:30 p.m. | * Eco system (Aesthetics) |  |
| Session IV  4:00-5:30 p.m. | * Eco system (Technology) |  |
| **DAY 9 THURSDAY 30/6/2022** | | |
| **Coordinators for the day:** | | **Facilitators** |
| Session I  9:00-10:45 a.m. | * Eco system (First Aid) |  |
| Session II  11:15-1:00 p.m. | * Ministry of Education’s plans |  |
| Session III  2:00-3:30 p.m. | * Way forward and students impression and feedback |  |
| Session IV  4:00-5:30 p.m. | * Closing |  |

**SYPNOSIS OF THE CONTENTS**

**The Royal Kasho on Education Reform**

His Majesty The King issued the Royal Kasho on Education Reform on 17th December 2020 on the occasion of the 113th National Day Celebration in Punakha Dzong. The following is the English version of the Kasho pulished in the Kuensel issue of 2 February 2021.

Standing on the cusp of the twentieth century, Gongsa Ugyen Wangchuck saw the importance of modern education in preparing Bhutan for what lay ahead. Despite the daunting challenges of his time, he established schools in Bhutan and sent Bhutanese children to study in India. Realising the importance of advanced monastic education, he also sent senior monk-scholars to train in Tibet. His Majesty King Jigme Wangchuck built upon the early foundations of modern education and pursued the footsteps and vision of his father. However, mass public education was started only after 1955 by His Majesty King Jigme Dorji Wangchuck. By 1959, there were 440 students studying in about 11 primary schools. This increased to 102 schools and over 9,000 students by 1971. The development of education continued to receive privileged consideration during the visionary leadership of His Majesty King Jigme Singye Wangchuck. Today, we have 704 schools, 24 tertiary institutes and a total of 1,85,757 students with nearly 11,000 teachers.

Bhutan’s education program, both modern and monastic, has been a success story. Our general literacy rate today stands at 71.4% and youth literacy rate at over 93%. Mass education and literacy resulted in the creation of a corp of administrative and technical personnel, which was required for development while reducing our dependence on foreign experts. We have come a long way in developing our national human resource in diverse fields.

More than a hundred years later, we find ourselves on the cusp of a new century again and in need of a new vision to prepare for what lies ahead. Unlike the past century, this one is qualitatively and quantitatively different. It is defined by the accelerated rate of change in all aspects of our lives because of rapid technological advancements and globalisation. The future will be more wired and digital, driven by sophisticated technologies in towns and villages alike, as well as in homes and in workplaces.

Since the introduction of parliamentary democracy, our time and energy have largely been committed to the establishment of democratic institutions and ensuring their success. This remains a national priority. However, we need to bring into focus other equally compelling national priorities. Education is an indispensable one.

The Ministry of Education has made commendable efforts to initiate reforms in our education system. It is now time to give renewed life to these efforts by reorienting our school structures for the need and challenges of a different social context. We must revisit our curriculum, pedagogy, learning process, and assessments to either transform or rewrite them in view of the challenges and opportunities of the twenty-first century. Otherwise, continued focus on textbooks and content without integrating technology and social learning risks perpetuating passive modes of learning. Then, whatever education our children acquire today will become irrelevant and obsolete when they graduate. Their competitiveness in an increasingly progressive and fast-changing world will be compromised and the nation will suffer by paying a heavy price.

Therefore, our generation has the sacred responsibility of radically rethinking our education system and transforming curriculum, infrastructure, classroom spaces, and examination structures. Educationists and experts have identified what twenty-first century competencies mean for children everywhere. By developing their abilities for critical thinking, creative thinking, and learning to be life-long learners, we have to prepare them to be inquisitive, to be problem-solvers, to be interactive and collaborative, using information and media literacy as well as technological skills. We must prioritise self-discovery and exploration, and involve learners in the creation of knowledge rather than making them mere consumers of it. We must make STEM subjects part of their everyday language.

In preparing our youth for the future, we must take advantage of available technologies, adapt global best practices, and engineer a teaching-learning environment suited to our needs. Technology is the argument of our time and a major indicator of social progress. The irony in our context is the absence of technology in classrooms for a generation of students who are exposed to, and live in the digital age. To ensure that teachers are not disconnected from their students, professional development of teachers should integrate technology, digitalisation, artificial intelligence, and automation.

