



EUROPEAN
INTERNATIONAL
UNIVERSITY



COVER PAGE AND DECLARATION

	Bachelor of Education (B.Ed.)
Specialisation:	
Module Code & Module Title:	
Students' Full Name:	
Word Count:	
Date of Submission:	

I confirm that this assignment is my own work, is not copied from any other person's work (published/unpublished), and has not been previously submitted for assessment elsewhere.

E-SIGNATURE:

DATE:

EIU Paris City Campus

Address: 59 Rue Lamarck, 75018 Paris, France | **Tel:** +33188320435 | **Mobile/WhatsApp:** +33607591197 | **Email:** paris@eiu.ac

EIU Corporate Strategy & Operations Headquarter

Address: 12th Fl. Amarin Tower, 496-502 Ploenchit Rd., Bangkok 10330, Thailand | **Tel:** +66(2)256923 & +66(2)2569908 | **Mobile/WhatsApp:** +33607591197 | **Email:** info@eiu.ac



EDUC400: Research methods in Education and the Social Sciences – Capstone Project

IMPACTFUL TEACHING AND PLANNING FOR THE HOLISTIC GROWTH OF A LEARNER

Prepared by :

Serene Fallon
Wentzel

2024

Table of Contents:

1. Abstract	4
2. Introduction	5
2.1 Background and Context	5
2.2 Rationale	5
2.3 Significance	6
2.4 Research Questions or Hypotheses	6
3. Literature Review: Understanding Holistic Growth in Education	7
3.1 Strategies for Impactful Teaching	8
3.2 Designing Curriculum for Learner Development	9
3.3 Assessing Holistic Progress in Students	10
3.4 Creating an Inclusive Learning Environment	11
3.5 Implementing Effective Lesson Planning	11
3.6 Fostering Emotional and Social Intelligence in the Classroom	12
3.7 Integrating Technology to Enhance Holistic Learning	13
3.8 Building Partnerships for Student Growth	14
3.9 Evaluating and Adapting Teaching Approaches for Holistic Outcomes	14
4. Methodology	15
4.1 Research Design	15
4.2 Participants and Sampling	15
4.3 Data Collection Methods	15
4.4 Data Analysis Procedures	16
4.5 Ethical Considerations	16
5. Data Analysis	17
5.1 Initial Survey	17
5.2 Analysis of the survey	17
5.3 Conclusion of the Survey	34
5.4 Semi Structured Interview	36
5.5 Analysis of the findings	36
5.6 Conclusion of the findings	45
6. Recommendations	46
6.1 Practical Recommendations:	46
6.2 Suggestions for Implementation:	47
6.3 Considerations for Different Settings:	48
7. References	49
8. Appendices	51

<u>8.1 Impactful Teaching and Planning for the Holistic Growth of a Learner - Google form</u>	<u>51</u>
<u>8.2 Perceptions of Teachers Regarding Impactful Teaching and Planning for the Holistic Growth of a Learner. – Semi structured Interview</u>	<u>53</u>

1. Abstract

This project looks at how teachers can have an impact on learners' overall development through their planning. It recognizes that education is key in shaping individuals and so it employs mixed methods research design with an aim of investigating different aspects about teaching effectiveness as well as curriculum planning.

One of the main goals of this study is to fill up the gaps which are already existing within educational literature by giving practical ideas on improving teaching practices and designing curriculums that foster holistic growth among learners. This will involve use of both qualitative and quantitative approaches where various innovative methods used in teaching shall be tested for their efficiency; alignment between curriculum goals and holistic development objectives are scrutinized, the effect of technological integration on student growth will be evaluated among others.

Educators from different schools in India were involved as participants; this was done purposely to ensure diversity so that various views could be obtained regarding strategy adoption, engagement level enhancement, emotional intelligence integration etc. Interviews together with surveys were carried out hence each respondent shared his or her thoughts concerning what makes students participate actively or not participate at all in lessons.

Thus, these findings may serve as a basis for recommendations addressed to teachers themselves, policymakers and even designers of learning materials which can contribute towards creating supportive environments for the all-round growth of learners. Additionally, this research also seeks to provoke further considerations about the relationship between teaching practices, curriculum design, and learner development in order to promote impactful education necessary for developing complete personalities required to succeed within today's rapidly changing global context.

2. Introduction

2.1 Background and Context

When it comes to schools, the focus has shifted a bit. Now, students' growth outside of just knowledge and skills is important. Teachers are realizing that there's more to education than meets the eye. Education should nurture learners in every aspect – physical, emotional, social, and ethical – not just teach them a few things. The goal is simple: give students the tools they need to move through life with ease and success. In this world we live in today, having empathy, respect and inclusivity is so necessary for survival; that's why school also aims at teaching these qualities too.

2.2 Rationale

The idea behind adopting a teaching and planning system for a learner's all-around growth is rooted in the ever-changing needs and challenges of the modern world. The values that education systems need to teach are those that will help develop more fair and inclusive societies; They must also provide different learning experiences to train competent, proactive citizens (Marope, 2014)¹. In addition, today's learners require new and complex skills not only to succeed economically but also to live in a world that is constantly changing. They need to be able to learn on their own when they want or need it, fight for their goals with grit, relate harmoniously with others and have the tools to solve problems when they arise. To meet these evolving needs, teachers should plan classes that are not limited by traditional methods. Instead they should take a multidisciplinary approach that includes different subjects, materials and resources into an impressive learning experience where students can make real connections between ideas. By carrying out this type of planning taking into account the potential of holistic subject teaching (using themes or central ideas as an instructional foundation), students' individual learning styles and their backgrounds or personal interests; teachers can create an environment where students feel like the center of attention helping them grow as people in many ways all at once.

¹ <https://doi.org/10.1007/s11125-014-9333-y>

2.3 Significance

The importance of impactful teaching and planning for overall growth and development of a student lies in the fact that it helps prepare learners for success in all spheres. It is premised on the understanding that education is about more than academic achievements alone; it involves looking after one's self-improvement, welfare, and personal growth at social and emotional levels. With a holistic approach to education, teachers can build a more inclusive and equitable learning environment that appreciates and addresses unique requirements of each learner. This method also equips students with skills they require to cope with an increasingly complex global interconnection. By merging various courses of study while providing interdisciplinary learning experiences tutors can help pupils develop vital thinking abilities as well as problem-solving and teamwork capabilities valid in different situations throughout their lifetime. A holistic approach towards education enhances mental engagement amongst students leading to deeper learning as well as ownership over their studies. Ultimately, impactful teaching and planning for the whole growth and development of a learner empowers them to become self-directed learners who can manage and take-on life – socially or academically.

2.4 Research Questions or Hypotheses

How can teachers effectively include a mix-it-up approach in their lesson planning to ensure holistic growth?

How does approaching education in a holistic way help the students' academic achievement?
Personal growth? Well-being?

What's the link between implementing an interdisciplinary educational approach in primary school with sustainable development competencies (Bassachs et al., 2020)²?

The objective here is simple: explore what all this really means!

² <https://doi.org/10.3390/su12208624>

Findings and Implications

What that means is that it is imperative for teachers to adopt a multi-disciplinary and holistic approach to instruction (Annan-Diab & Molinari, 2017)³. And, for this matter, teachers will require professional development and support (Bassachs et al., 2020)⁴.

These findings indicate that institutions of education should prioritize interdisciplinary approaches into their curriculum (Annan-Diab & Molinari, 2017). Therefore, such efforts will equip learners with sufficient knowledge required not only for the purpose of success in a world of change — but also how they can participate towards the achievement of SDGs.

This research concludes with the fact that taking on an interdisciplinary and holistic teaching approach is essential when it comes time for learners' full growth and development. It enables students to see links between different subjects of study alongside real-world problems, encourages critical thinking & problem solving as well as fosters personal responsibility towards the environment plus society at large.

3. Literature Review: Understanding Holistic Growth in Education

In the field of education, “holistic growth” refers to an overall development of an individual, and not only focuses on their academics and therefore it takes more than just acing an exam to create a well-rounded learner. Other aspects that also need focus to help create a well rounded individual are emotional intelligence, physical fitness, social health and spiritual wellness. In order to help learners develop in these areas they should be provided with countless opportunities for growth so that they can find what works best for them! When children are given the chance to grow in all these areas and more you can really see them flourish and reach their full potential! One way to make learning more fun is by intertwining lessons from one subject into another! Creating an environment where your learners analyze information given and put it together

³ <https://doi.org/10.1016/j.ijme.2017.03.006>

⁴ <https://doi.org/10.3390/su12208624>

themselves is crucial here too. Student-centered activities and open-ended questions go hand in hand with this strategy as well. Another great method is getting learners engaged intellectually by using technology and multimedia in the classroom! The possibilities are endless when you think outside of the box.

3.1 Strategies for Impactful Teaching

There are many ways that a teacher can implement strategies for impactful teaching to allow the students to learn more. Here are some of them:

- **Learner-Oriented Activities:** Get the learners involved in what they are learning, let them actively participate in activities and give them voice/choice in their tasks. Allow them to interact with others and let them make choices for themselves because wrong choices can be useful as well- we all learn from our mistakes.
- **Real-Life connect:** Teachers need to give real life examples when teaching - This will help them make connections to the world which in turn will support their learning and make it more meaningful.
- **Management of Skills in Class:** Interactive activities, discussions and project based learning can give the learners an opportunity to develop and use essential skills such as critical thinking skills.
- **Open-Ended Questions:** Encourage students to think out-of-the-box by asking open-ended questions that have many answers. This makes students explore different perspectives, they analyze information, and then they can develop their own ideas.
- **Use of Technology and Multimedia:** Include technology and multimedia resources in the teaching and learning process (Tschannen-Moran & Hoy, 2000)⁵. This creates an interest amongst the learners- it better enhances their understanding and helps with them recalling the information that is being taught; prepares them for the digital age- which is so relevant in today's world.
- **Integrated Activities:** To promote a deeper understanding of the concepts and encourage critical thinking teachers must integrate different subjects and disciplines in their lesson

⁵ <https://doi.org/10.1080/08878730009555259>

planning. This allows students to make connections between different areas of knowledge.

3.2 Designing Curriculum for Learner Development

When designing a curriculum to promote holistic growth and development it's crucial to consider the following factors:

- **Learning Objectives and Context:** The teacher needs to clearly understand what the objectives are. They also need to consider how the curriculum is going to be taught. It is also important for the teacher to consider each learner's individual needs, interests, and where they come from. Everyone learns differently; being aware of that will allow the teacher to create something relevant and meaningful for their students.
- **Assessment Strategies:** Teachers need to think outside the box when it comes to assessments. Think about different tests and quizzes, don't just stick to traditional ones. Mix it up with a bunch of formative assessments that allow students to keep growing and getting better at the material, while also providing real-world scenarios where they can demonstrate their understanding. (Fox, 1972)⁶
- **Authentic Learning Experiences:** Give the children a chance to apply what they've learned and use their skills in real-world situations. They can work on projects, go on field trips, or even get internships.
- **Differentiation and Personalization:** The teachers need to understand that every child has their own set of personal requirements, difficulties, and learning patterns. The teacher can use different strategies so that they are able to differentiate and personalize the education program to ensure that each student is getting the most out of their education based on their own capabilities and weaknesses.
- **Teacher-Student Relationship and Active Engagement:** The teacher can create a welcoming, supportive environment by forming a bond between the teacher and the learner. Give the learners things to do in the class; having discussions in groups or doing hands-on activities so that they can actively participate in the activities, this will help them grasp what is being taught as well as find out new things.

⁶ <https://doi.org/10.1007/bf02137640>

- **Integration of Technology:** The teacher must make sure that they include activities that include technology. This could be online games, educational apps, using technology to help with their research etc.
- **Professional Development:** The institution/school must make sure that educators have the understanding and capabilities to execute a comprehensive curriculum effectively. They must offer the staff ongoing training and personal development options.