The process of reforming our education system must aim for standards and goals which are of the highest possible order. We cannot compare present progress with our past and celebrate it as a measure of success. We cannot compare with our neighbours and draw satisfaction from having caught up with them. Instead, we must aspire to be ahead of them and become the standard-bearers. Such an aspiration is not an expression of misplaced idealism. Rather, it is founded on the strength of conviction that our survival as a sovereign state will depend on the physical, emotional, psychological, intellectual, and moral make of our children and indeed their competencies.

These are not neutral qualities and cannot be dissociated from the identity of our children as Bhutanese. As we prepare to educate and equip them with competencies for the twenty-first century, we must equally prioritise their holistic development so that they become caring, dependable, and honest human beings as well as patriotic citizens. We need to embed in them the conviction and sense of pride as a Bhutanese by grounding them in our country’s history, culture, tradition, and value system. In their thoughts, attitudes, and actions, they must live the very ideals and values which define us as a unique nation and people, who have overcome all odds stacked against our survival.

The new vision for our education system must encompass the drive to create enlightened citizenship that is as much local as it is trans-local. This can only strengthen the quality of our democracy and secure our sovereignty. Each of our children must embody the fine blend and balance of our native grit and intellect with acquired knowledge and skills to survive and prosper as individuals and as members of our national community.

In achieving such a vision, it is not enough to merely transform our education system and impart twenty-first century competencies. We must simultaneously endeavour to create relevant jobs and economic opportunities. Otherwise, we risk reproducing in future the very scenario of today, where our education system has resulted in thousands of unemployed youth. Without the concomitant creation of a knowledge based economy, our hard work and effort will prove futile and frustrate expectations and optimism. Therefore, it is imperative that our children not only acquire a world-class education but also thereafter find gainful employment, that provide meaning and satisfaction and meet their aspirations for better livelihoods.

In order to initiate a transformative reconceptualisation of our education system, I hereby grant this Kasho on the auspicious occasion of the 113th National Day in Punakha Dzong on 17th December 2020, corresponding to the Third Day of the Eleventh Month of the Male Iron Rat Year, in exercise of the powers bestowed upon me by the Constitution. It expresses my deepest conviction about the irreplaceable role of education in the process of nation-building. I trust that a time-bound Council for Education Reform will prepare a visionary and workable roadmap for the twenty-first century to support the Royal Government of Bhutan in this august endeavour.

**The Druk Gyalpo**

**Introduction to Bhutan Baccalaureate Philosophy**

The fundamental principle of the Bhutan Baccalaureate is the belief that building a strong, secure, and prosperous world has to begin with realizing and developing one’s innate qualities of benevolence and service towards immediate as well as distant communities. BB recognizes that each individual has an innate quality which acts as a source of infinite potential, and education is a means of developing and actualising this potential of each learner so that they contribute to a just and harmonious society. The BB educational model views individuals as a whole and seeks their development in a wholistic manner across the five core areas of development namely Cerebral, Emotional, Physical, Social and Spiritual. Hence, this session will orient participants on the fundamental principle of the BB.

Further, participants will be engaged in getting a deep understanding of the philosophical underpinnings of the BB education model which draws its inspiration from Guru Padmasambhava’s philosophy of primordial wisdom (*yeshey* – ཡེ་ཤེས) understood as the realization of one’s innate nature, which is fundamentally pure, joyful, wholesome, creative, and ever evolving. Every individual is said to have this innate potential. Participants will be introduced to how the BB education model strives to awaken this innate potential of every student through four different learning processes namely Treasures (discovering one’s innate quality), Communities (includes seven gifts), Aesthetics, and Technology.

**Skills, Processes and Watermarks**

In the BB, the curriculum is understood as a dynamic system of experiences, knowledge, and information contextualized to the culture and locality of an individual learner so that the experiences and materials are used to promote learning that are relevant to the lives of the learner. Further, skills are understood as functional, oriented toward result, and are often embedded and interlinked; Processes are the long-term flows of active pursuit that propel learning over time; and Watermarks are the inner qualities, dispositions, character traits, and attitudes that help a person learn and contribute constructively to their communities throughout their lives.

Skills, processes, and watermarks are the "aims" of the curriculum to be cultivated in each learner. Hence, the content of the curriculum is curated as and when it is required to develop the desired Skills, processes, and watermarks which function together to help a learner self-evolve through continuous learning.

The sessions on skills, processes, and watermarks will introduce participants to an experiential learning process whereby they will select the skills, processes, and watermarks that they want to cultivate and incorporate them into their personal Roadmap. Further, the participants will be introduced to the BB’s Learning Framework which is continuously evolving, guided by the needs of the individuals, the school, and the extended community.

**Backstories**

The learners' backstory provides a detailed background of the learner, such as their culture, knowledge, family, childhood, ancestry, experiences, influences, beliefs, choices, dreams and so on. In the Bhutan Baccalaureate, the backstory is one of the crucial learning processes. It ensures that the learners continuously look back while moving forward in the process of actualizing their potential. Therefore, in this session, the learners will be guided to look at the backstories as a wealth of information to guide themselves on their learning journey. The learners will use the information from their own backstory to create their roadmap.

**Mentoring**

Mentoring provides guidance and continuous support to the mentees in both personal and academic areas. The mentoring process will work towards scaffolding the learners in setting goals and work towards achieving those goals. This session will reinforce the mentoring process and discuss the roles and responsibilities of the mentors and mentees.

**Roadmap**

Roadmap captures the students’ progress and plans in terms of the five areas of development, domain knowledge, skills, processes and watermarks. Further, roadmaps describe the learner's process of learning over a period of time.

In this session, the learners will be given hands-on practice in developing their own roadmap including all the five areas of development. This practice will enable them to understand their own strengths and weaknesses. The participants will be guided to understand the importance of planning how they can turn the weakness into strength, and how they can support each other with their strength. They will explore the use of the backstories and use the information from their backstory to create their roadmap.

**Learning Phases - Gomdri, Yadark and Shejun Phelrim**

The curriculum is delivered to the students through the three learning phases with the impression of content serving as the means of acquiring the skills to learn.

**Gomdri**

During this phase, a significant amount of time is spent in recording Backstories and developing Roadmaps of individual learners. For the new learners, they are introduced to the philosophy of Bhutan Baccalaureate, Five Areas of Development, skills, processes and watermarks. For learners that have been part of the learning process will focus on updating their Backstory and existing version of their Roadmap.

The faculties update the Domain Roadmaps that are subject -specific based on their learning from the previous academic year, current trends, research, and individual Roadmaps of the learners.

**Yadrak**

In this phase, the learner's progress is tracked by taking qualitative notes using technology on a regular basis. Mentor-mentee meetings both group and one-on-one occur for keeping student Roadmaps up to date. It also helps to improve and assess the faculties’ individual Roadmaps.

The mentors communicate with parents in this Learning Phase about their children. Faculties from various Domain Areas and Five Areas of Development meet to collaborate and enrich the diverse perspectives provided by the Learning Experiences.

**Shejun Phelrim**

This phase further enhances development and growth in the Five Areas of Development, Concepts and Domain content, skills, processes and watermarks. The focus is on the creation of new knowledge, which is based on community aspirations derived from collective Roadmaps.

The Learning Experiences are designed in such a way that students can demonstrate and achieve the outcomes of the Domain Areas and the Five Areas of Development. The length of these three Learning Phases is tailored to the individual.

**The Five Areas of Development**

**Cerebral Development**

Cerebral development focuses mainly on the academic content of the seven domains of the Bhutan Baccalaureate curriculum. With a wide range of new knowledge emerging constantly and an increased accessibility of this knowledge to learners, it is no longer enough to simply learn static concepts. What is even more important today is the process of learning and the acquisition of skills and abilities to interpret and critically analyze both pre-existing and new knowledge and its application in real-time. This should enable students to continually develop cerebrally and take ownership of their learning to actualize their innate potential.

Hence the session on cerebral development, will provide an opportunity for students to understand the skill, processes, watermarks related to their cerebral area and the understanding of domain content knowledge to enrich the teaching and learning experiences in the school.

**Emotional Development**

Emotional development is one of the crucial aspects of an individual development that has been ignored and neglected in many aspects of life. Emotional development involves learning what feelings and emotions are, understanding how and why they occur, recognizing one’s own feelings and those of others, and developing effective ways for managing those feelings. The session intends to focus on developing awareness and skills to develop the right view towards various emotions, abilities to communicate and identify potential outlets through development of hobbies, finding avenues for expression and interest to regulate them positively and productively to channel the learner’s full potential.