By making sure that these elements are implemented, teachers can create a curriculum that promotes academic growth as well as supports the social-emotional, physical, and ethical development/needs of students. It is also important for the teachers to regularly reflect on their teaching practices and make adjustments based on student feedback and assessment data (Razali, 2018)⁷. Teachers can create a curriculum that supports holistic growth in learners and prepares them for success in the modern world if they are able to implement the above mentioned points.

3.3 Assessing Holistic Progress in Students

To assess holistic progress in students, educators can use a combination of traditional and innovative assessment methods (Fox, 1972)⁸. A combination of old methods and new methods will be employed by educators to measure the progress of students as a whole. Quizzes, exams and essays are some of the traditional approaches that can determine what pupils know and understand. However in order to assess holistic progress there is a need for teachers to incorporate non-traditional constructivist assessment techniques. These include oral conversations, KWL charts, games made up by themselves, brainstorming activities or even student presentations. By doing this the teachers will be able to test; the integration of knowledge across disciplines; critical thinking skills in problem solving; communication and collaboration skills among others. The use of these various evaluation systems helps the educator gain insights into a child's total development holistically. For example, through employing these sources combined with implementing elements in a holistic curriculum design, instructors can create an environment which leads towards full growth for all round development of their learners' minds.

⁷ <https://doi.org/10.18535/ijssrm/v6i1.el04>

⁸ <https://doi.org/10.1007/bf02137640>

There should be provision for spiritual nurturing; involvement of social-emotional development principles; optimization of academic teaching/learning process; continued professional development for educators including innovative ways also used in assessing holistic progress in students (Francis et al., 2019)⁹. Use the principles underlying holistic education to construct an encompassing curriculum that nurtures all aspects of student growth with relevance to twenty first century capabilities.

3.4 Creating an Inclusive Learning Environment

For the all-round growth of students, it is important to create an inclusive learning environment. Every student should feel that they count in the class as an individual. Hence, educators are supposed to make use of various methods to make sure that diversity is promoted and cultural differences embraced, resources and opportunities provided on equal basis, positive relationships created and sense of belonging nurtured among students through differentiated instructions for helping them meet their peculiar interests. Teachers must also consider the multiple contexts that intersect within the learning environment if holistic growth is to be achieved. To foster holistic growth, teachers should go beyond traditional teaching methods and embrace a multi-disciplinary approach (Campbell 2011)¹⁰ These contexts encompass physical spaces, virtual resources, and culture influences in a classroom setting. It is therefore important for teachers to manage these contexts effectively so as to create a dynamic ecosystem where every student can thrive. By encouraging dialogue, critical thinking, and meaningful experiences in education settings; inclusive environments can be realized thereby fostering holistic development among students at schools. Other traditional teaching approaches may fail but multidisciplinary approaches will always foster holistic development among learners. Thus integration of various subjects or disciplines across curriculum ensures cross connections are made resulting into more interesting and satisfying learning process for pupils.

3.5 Implementing Effective Lesson Planning

⁹ <https://doi.org/10.1177/2372732219864375>

¹⁰ <https://doi.org/10.1080/00043125.2011.11519116>

It's hard to deny how important it is for teachers to implement effective lesson planning if they want their students to grow. Assuming people agree, then they would also agree that a good starting place for this is making sure the student's needs are met. When planning lessons, a teacher must make sure the activities and assessments match what the children actually need to learn. A terrible lesson plan is one that doesn't help them grow! The key here is balance too. A teacher shouldn't focus too much on one thing because they may leave another aspect behind and unattended to. They must make sure that the learners' intellectual, social, emotional, and physical growth are all being nurtured (MacSuga-Gage et al., 2012)¹¹. Finally, a teacher mustn't forget about fun! Make the topics come alive with different teaching strategies. By integrating these elements into their lesson plans, teachers can create a learning environment that supports the holistic growth of students and prepares them for success in the 21st century.

3.6 Fostering Emotional and Social Intelligence in the Classroom

Promoting emotional and social intelligence in the classroom is necessary for students to grow as a whole (Francis et al., 2019)¹². Students' academic success is very much connected with their emotional well-being. Because of this, teachers must make it of utter importance to prioritize school-based mental health and emotional well-being within their classrooms. It seems simple but can make all the difference in the world; Strategies such as teaching empathy, conflict resolution, and self-awareness are crucial and should be integrated into daily instruction through social and emotional learning. By doing this, teachers will enable the students to develop the skills they need now in order to navigate emotions later on in their life, they will be able to build healthy relationships, and make responsible decisions. The importance of teacher training in how to be emotionally intelligent cannot be stressed enough (Vesely et al., 2018)¹³. Teachers have an incredibly important role when it comes to shaping the student's growth and emotional well-being. For the teacher to effectively manage their own emotions as well as those of their students, training is required. This training will teach teachers how to create supportive environments that nurture emotional growth within every child they're responsible for. But just

¹¹ <https://doi.org/10.1177/107429561202200104>

¹² <https://doi.org/10.1177/2372732219864375>

¹³ https://doi.org/10.1007/978-3-319-89842-1_10

like anything else worth doing right, there needs to be ongoing professional development throughout a teacher's career in order for them to fully grasp this area of expertise. By integrating emotional intelligence training into current programs and providing ongoing development, schools can better equip themselves with the knowledge and skills needed for meeting each student's unique set of emotions — all while creating an environment where all students can learn best.

3.7 Integrating Technology to Enhance Holistic Learning

The use of technology in the classroom encourages comprehensive training; it enables students to take part in different types of learning which are engaging and stimulating for each student's individual style of learning and needs. With technology, students can learn at their own pace, as well as discover things on their own, collaborate with classmates on projects and engage in critical thinking, and problem-solving activities. Technology also provides support in nurturing learners' social-emotional competences. For example, they can empathize through virtual simulations available on platforms contributing to online empathy practice, digital citizenship exercise fosters responsible behavior online or children participate in digital storytelling which allows them to express themselves emotionally (Rosenberg & Koehler; 2019). Teachers may integrate technology into classrooms which would foster academic growth while enhancing social and emotional development among students (Francis et al., 2019).

Holistic student growth necessitates engaging and collaborative learning environments. To promote active participation, learner autonomy as well as peer collaboration in such systems. Through interactive teaching methods like project based learning, group discussions and practical lessons, teachers make this possible (Educause Learning Initiative 2012¹⁴). Collaboration and communication among students can also be enhanced by using technology tools and resources. Teachers also need to be creating such environments because they facilitate critical thinking skills development, problem-solving skills, and effective communication skills in pupils. Students may also take part in knowledge building activities using digital media technologies (Tondeur et al., 2017).

¹⁴ <https://library.educause.edu>

3.8 Building Partnerships for Student Growth

The full growth of students involves building partnerships between schools, families and community. The partnership links help students develop academically, socially and emotionally long after the class work is over. Schools can merge with parents by involving them in decision making processes; giving out information on their child's progress and well-being; providing resources to the parents that they can use to support their children's all rounded development at home.

3.9 Evaluating and Adapting Teaching Approaches for Holistic Outcomes

To achieve well-rounded results in students, it is important to evaluate and modify teaching approaches. In order to ensure that their academic, social and emotional needs are met effectively, teachers should frequently appraise the methods they use for teaching. This requires them to ask their students for feedback, reflect on their own work and seek further training on how they can support holistic development (Francis et al., 2019)¹⁵. Furthermore, teachers must be conscious about ethical matters when integrating technology (Bhat, 2023). This involves being responsible while using technology; safeguarding learners' privacy and data; as well as maintaining the right moral standards within such digital learning atmospheres. In this case, teachers can develop a learning environment that is secure and inclusive thus leading to whole-student growth (Francis et al., 2019). Blended learning combines traditional classroom instruction with online learning activities and can serve as a catalyst for proper teacher involvement thereby promoting student's holistic growth (Sari et al., 2018). Students have different ways of understanding things hence blended learning provides them with an opportunity to learn through various content sources, collaborate with others in groups from where they receive individual attention from tutors. Generally presenting outstanding pedagogy

¹⁵ <https://doi.org/10.1177/2372732219864375>

plus planning for whole student growth is achieved by creating vibrant learning spaces; using blended instruction strategies; connecting interdisciplinary approaches; integrating interactive collaborative tasks; assessing, evaluating, changing and adaptation of instructional techniques; responding to comprehensive necessities that the learners need to develop holistically.

4. Methodology

This section outlines the methodological framework adopted to explore "Impactful Teaching and Planning for the Holistic Growth of Learners." The chosen approach aimed to provide a comprehensive understanding of the impact of innovative teaching methods and strategic planning on the holistic growth of learners. incorporating both quantitative and qualitative research methods.

4.1 Research Design

‘Impactful Teaching and Planning for Holistic Growth of Learners’ is the title of this section that outlines the methodological framework used. The selected methodology was designed to help in achieving a thorough understanding of how innovative teaching techniques and strategic planning has an effect on the comprehensive development of students, utilizing both quantitative and qualitative research methods.

4.2 Participants and Sampling

The study included participants from different educational settings, including educators from various schools across cities in India. A thought through sampling strategy ensured representation across geographical locations and educational levels. The objective was to capture a nuanced spectrum of perspectives, to enrich the analysis.

4.3 Data Collection Methods

Quantitative Data Collection: Structured surveys, tailored to research questions, were electronically distributed to a broad participant pool. The survey covered areas such as perceptions of impactful teaching and planning for holistic growth, technology integration, collaboration, professional development and the overall impact on learners.

Qualitative Data Collection: Semi-structured interviews were conducted to gather qualitative insights. Participants, selected based on roles and experiences, offered in-depth perspectives on the implementation and impact of innovative assessment approaches.

4.4 Data Analysis Procedures

Quantitative Data Analysis: All the numbers from Google forms were transformed and summarized in accordance with research questions and/or hypotheses.

Qualitative Data Analysis: Also known as non-numerical data analysis; qualitative data analysis involves looking into the information collected through interviews, focus groups, open-ended survey questions among other methods. The purpose behind doing this kind of study is to understand complex matters better by investigating what people have to say about them; as well as discovering hidden meanings within such material.

Integration of Quantitative and Qualitative Data: By putting together the findings collected from these two different sources it became possible for an in-depth understanding on the inquiry points. Using multiple sources or methods of data collection and analysis gave more information about where else impactful teaching and planning could affect the Holistic growth of children; thus making results more credible.

4.5 Ethical Considerations

The research study received informed consent from all the participants in line with the ethical approaches, subject to being withdrawn and maintaining confidentiality of personal information. The ethical principles were followed after approval by the concerned people. The Research processes therefore considered these guidelines on data handling, privacy preservation, and conflict of interests' transparency.