It will provide students with an understanding of how to intentionally teach young children to value their own strengths and efforts, as well as those of others, and develop resilience to bounce back from challenges and hardships. It is about developing the ability to care for others, make responsible decisions, establish positive relationships, and handle challenging situations. These skills are essential for developing resilience and the personal attributes that promote health and wellness, crucial for becoming a constructive and contributory citizen.

**Physical Development**

Physical development is one of the five areas of development envisioned in the Bhutan Baccalaureate. The Physical Development Session explores the means to break the stereotypical mindset that physical training is only for mastering games, sports, and sports. The session will help the learner or teacher graduate understand that a physically fit learner is not someone who is a master of all sports or necessarily the fittest person on campus, but someone who cares about their body and cares about their own. During the sessions, the learners are informed not only about the importance of being healthy and physically fit, but also about the value of health and nutrition in children's physical development. A sound physical development helps in the development of other areas such as emotional, social, cerebral and spiritual. The session will include both theoretical understanding and practical physical explorations of themselves and how it could help them to further develop their physical strengths and work on your physical weaknesses in order to be healthy and fit.

**Social Development**

Social development enhances the development of social skills to become a constructive contributory citizen of a just and harmonious society. In the process of discussing social skills, one will get a clear understanding of the meaning of “Constructive Contributory Citizen” and “Just and Harmonious Society”. The enrichment of the social area of development will be discussed through the process of “*Driglam Namzha*” whereby an individual engages meaningfully with self and its community through thought, speech and action. In a gist, social development will be explored through three broad concepts: Understanding oneself and others; Working towards a common goal; and Community Learning.

**Spiritual Development**

ཚོགས་ཐུན་འདི་ནང་ ག་ཅིག་གི་སྐོར་ལས་བསྟུན་གྲོས་འབད་ནི་སྨོ་ཟེར་བ་ཅིན་ བསམ་སྤྱོད་ཤེས་ཡོན་གོང་འཕེལ་གྱི་སྐོར་ལས་ ལྷབ་སྦྱངས་འབདཝ་ད་ ག་དེ་སྦེ་འབད་ནི་ཨིན་ན་ ག་ཅིག་བཟུམ་ཅིག་ལུ་སླབ་ཨིན་ན་ འདི་གི་ཁུངས་དང་དགོས་པ་ཚུ་བཤད་ དེ་འབྱིན་ནི་ཨིན། འབྲུག་གི་ཁྱད་རིག་ཤེས་ཡོན་གཞི་དོན་ལྔ་གི་གྲངས་སུ་ གཅིགཔོ་འདི་ བསམ་སྤྱོད་ཤེས་ཡོན་གོང་འཕེལ་ འདི་ཨིན། བསམ་སྤྱོད་ཤེས་ཡོན་ཟེརཝ་ད་ ཕྲང་ཕྲང་སར་རང་ དམ་པའི་ཆོས་དང་འབྲེལ་བ་ཅིག་ལུ་ མནོ་བསམ་གཏང་སྟེ་ འགྱོ་དོ་བཟུམ་སྦེ་མཇལཝ་མས། དེ་འབད་མེན་པ་འབད་བཞིན་ན་ ང་བཅས་ཚུ་གིས་ལཱ་དང་བྱ་བ་ ག་ཅི་རང་འབད་དེ་ འབད་ རུང་ ཡང་ན་ སློབ་ཕྲུག་ཚུ་གི་དབང་དུ་ མནོ་བསམ་གཏང་སྟེ་འབད་རུང་ ལྷབ་སྦྱངས་ཚུ་འབད་བའི་གནས་སྐབས་ལུ་ རེ་བ་ཚུ་ བསྐང་ཚུགས་མ་ཚུགས་ རེ་བ་བསྐང་ཚུགས་པ་ཅིན་ ག་དེ་འབད་ཨིན་ན་ མ་ཚུགས་པ་ཅིན་ འདི་ག་ཅི་འབད་ཨིན་ན་ ཁོང་རང་གིས་ ངལ་རངས་བསྐྱེད་ཚུགས་ནི་དང་ དབྱེ་ཞིབ་འབད་ཚུགས་མི་ཅིག་ལུ་གོཝ་མས། གཙོ་བོ་རང་ རང་གི་བསམ་པ་ སེམས་བསྐྱེད་ལེགས་ཤོམ་བཟོ་སྟེ་ མི་ཡ་རབས་ཀྱི་གྲངས་སུ་བཙུགས་མི་གཅིག་ལུ་ཧ་དགོ་དགོཔ་ཨིན་པས། (Become a good Human being).

**The Seven Domains**

**Languages - English, Dzongkha, Mathematics**

Language is a vital part of human connection, and it is used efficiently as a vehicle for our thoughts. In the Bhutan Baccalaureate, languages arev understood as the driving force of human thought, enabling collaborative development and global innovation as we come to better understand ourselves and each other, those who have come before us and those who are yet to come. Thus, in the Bhutan Baccalaureate, English, Dzongkha, Mathematics, Sign language and Programming are considered as the five main languages. The session on languages for this programme will focus more on the first three languages i.e. English, Dzongkha and Mathematics.

**Life Sciences**

The Life Science syllabus presents a unique perspective that goes beyond the traditional and limited understanding of a particular domain. It blends together numerous concepts from different domains such as chemistry, physics, biology, history, geography, economics and environmental science into one whole to develop an integrated and critical understanding of natural and human phenomena.

The core aim of learning in Life Science is to help facilitate the development of core skills required for learners to develop a deeper understanding of the deeper foundations on which our present understanding of the world stands. It will also give the students a perspective to locate and identify themselves in the context they live in. The key approach to study the relationships and understand the interconnectedness between the domains and areas of development is cross pollination.

**Aesthetics**

The Aesthetics domain engages the students in different art forms namely dance, drama, music and visual arts. As students engage in creating and performing, they learn to generate and focus their thoughts, explore and experiment with instruments, dance and drama forms, and techniques that are appropriate for their developmental stage. Art is used as a form of communication. Through their drawings, paintings and models, students communicate their ideas, thoughts, feelings, and emotions. Students learn to appreciate art and understand it from an aesthetic perspective.

The development of aesthetic sensibility in the learners is achieved through creative engagement in different art forms.

**Technology**

Over the years, technology has revolutionized our world and daily lives. Additionally, technology has created amazing tools and resources, putting useful information at our fingertips. Technology has a powerful influence on individuals, communities and the wider society.

In the Bhutan Baccalaureate Learning Process, technology plays a critical role. It not only widens the learning community for the Bhutan Baccalaureate, but it also augments individual learners’ intelligence and creativity. It influences the needs and wants of individuals in their immediate and larger communities. It has helped people better engage with the material that they are learning and have trouble with through more interaction and collaboration. Especially in Education landscape, Technology must involve students in solving problems which require the use, adaptation, evaluation of the enhancement of existing technology.

It is thus important for the Learning Process to enable learners to explore their individual and collective relationships with technology, and better their roles in shaping its future pathways. The session on technology, will introduce learners to the active use of Technology in the Bhutan Baccalaureate.

**Sports**

Sport is a continuation of the field of physical development. In schools and institutions, sport tends to be more of internationally played events and very less of the indigenous or traditional games and sports. In the sports domain, learners will be given an opportunity to explore games that come from different communities and also popular national games and sports. Learners will also be taken through a session that sports is not meant for showing the talents of a pool of experts but also a means of exploring their potentials to develop personal qualities such as agility, nimbleness, confidence, collaboration, cooperation, respect, care, humility and fitness. This will be a hands-on session that all students must attend.

**Cross pollination**

Cross pollination is a non-silo approach that forms the basis of all learning in the Bhutan Baccalaureate. The approach is aimed towards unveiling the interconnectedness of the world and to reveal the wholistic glory of the world. The Cross pollination framework will be approached from four broad concepts: Exploration and Discovery; Understanding the interconnectedness with the Surrounding Environment; Global Awareness; and Community. It will be discussed as a process that cuts across all five areas of development, seven domains, ideas, concepts, roles, community and assessment. The cross pollination or sharing of ideas and concepts from one area of knowledge to another will strengthen the experience of learning and the knowledge one accumulates.

**Assessment**

Assessment is the force that drives the teaching and learning process. Assessment is a continuous process of understanding a learner's growth, development and progress with respect to an individual's learning goals. Further, assessment should provide inputs and guidance to enable each learner to reach their goal and achieve their desired mastery.

The session on assessment will introduce the learners to the Bhutan Baccalaureate assessment system. Specially, the sessions will focus on the process of assessment that is followed by/for a learner in the Bhutan Baccalaureate as well as the instruments used in assessing and providing feedback for continuous growth and development of the learner. The role of self-reflection will also be discussed.