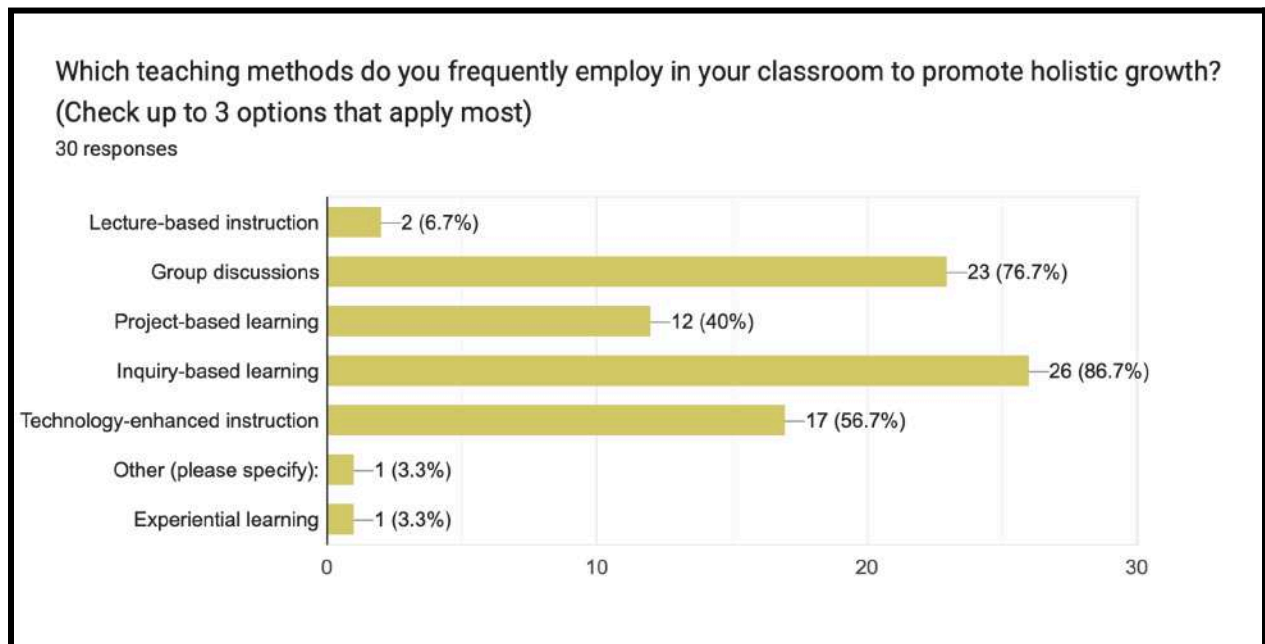
5. Data Analysis

5.1 Initial Survey

In line with the theme, “Impactful Teaching and Planning for Holistic Growth of a Learner” a google form was carefully put together to gather insights concerning various aspects needed for a holistic growth through impactful teaching and planning. These included teaching strategies, curriculum planning, learner engagement, the role of technology, social and emotional learning, an interdisciplinary approach to planning/teaching and professional development for the teachers. This research aimed at addressing some gaps identified from different literatures which would offer practical implications that can positively affect both teaching and learning surroundings. Consequently, efforts were made towards developing learners holistically within the complexities of the current educational scenario.

5.2 Analysis of the survey

Q1: Teaching Strategies



The data in the image above is a bar chart indicating the responses to the question, “Which teaching methods do you frequently employ in your classroom to promote holistic growth?” This

asked about teaching methods used to promote holistic growth. Each participant could select up to three ways of doing so. Here is an analysis of the given data:

Inquiry-based learning had the most votes at 26 which were 86.7% of the responses.

Group discussions came second with 23 participants choosing it which translated to 76.7% of all responses.

12 respondents, representing 40%, chose project-based learning.

Technology-enhanced instruction got 17 options accounting for 56.7%.

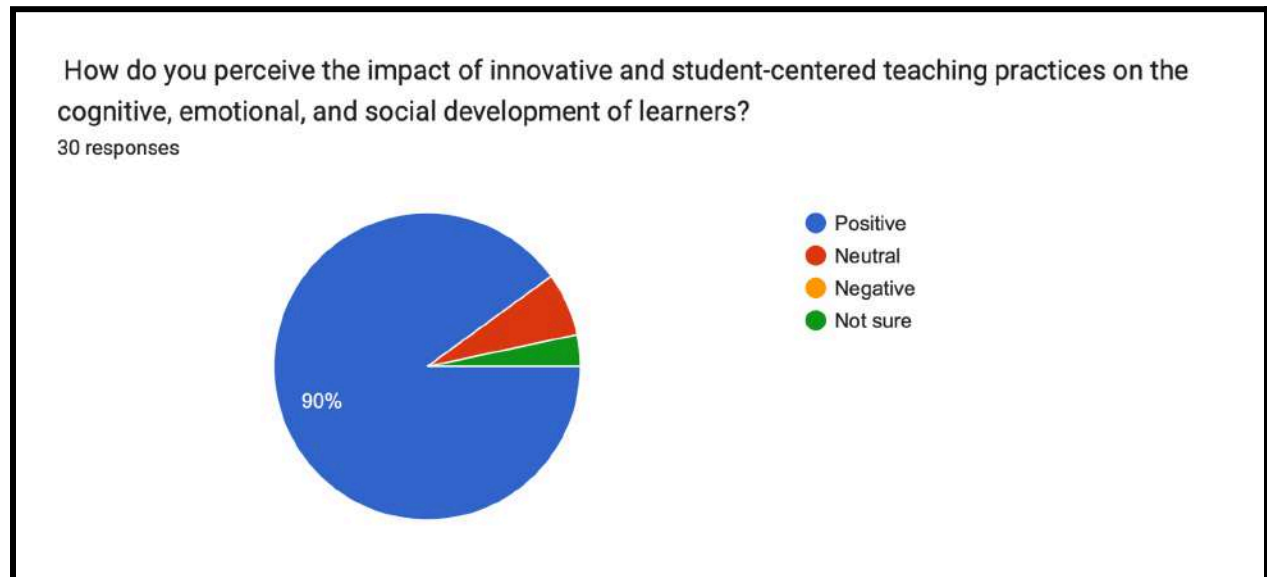
Lecture-based instruction was chosen only twice (6.7%).

Experiential learning and another method under “Other” have one selection each, that is, they account for 3.3%.

It can therefore be concluded from this information that the teachers prefer active, student-centered approaches, like inquiry-based learning and group discussions when it comes to promoting holistic development amongst students in their classrooms. It is very clear that most of the respondents don't favor lecture-based instruction.

Please note: these percentages will not add up to hundred percent because each participant was allowed up to three choices

Q2: Teaching Strategies



In this picture, there is a pie chart that condenses the impressions of 30 respondents on innovative and student-centered teaching methods on cognitive, emotional and social growth of learners. Here is the breakdown:

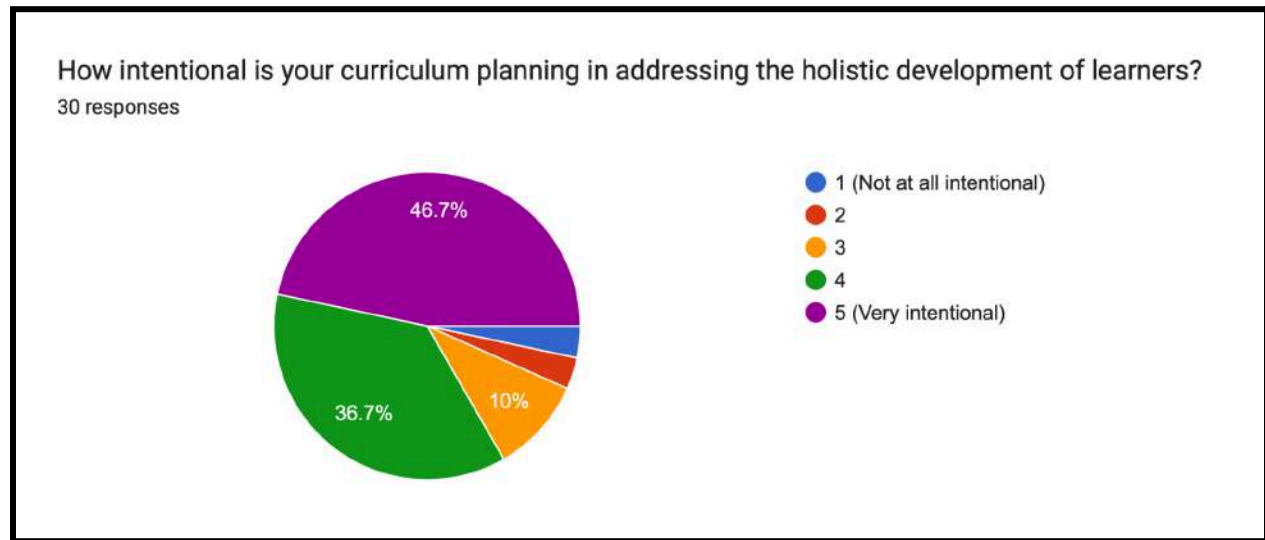
Positive perceptions are held by 90 percent of the respondents, thus indicating that an overwhelming majority believes that innovative and student-centered practices contribute positively to the learners' development.

Another smaller slice than neutral category accounted for negative perception meaning that only few individuals felt these learning methods had adverse impact on students.

There is a small part marked with Not sure sign which implies that some of the interviewees are not decisive about what they think about effects.

With such strong support for positive influence, it can be generalized that innovation and student-centered delivery style has more preference in developing learning.

Q3: Curriculum Planning



The diagram illustrates a pie chart that represents what the respondents think about the relationship between innovative, student-centered teaching and students' cognition, emotions, as well as their social growth. The following is the analysis of the same:

5 (Very intentional): This is the highest percentage accounting for 46.7% of the answers, which means almost half of all those surveyed design their curriculum in such a way that it takes care of each learner's needs wholly.

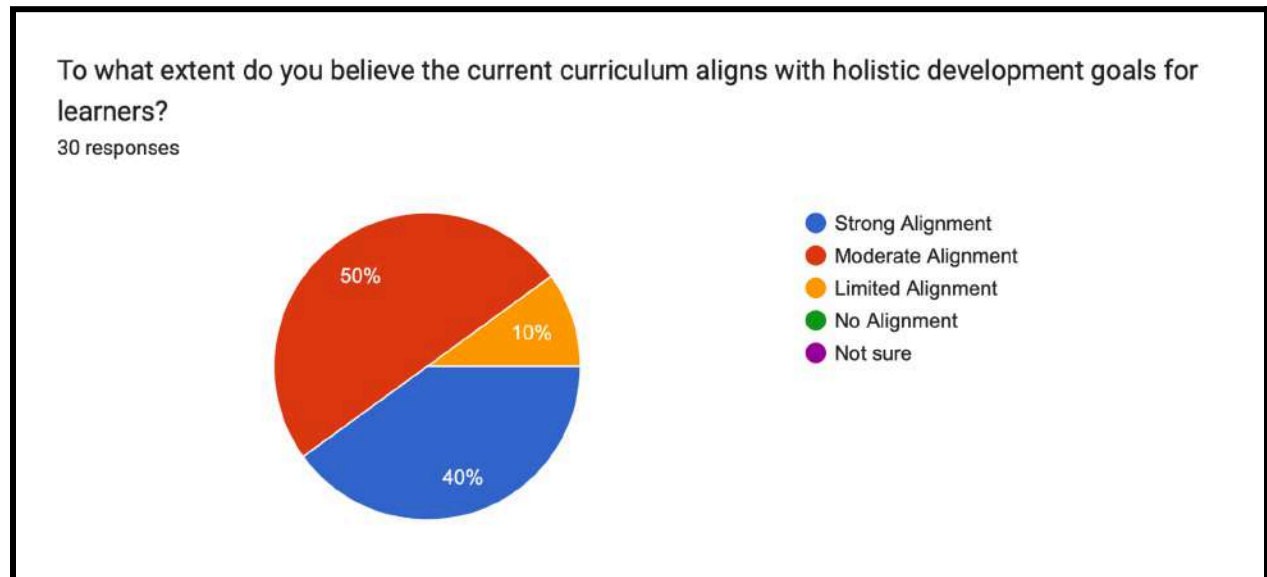
4: Also high at 36.7% showing there are many people who plan intentionally.

3: This is only 10% of respondents which also shows some level of intentionality.

2 and 1 (Not at all intentional): These two groups have the fewest number of participants as seen from their size in the pie chart compared to others but also compared to them they are small enough to suggest that only a few consider what they do while preparing for the syllabus to be accidental or little bit deliberate.

Generally speaking, the majority indicated that they intentionally plan the curriculum focussing on the holistic development of the learners.

Q4: Curriculum Planning



In summary, the majority of respondents feel that there is at least a moderate alignment between the current curriculum and holistic development goals, with half of them perceiving strong alignment.

The picture is showing a pie chart of 30 people's responses on whether the current curriculum aligns with holistic development goals for students or not.

Strong Alignment: The largest section, which takes up half (50 percent) — this means most people think that it does.

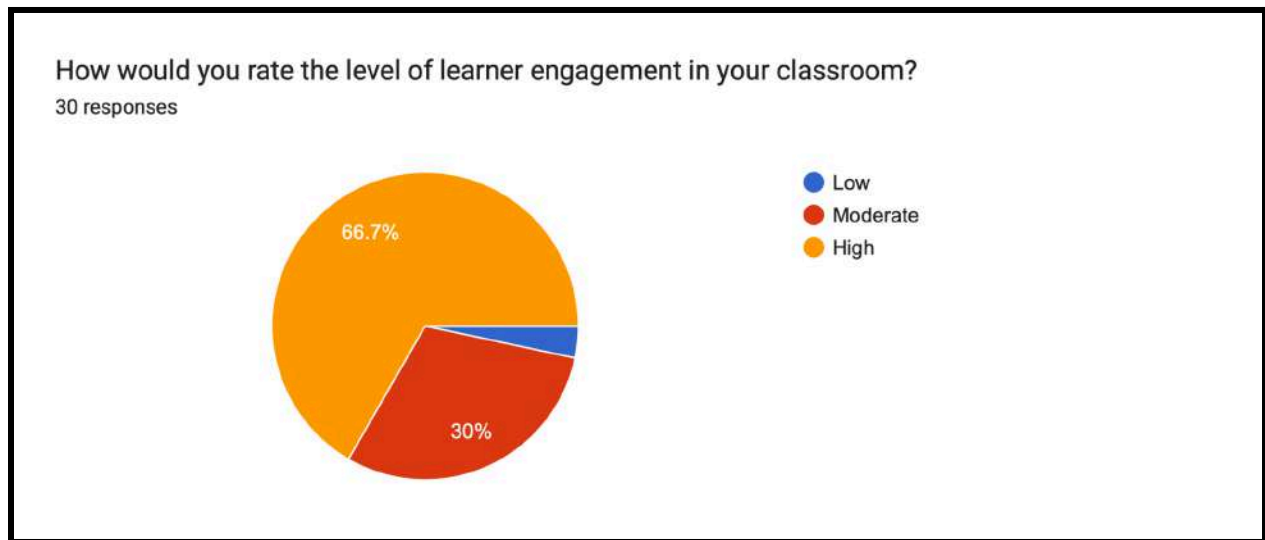
Moderate Alignment: The next biggest piece of the pie is 40%. This shows that many respondents believe there is some level of alignment between what they are teaching in school and the overall growth of the learners.

Limited Alignment: According to this chart we can see that only few participants (10%) had stated that there is limited connections of how well different subjects covered all areas required for various learners' needs such as social-emotional learning skills, etcetera.

No Alignment & Not Sure: Since these categories are not displayed in the provided diagram either none or very few chose them.

Overall, a majority of respondents think that there is moderate alignment between present education systems and complete learner development; nevertheless half consider it to be strong.

Q5: Learner Engagement



The image above shows a pie chart which shows a summary of responses to a question about how engaged learners are in the class:

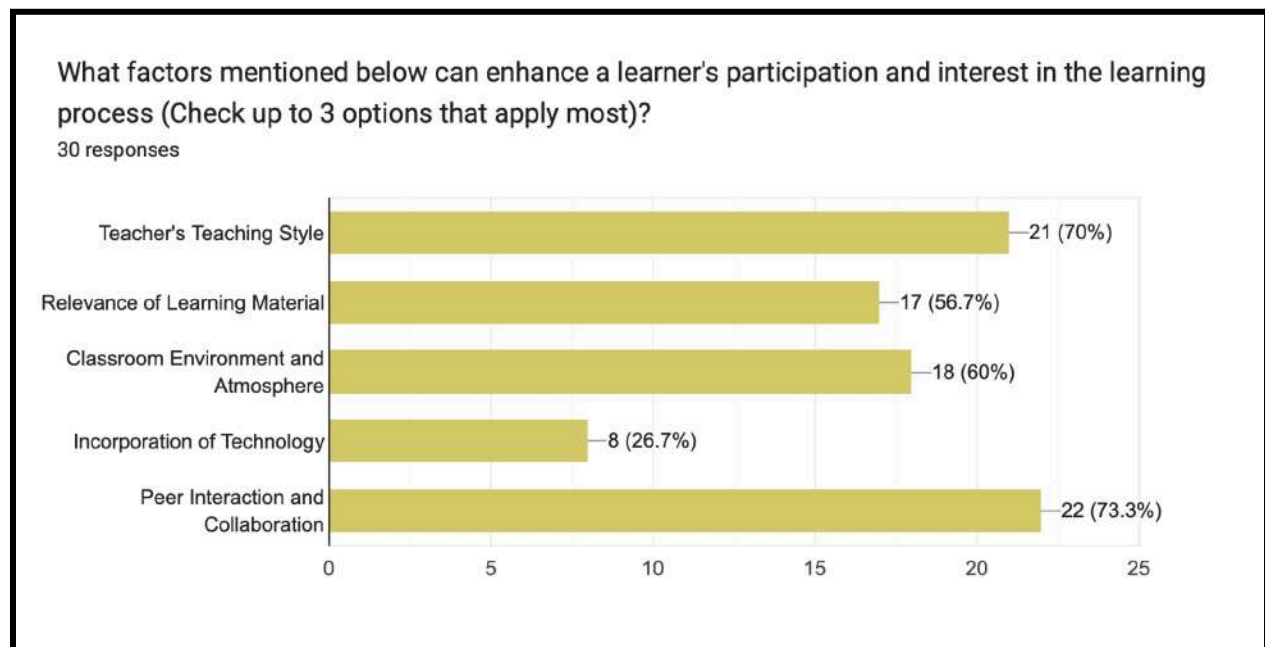
High Engagement showed the highest number of respondents accounting for two-thirds(66.7%) who rate their learner's engagement as high.

Moderate Engagement showed that thirty percent(30%) of the respondents rated student engagement as moderate in their classroom.

Low Engagement is not shown on the graph, which could mean that none or very few selected this option.

From these results we are able to understand that most participants in this survey think their classroom has a high level of student involvement, which suggests a positive learning environment.

Q6: Learner Engagement



Educators' belief in student interest and involvement can be seen in the bar chart. Thirty responses were recorded.

According to this chart, Peer Interaction and Collaboration is considered the most effective way of enhancing students' participation in learning with 22 votes (73.3%).

21 respondents (70%) rated Teachers Teaching Style as the second most important factor.

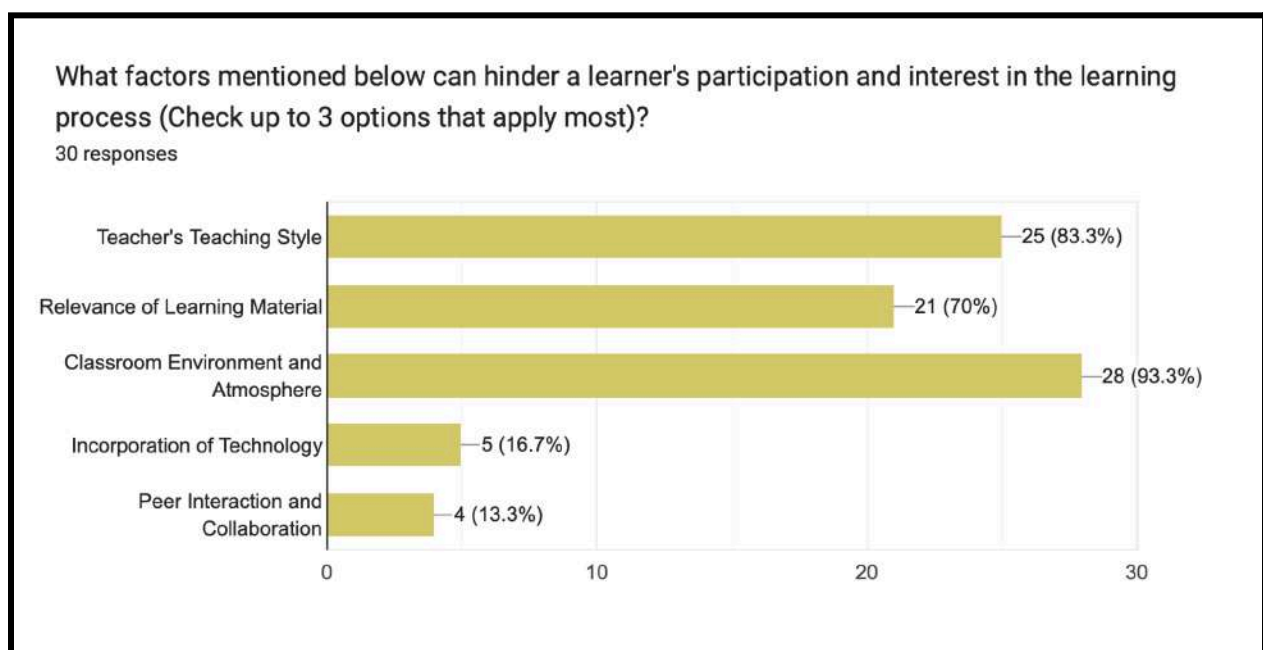
The Classroom Environment and Atmosphere was selected by 18 out of the 30 people which makes it 60%. So this also indicates that more than half of them believe that it contributes greatly towards bettering learners' participation and interest in learning.

Relevance of Learning Material was chosen by 17 respondents which accounts for 56.7%. This still shows that over half consider it as something helpful to students' involvement in education.

Incorporation of Technology has been recognized as less popular among all other options; only chosen by eight persons i.e., just accounted for 26.7%.

According to these results, peer interaction & collaboration with classmates; and teacher's teaching styles are seen as the key factors contributing towards the students' involvement in learning. The relevance of learning materials and classroom environment also play significant roles; while incorporation of technology is seen as less influential compared to the other factors.

Q7: Learner Engagement



From this data, it's evident that respondents feel strongly that the classroom environment and the teacher's teaching style are critical factors that can hinder learning if not effectively managed. The relevance of learning materials is also a significant concern, whereas issues related to technology and peer interaction are less frequently seen as obstacles.

The picture is about a bar chart that shows the factors believed by the respondents to be the obstacles of students' engagement and interest in learning. They were asked to choose three out of several options. These are the results generated from 30 people:

Environment Inside Classroom: This ranked first among all other factors as chosen by 28 individuals representing a percentage of 93.3% since they considered it highly affecting involvement and motivation in learning.

Method Of Teaching: It was selected by 25 persons accounting for 83.3%.