Furthermore, the learners will be guided to study their own learning process and drive their self-development through the articulation of their goals across all the five areas of development as stated in their roadmaps along with action plan, skills, processes and watermarks.

**Community engagement**

ཚོགས་ཐུན་འདི་ནང་ ག་ཅིག་གི་སྐོར་ལས་བསྟུན་གྲོས་འབད་ནི་སྨོ་ཟེར་བ་ཅིན་ མི་སྡེ་གྲལ་གཏོགས་ཀྱི་སྐོར་ལས་ འདི་གི་ ཕན་པ་ཚུ་ ག་ཅི་རང་ཡོདཔ་ཨིན་ན་ ག་དེ་འབད་གྲལ་གཏོགས་འབད་ནི་ཨིན་ན་ཚུ་གི་སྐོར་ལས་བཤད་དེ་འབྱིན་ནི་ཨིན། ལྷབ་སྦྱངས་འབད་བའི་གནས་སྐབས་ནང་ མི་སྡེ་དང་གཅིག་ཁར་གྲལ་གཏོགས་འབད་དེ་ ཤེས་ཡོན་བརྗེ་སོར་འབད་བའི་ཐོག་ ལྷབ་སྦྱངས་འབད་མི་ཅིག་ལུ་གོཝ་མས། འདི་ཡང་མི་ངོ་རེ་རེ་བཞིན་དུ་གི་ མི་སྡེ་ནང་གི་འགན་ཁུར་འབག་སྟེ་ ལཱ་འབད་དགོཔ་ ཨིན་པས། དེ་ཡང་ དཔེར་ན་ སློབ་ཕྲུག་ཚུ་ དང་པ་མི་སྡེ་ནང་ལས་འཐོན་ཏེ་ ཤེས་ཡོན་ལྷབ་སྦྱངས་འབད་བར་ སློབ་གྲྭ་ནང་ ལུ་འོང་སྟེ་ ཤེས་ཡོན་སྦྱངས་ དེ་ལས་ ཤེས་ཡོན་སྦྱངས་ཚར་བའི་ཤུལ་ལུ་ ལོག་མི་སྡེ་ནང་སོང་སྟེ་ མི་སྡེ་ལུ་ཕན་ཐོགས་དགོཔ་ ཨིན་པས། ཤེས་ཡོན་ལྷབ་སྦྱངས་འབད་བའི་སྐབས་སུ་ མི་སྡེ་ནང་གཅིག་གིས་གཅིག་ལུ་གྲོགས་རམ་འབད་དེ་འབད་བ་ཅིན་ ཕན་ཚུན་བརྗེ་སོར་འབད་དེ་ སློབ་གྲྭའི་སློབ་ཕྲུག་དང་ མི་སྡེ་གཉིས་ཆ་ར་ཕན་ཐོགས་བྱུངམ་ཨིན་པས།

**Ecosystem**

The main problem we often see with learning environments is that the very term presumes that learning is always a formal, premeditated event. Setting up an environment often means scheduling and prescribing learning as a one-time thing. The school as a learning ecosystem will attempt to make learning less of an event and more of a daily practice, through which school can transition to a place where learning happens naturally within the ecosystem. The school ecosystem will be explored through the lens of TENDREL, carefully drawing attention to creating an empowering environment for young children to foster independence and responsibility in everyday learning experiences. It is intended to help break the notion of working in silos and scaffold collaboration among students, teachers and communities. Therefore, the session will emphasize on the importance of building respectful and caring relationships with others and the environment around to optimize the learning experiences for children within a safe and secure ecosystem.

**Seven Gifts**

Learning approach in the Bhutan Baccalaureate curriculum is underpinned by Guru Padmasambhava’s philosophy that each individual possesses a unique and bourgeoning knowledge acquired through their association with the community's rich culture and tradition. Therefore, each individual’s backstory is valued and incorporated in the learning process in the Bhutan Baccalaureate curriculum. Based on these assertions, each student is required to bring their community to the classroom through the seven gifts (e.g., stories, songs, dances, patterns, recipes, games & languages).

The gifts are documented and incorporated in various learning curriculum (learning process of five areas of development and domains) where instead of outsourcing the content, the content for the learning experiences are created by the students through these gifts. This process is expected to help students to discover themselves as individuals, enrich their backstories, appreciate their unique culture and stay connected to their roots. It is also hoped that students will develop awareness of the diversity and admiration for the Bhutanese culture and tradition and help cultures from dying out.