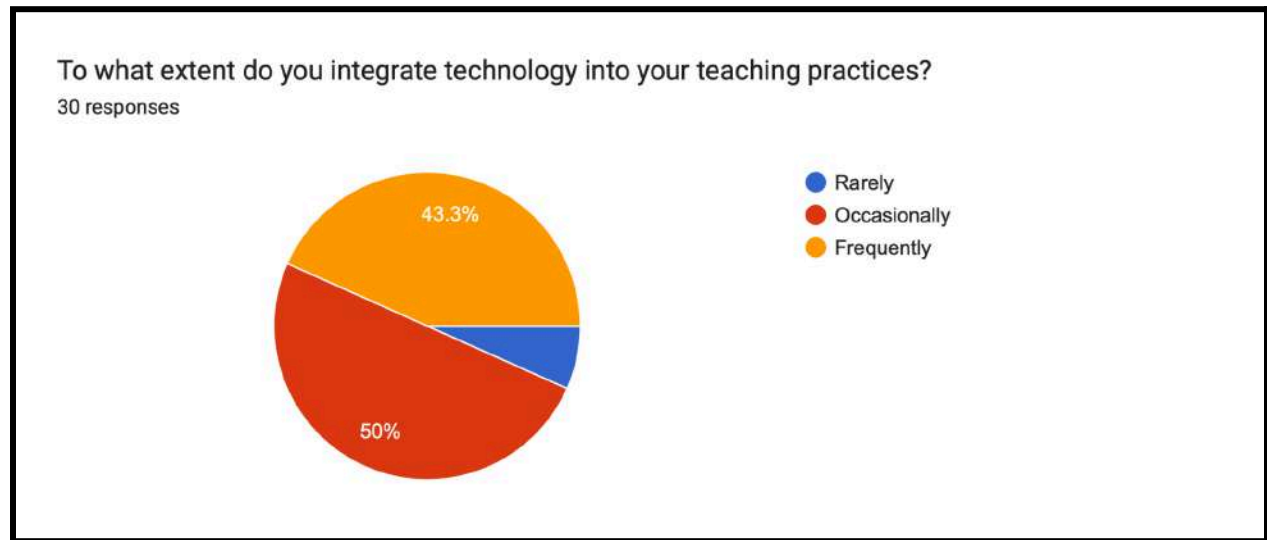
Relevance Of Learning Materials: The number of respondents who picked this alternative was twenty-one making up 70% of the total respondents.

Use Of Technology In Lessons: Only five participants (16.7%) said that it could hinder learning.

Interaction With Peers And Collaborative Work: Four people replied which is equivalent to 13.3%.

What these figures tell us is that according to the research findings, setting and teacher's strategy are some vital parts or elements which can impede successful acquisition if not well handled or managed among students. Relevant teaching resources on the other hand have also been recognized as an important issue while technology based challenges together with interactive problems seem less common among learners as perceived by those who took part in this study.

Q8: Role of Technology



The picture is showing the information about how often teachers use technology in their teaching practices. The survey was based on 30 answers.

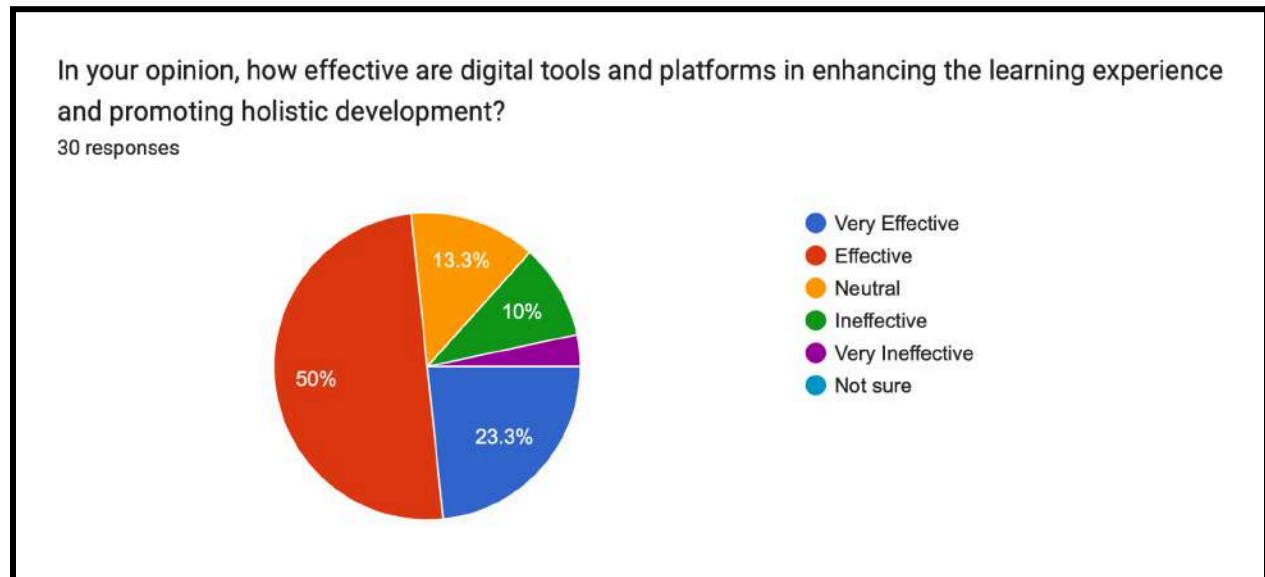
Occasionally: Fifty percent of the participants reported that they implement technology very often.

Frequently: A little lower percentage – 43.3% said that they occasionally make use of technology in their lessons/teachings.

Rarely: The least popular answer choice seems to be rarely (about 6.7%), which means few people do not integrate technology into their teaching at all.

What can be concluded from this chart is that the majority of teachers frequently or at least sometimes include technology while teaching, thus proving it's great importance in this sphere according to most teachers' opinion.

Q9: Role of Technology

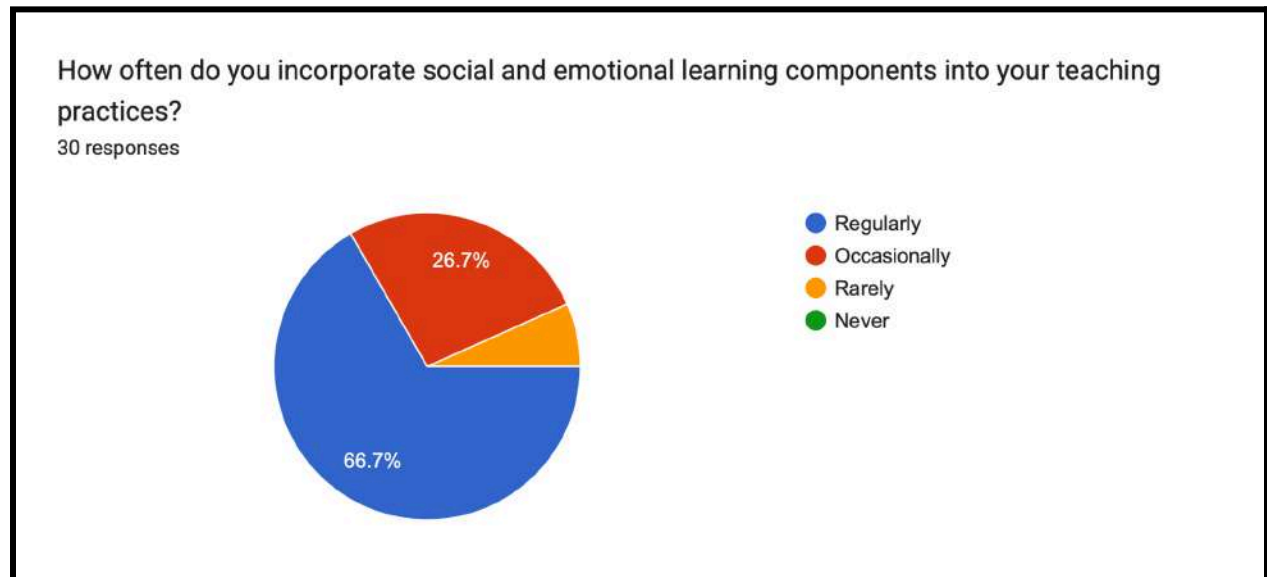


The picture shows information collected from 30 people about whether or not digital tools and platforms can enhance learning experiences and can foster holistic development. Below is an analysis of the results:

- Only 13.3% respondents think that digital tools and platforms are very effective in enhancing the learning experience and promoting holistic development.
- Half (50%) of the respondents believe that this is the most suitable option and it is effective.
- Around a quarter, 23.3%, have no opinion on whether digital tools and platforms are effective in enhancing the learning experience and promoting holistic development and they remain neutral.
- This option “Ineffective” was chosen by only 10%. Showing that very few believe that enhancing the learning experience and promoting holistic development is ineffective.
- No one has chosen the option ‘Very Ineffective’ and ‘Not Sure’ which means none considered it as very ineffective or the percentage is too small to notice.

Overall, digital tools seem useful based on most answers given by the respondents who believed that these can greatly help in developing other areas apart from just knowledge acquisition through teaching methods like e-learning and more.

Q10: Social and Emotional Learning (SEL)

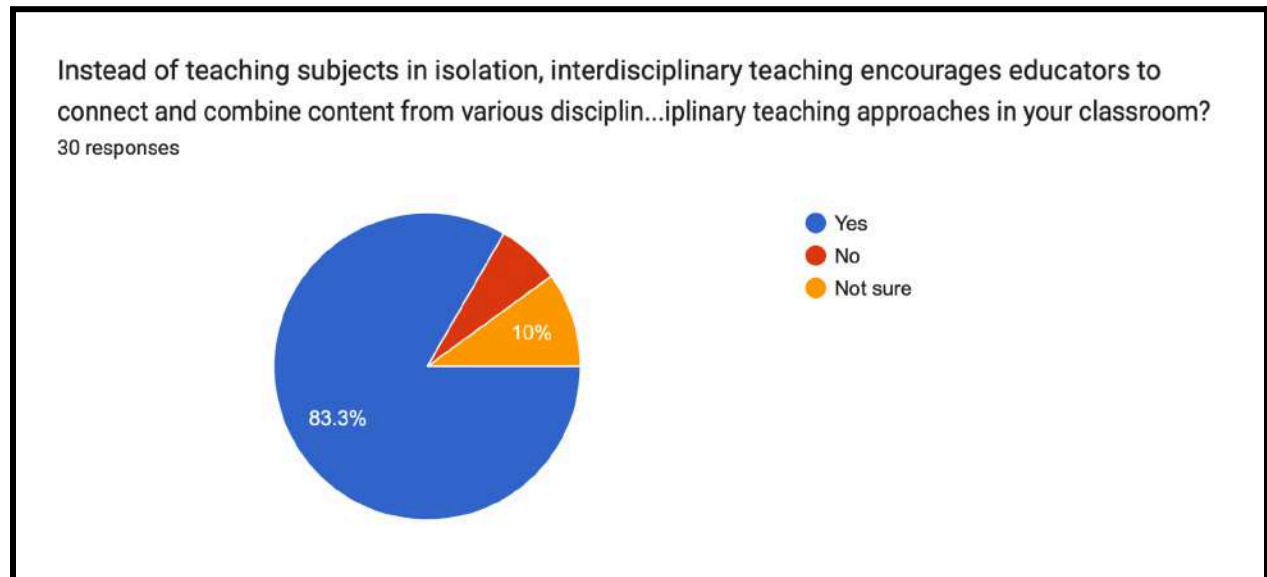


The pie chart reveals the answer to a question on how often teachers include social and emotional learning in their teaching; it is based on 30 responses:

- A total of two-thirds (66.7%) participants integrate social and emotional learning into their teaching regularly.
- About one-quarter (26.7%) said that they do so occasionally.
- Only a few (6.6%) incorporate these components rarely.
- Never: Because there is no category for this option on the graph, either no one chose never or it is such a small percentage that it does not appear in the diagram.

The data implies that most teachers see the need and value of social-emotional education and therefore actively plan and teach it to their learners.

Q11: Interdisciplinary Approaches



The picture demonstrates a pie chart that presents answers to the question on using interdisciplinary teaching methods:

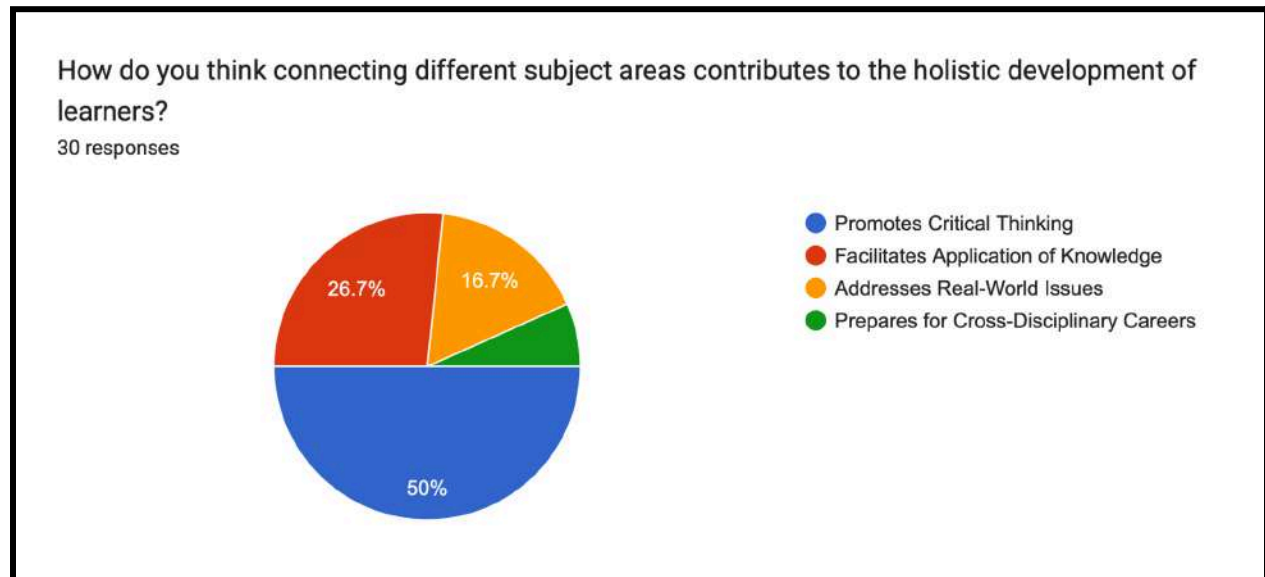
The 'Yes' alternative was marked by a significant majority, 83.3%. It means that many of them do practice such an approach in their classrooms.

On the other hand, there is a smaller part standing for 'No' (6.7%). This shows that few of them don't use this method at all.

The remaining category probably constitutes 10% who chose "Not Sure". They are unsure about whether or not they employ interdisciplinary methods in their classroom settings.

What this means is that most individuals seem inclined towards adopting inter-disciplinary strategies into their teaching environments based on these figures.

Q12: Interdisciplinary Approaches



The image is an implementation of a pie chart which exhibits answers to the question on how they believe the connection of different subject areas contributes towards the whole development of a learner.

Promotes critical thinking: This represents the largest part with 50% that means this is what half of all respondents think about interconnecting disciplines in terms of importance for education.

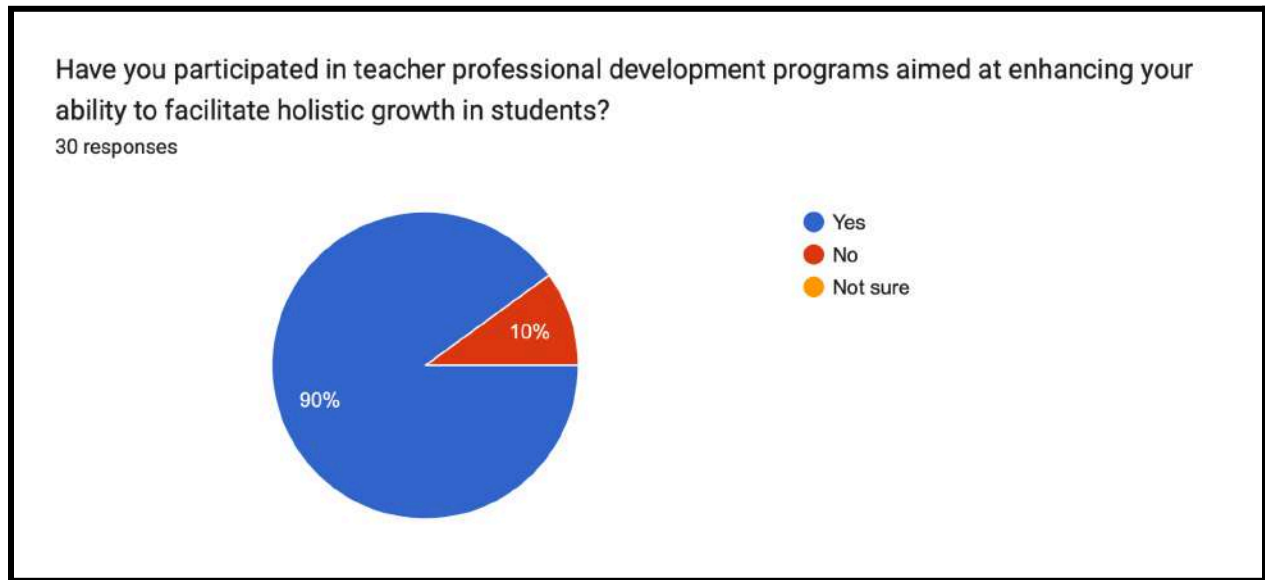
Enables application of knowledge: It comes second accounting for 26.7%, this shows that more than one-fourth of individuals felt that by linking subjects together it becomes possible to apply gained skills across other domains or areas.

Prepares learners for cross-disciplinary careers: The third biggest piece at 16.7% indicates that some people see such connections as equipping students with necessary competencies needed while working across different professional fields or sectors.

Addresses real-life problems: Not labeled with any specific percentage but visibly smallest, hence can be considered as least important among other options shown on the graph

This distribution suggests that the respondents highly value interdisciplinary teaching for its role in fostering critical thinking and applying knowledge, with career preparation and real-world problem-solving also recognized as important but to a lesser extent.

Q13: Teacher Professional Development



The image is of a pie chart which shows the responses of 30 participants to a question on teacher professional development programs for holistic student growth.

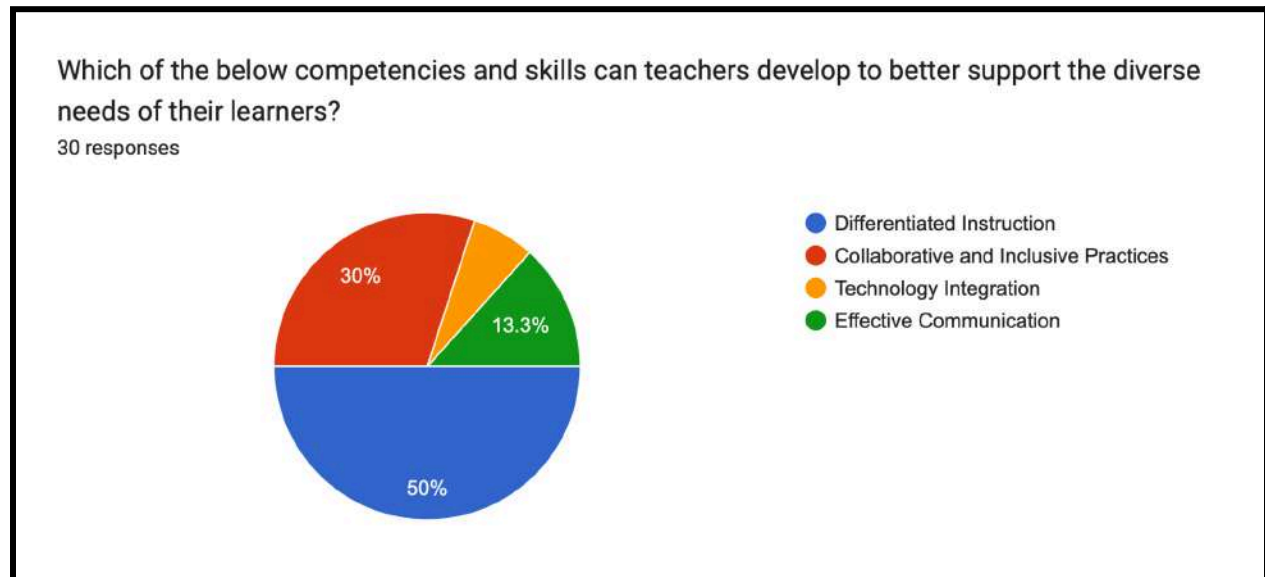
90% of the respondents, an overwhelming majority, represented by the pie chart have taken part in these initiatives.

Approximately 10% have answered “no” This seems to be a small proportion who have not participated in any program.

There is no segment labeled ‘Not sure’ which means that all participants were confident about whether they had involved themselves or not.

The results show us that there was involvement in professional development activities aimed at developing all aspects of learners among those who answered this question.

Q14: Teacher Professional Development



The picture demonstrates a pie chart that explains the abilities and skills which teachers believe they can develop in order to cater for their students' different needs. These findings were based on 30 responses.

Among the skills selected by the 30 participants, Differentiated Instruction comes in at the top with 50% showing us that many educators consider it important to be able to teach flexibly according to the individual differences in the students' abilities.

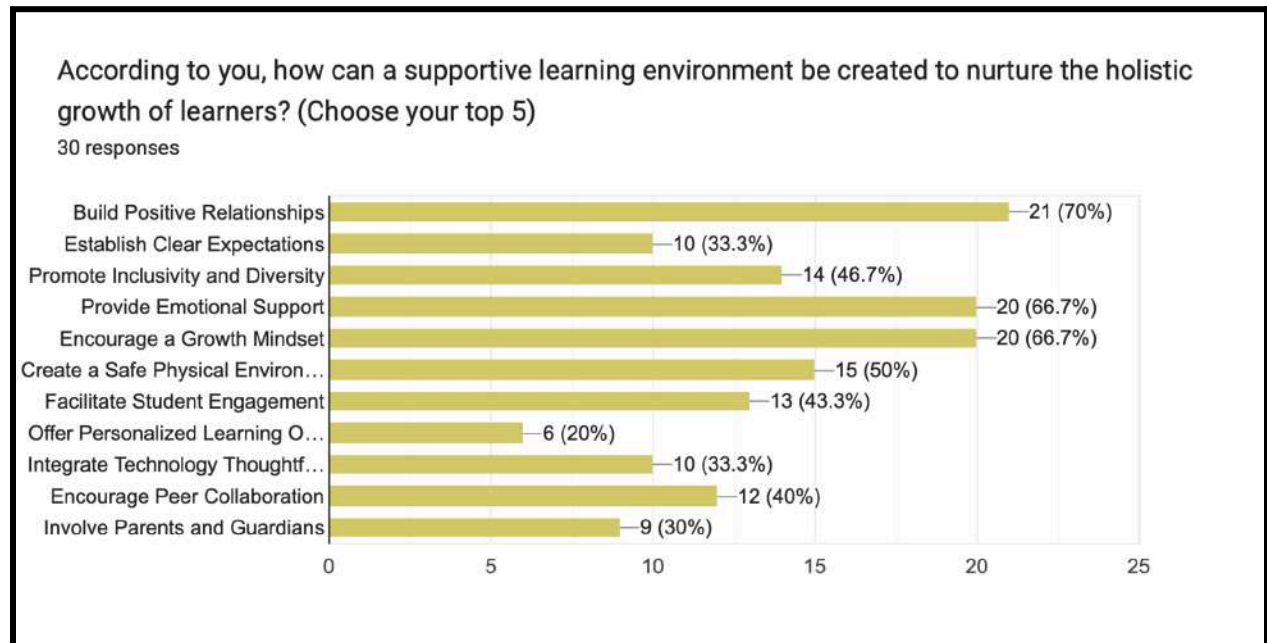
The second most important is Effective Communication at 30%, this shows us that a large number of people agree with the fact that teachers should have good communication skills.

Collaborative and Inclusive Practices represented by a low percentage which is 13.3%. This shows that few teachers gave priority to working together as well as including everyone.

Technology Integration does not have any percentage indicated but from the graph it seems that very few teachers chose this option over the other categories.

What these results tell us is that out of all the given competencies necessary for supporting diverse learners, differentiated instruction ranks highest followed by effective communication.

Q15: Recommendations for Improvement



The bar graph represents what people think are the top 5 most important factors to creating an environment for learning that promotes all-round development among students. Below is a summary of 30 people's feedback:

“Build Positive Relationships,” was chosen most frequently, with 21 votes. This calculated to 70% of the respondents selecting this as one of the options.

Both **“Promote Inclusivity and Diversity,”** And **“Encourage a Growth Mindset,”** had the same number of votes, which was chosen by 20 respondents (66.7%).

Half of them, that is 15 respondents, selected **“Create a Safe Physical Environment”** to be one of the important factors.

“Facilitate Student Engagement” was selected by 13 people representing 43.3%.

“Encourage Peer Collaboration,” was selected by 12 respondents making up 40% of the respondents selecting this as one of their options.

With only nine votes thus accounting to 30%, **“Involve Parents and Guardians”** took the sixth place.

10 votes each were given to **Establish Clear Expectations and Integrate Technology Thoughtfully** thereby representing about one third (33.3%) of all responses.

Lastly, only six respondents thought that **“Offer Personalized Learning Opportunities”** should be included in this list, which makes it the least selected factor accounting for one fifth or (20%).

This data indicates that according to teachers, building positive relationships, promoting inclusivity and diversity as well as fostering a growth mindset are viewed as the most important components towards supporting holistic development though personalized learning opportunities still have their significance but not frequently considered alongside other aspects.

5.3 Conclusion of the Survey

The results of this survey provide a holistic understanding of what teachers think about their teaching methods, professional development and support systems for the students’ overall growth. Below are some key points that stood out to me:

Approaches: When it comes to comprehensive education; inquiry-based learning and group discussions take the lead in terms of popularity among educators. It is also worth noting that technology-based instruction also plays a significant role in this area while lecture-style/teacher lead teaching seems to be the less preferred option overall.

Effects of Teaching Practices: Many respondents believe that there is a positive impact on the cognitive, emotional and social development of a learner, which is brought about through creative and student- centered approaches towards teaching.

Planning for the Curriculum: Most educators think they are very deliberate about planning their curriculum to promote holistic development.

Curriculum Relevance: The majority of those who took part feel like their current syllabus aligns well, with objectives aimed at achieving holistic growth.

Student Involvement: A good number of teachers often use various forms of technology during their lessons with the majority of them seeing high levels of participation from learners.

What Motivates Learners: According to the participants peer interaction as well as collaboration coupled with how teachers teach greatly influences learner engagement. While interest is mainly fostered through these two avenues too, hindrances to learning were identified as being related more towards the environment within which classes occur rather than integrated methods.

Use Of Technology: Although seen less frequently as an obstruction, most educators do integrate technological tools either regularly or occasionally during instruction sessions.

Development Programs: Most professional development programs attended by teachers were centered on enabling them to facilitate all-round growth among students throughout their schooling years.

Skills To Support Different Students: The ability to differentiate instructions effectively combined with good communication skills were regarded highly important when dealing with diverse learners

Friendly Atmosphere For Learning: Positive relations, a growth mindset among other things were found necessary conditions for fostering overall student development

The study is heavily directed towards learner-centeredness, interactivity and inclusivity in pedagogical approaches. Teachers have also shown that they value teacher-student relations as well as a conducive learning environment which can only be made possible through proper integration of technology into lessons with the aim of enhancing student engagement and holistic development. There is a need for teachers to continuously grow themselves professionally while knowing very well that they should be flexible enough in their teaching methods in order to meet different learner needs.

5.4 Semi Structured Interview

To explore Impactful teaching and planning for the Holistic growth of a learner in educational settings, particularly within schools in India, I conducted a semi-structured interview. The interview was conducted with 20 teachers as participants to gain understanding on their teaching methods and processes as well as what they know about it. They were also told that this is purely for research purposes and therefore privacy was assured concerning their answers or any other information given during the session. In interviewing teachers directly, my hope was to discover different points of view which could help in coming up with better ways of teaching so that each child can be taken care of fully while at school. Before doing the actual interviews, we did pilot testing where some individuals who were not part of the main study were asked to give feedback on clarity questions among others; this helped us make necessary corrections for good results during the final data gathering stage.

The protocol used in these interviews was designed based on the above mentioned factors; its main purpose being to gather qualitative information about Impactful teaching and planning towards Holistic Growth of learners in educational contexts such as those found within Indian schools.

5.5 Analysis of the findings

Q1: Teaching Approaches:

Could you describe the teaching strategies you believe are most effective in promoting holistic growth in learners?	
<u>Answers</u>	<u>Number of responses</u>
Play-based learning	4
Storytelling	3
Hands-on activities	8
Simple Technology	5



A selection of the replies provided by the participants:

“I like using play as an educational tool; so, for instance, we turned our math sessions into treasure hunts. It never ceases to amaze me how much more interested kids become in something when they’re having fun doing it.”

“One of the quietest students started sharing about her own life after a family traditions book during reading time! We didn’t even realize we were working on language skills.”

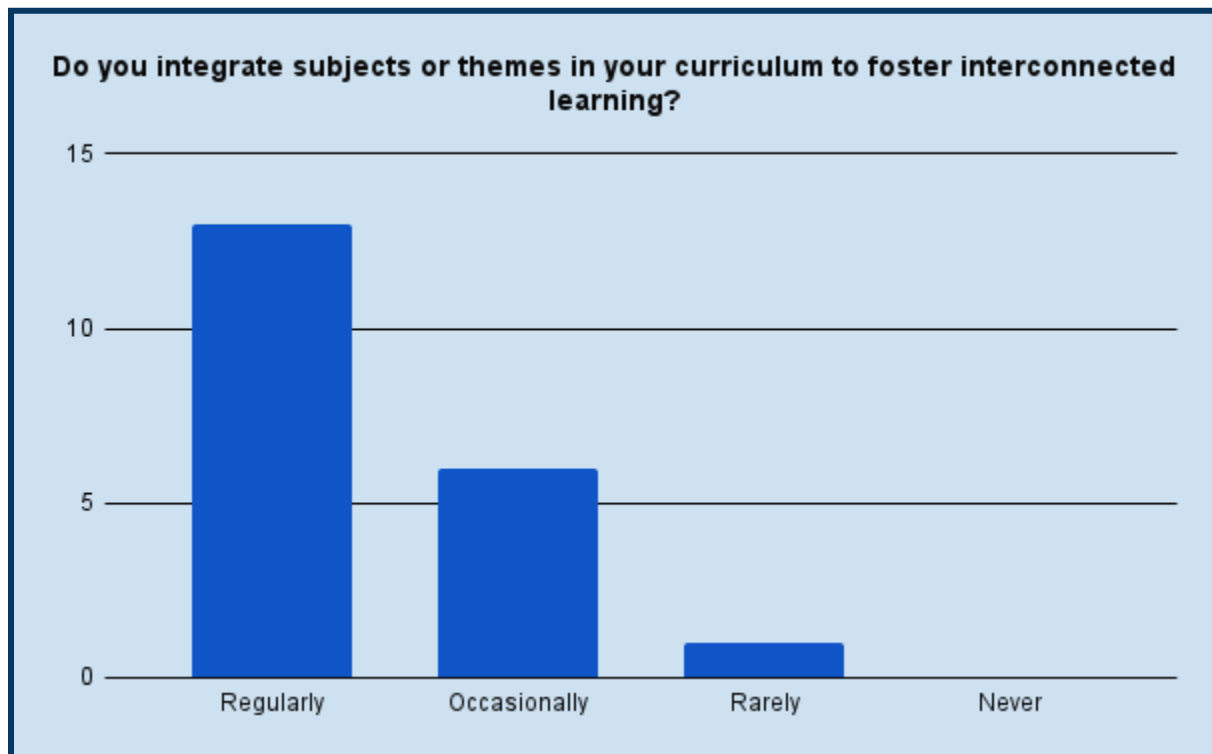
“‘The Three Little Pigs’ was a hit because they got to make up their own endings and support it with evidence; which also works on comprehension. This is why interactive read-alouds are the best!”

“Hands-on science experiments that spark wonder about the world. I had my student mix colors with paint, teaching them primary vs secondary colors - then she taught the class what she learned, she was beaming with pride!”

“My students’ math skills have greatly improved thanks to tablets/Ipads with educational games. They think they’re playing but really they’re learning addition and subtraction along with many other math concepts.”

Q2: Curriculum Integration

Do you integrate subjects or themes in your curriculum to foster interconnected learning?	
<u>Answers</u>	<u>Number of responses</u>
Regularly	13
Occasionally	6
Rarely	1
Never	0

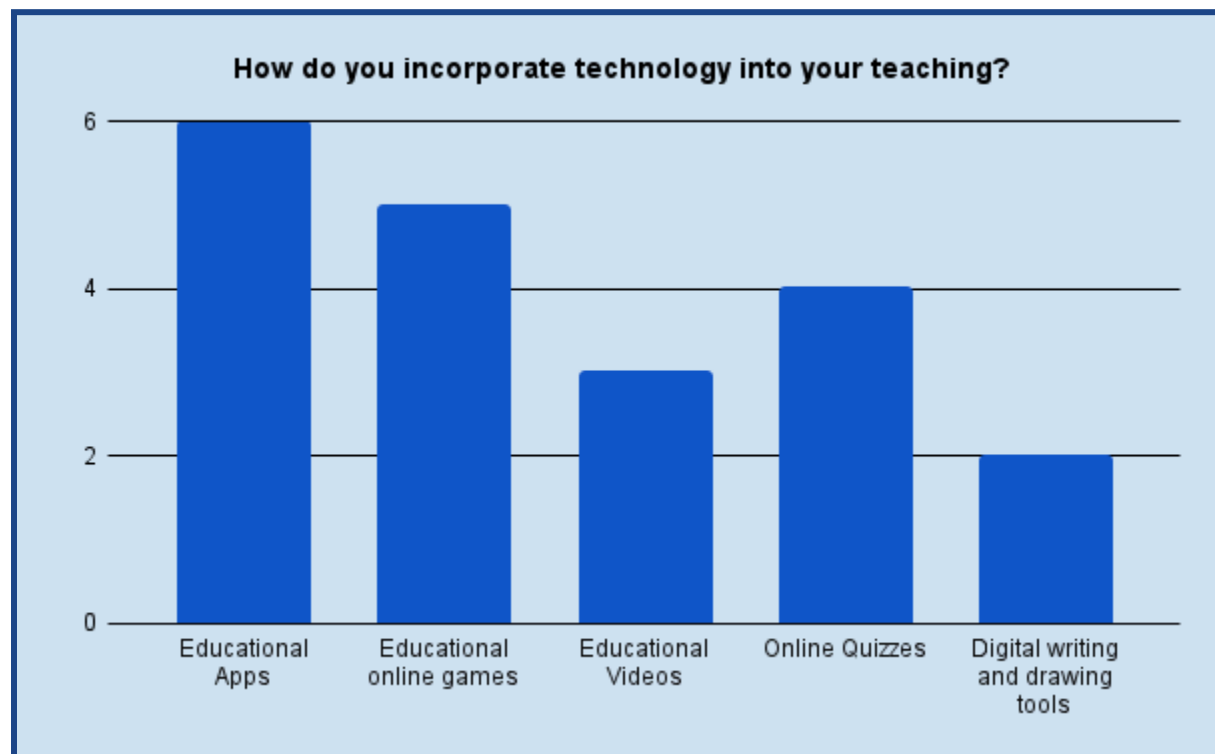


A selection of the replies provided by the participants:

1. "During one of my sessions We read 'Where the Wild Things Are' and integrated art with Literacy. As a follow up we made masks of creatures. Even my most reluctant readers were engaged."
2. "One project on Around-the-world houses; where students made models of different types of homes covered geography, social studies and art."
3. "When we were learning about community helpers, I had students interview their parents. It helped them build social skills and make connections between what they were learning and the world around them."
4. "After my class read 'The Lorax', they started a recycling program. This taught them environmental science as well as civic responsibility."
5. "This week was restaurant themed so we had learners practice math in different roles: cashier, customer etc. This deepened their understanding of money and addition."
6. "While studying the water cycle one day I decided to teach through a dance where kids embodied raindrops falling into rivers which enhanced their understanding about evaporation and precipitation."
7. "We were exploring medieval times when someone suggested having a castle building contest; not only did this get learners involved with history but also teamwork skills; as well as strategic thinking abilities ."
8. "Field trips allowed us to study local history while integrating social studies with physical education and art because students would sketch out historical landmarks visited during these field trips."
9. "Learning about plants involved science experiments such as growing seeds indoors under different conditions or keeping plant diaries where kids would pretend to be writing from the perspective of a plant itself; there was even an entire play written by some students acted out on stage which focused entirely on the photosynthesis process."
10. "For our city planning project learners needed to apply math skills alongside social studies knowledge so that they could design cities which required spatial awareness development amongst other things relating to communities."

Q3:Technology's Role:

How do you incorporate technology into your teaching?	
<u>Answers</u>	<u>Number of responses</u>
Educational Apps	6
Educational online games	5
Educational Videos	3
Online Quizzes	4
Digital writing and drawing tools	2



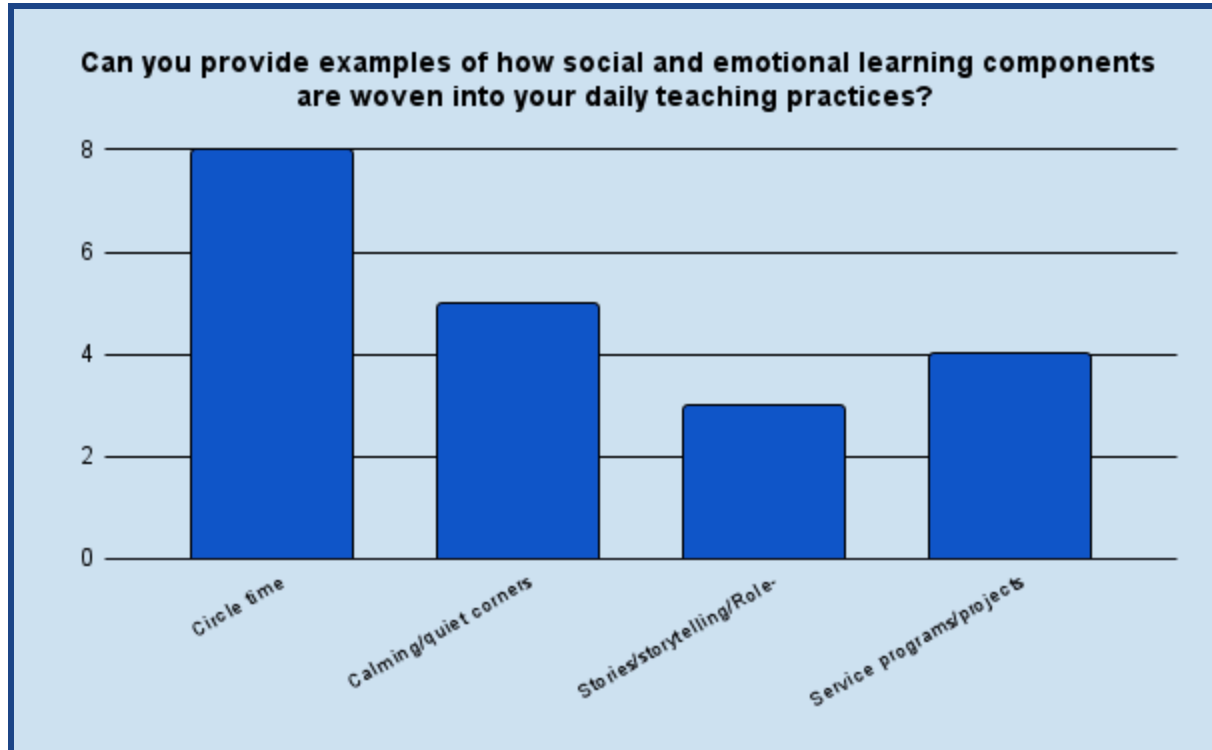
A selection of the replies provided by the participants:

1. "Seesaw and other apps help children record their reading, enabling a 6-year-old who is shy to share her work with the class."

2. “My science videos are a constant source of wonder for my second graders. We watched one on the water-cycle and it led to a week of experiments and conversations about water.”
3. “Tablets have been great for personalized learning in my classes. A third grader who was behind in math is now one of the highest performers in the class after playing interactive math games.”
4. “Virtual field trips are amazing. We ‘went’ to the zoo, and based on what we learned, each first grader made an animal fact file.”
5. “This year my fourth graders did a digital scavenger hunt studying different historical figures, which taught them research skills as well as how to use technology effectively.”
6. “We do collaborative writing – even kindergarteners can contribute a sentence or two by writing about their favorite animals.”
7. "Coding toys take away some of the mystery of computer science from children's eyes; last term my second-grade students created their very first game which greatly improved logical thinking abilities among them”
8. “All my students have access to art because all it takes now is a digital drawing tool – that way even those with motor difficulties can express themselves.”

Q4: Emotional and Social Learning

Can you provide examples of how social and emotional learning components are woven into your daily teaching practices?	
<u>Answers</u>	<u>Number of responses</u>
Circle time	8
Calming/quiet corners	5
Stories/storytelling/Role-play	3
Service programs/projects	4



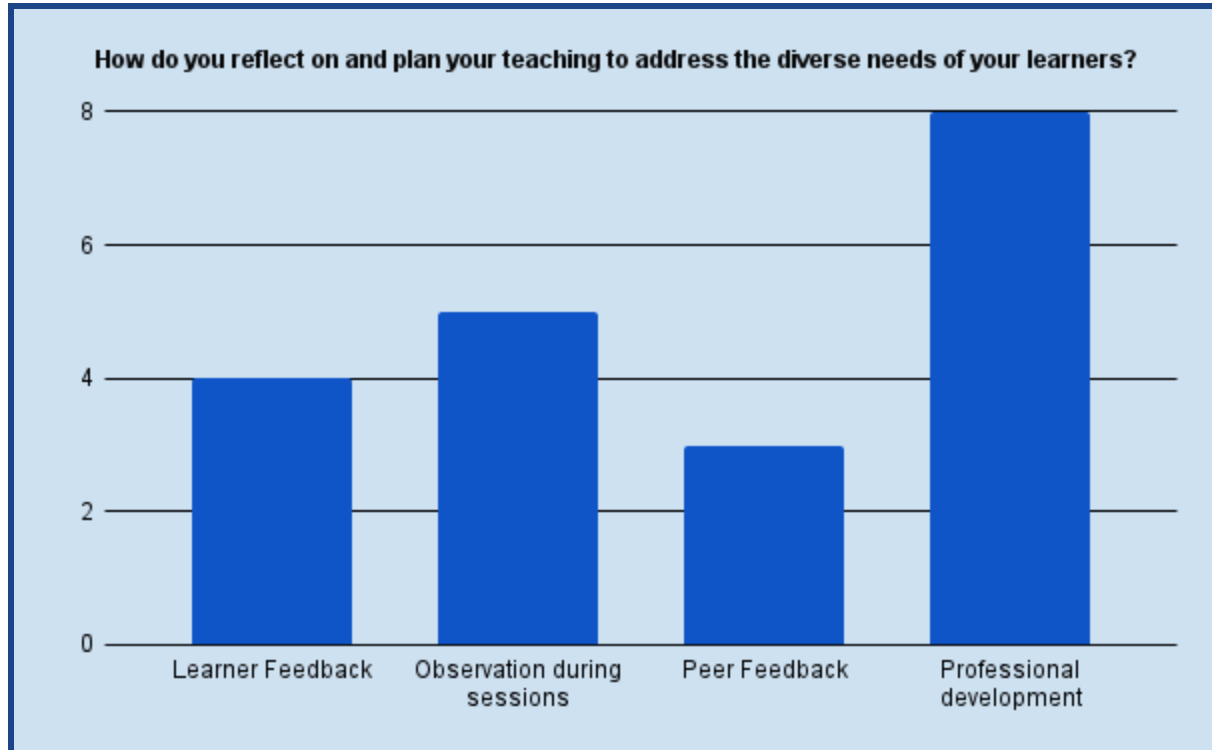
A selection of the replies provided by the participants:

1. "All the kids are so expressive among themselves in circle time. Some boys made cards for a child who had been absent due to having caught a cold with words of hope and quick recovery written on them."
2. "For instance, I taught inclusiveness by letting my fourth graders share tasks depending on their abilities when making dioramas about different habitats."
3. "The peace corners dropped so many tensions in our class where children go to cool off and learn self-discipline."
4. "In my class we talk about heroes every week because it helps students understand feelings better which makes them more empathetic towards one another."
5. "My class wove a story together about a magic forest while doing collaborative storytelling, this brought out respect for others' ideas as well as waiting for one's turn to speak ."
6. "One of my students who had difficulty sharing her things got over it during game day where social learning games were played since they teach kids how to share and take turns."

7. "Through experience, service projects make children compassionate towards others living within the same community; hence they feel proud after doing such activities like bake sales for local charities."
8. "Two third graders once acted out an argument over playground rules thus helping other kids develop skills of resolving conflicts among themselves."

Q5: Reflective Practice:

How do you reflect on and plan your teaching to address the diverse needs of your learners?	
<u>Answers</u>	<u>Number of responses</u>
Learner Feedback	4
Observation during sessions	5
Peer Feedback	3
Professional development	8



A selection of the replies provided by the participants:

1. "After every theme I look at what the students have said and this is why I came up with 'space week' – it was a hit!"
2. "During free play, I like to watch what the children do because it gives me an idea of their interests. For example, one day I saw that they were really into bugs so we did a whole project on minibeasts."
3. "I find peer feedback sessions really helpful for gauging how well activities are received."
4. "I get the students to fill in surveys about our lessons. After one survey, I realized most of them prefer hands-on science activities to worksheets, so I changed my teaching style a bit."
5. "I work closely with other teachers from my grade level so we can share insights and strategies. Once when we were working together, we did an art and science exhibition which went down really well."
6. "When my students are playing around in the classroom it often gives me ideas on how to make things more exciting. They seemed particularly interested in building blocks one day so I decided to do a unit on structures and engineering."

7. “To keep my teaching fresh and informed, I always make sure I’m going on lots of professional development courses about early childhood education. The most recent one was on play-based learning; now everything’s different – especially math!”
8. “If children aren’t using certain materials during a lesson then next time round I will include more observations within that area e.g. If they don’t touch countries of the world puzzles but love spinning globes around themselves whilst sitting down then there will be more geography content introduced into social studies topics etc.. based off what they are fascinated by”
9. “From looking at how children interact socially within my class this year, it became clear that some more collaborative projects could go a long way towards improving relationships between peers as well as collective problem-solving skills across groups.”
10. “At the end of each day when everyone has gone home or off to their after school program, we sit down together and talk about what we enjoyed learning about today. It was through this little conversation-starter that I discovered their interest in space which led to a month-long interdisciplinary ‘Space Exploration’ theme.”

5.6 Conclusion of the findings

The feedback received from the semi-structured interview presents a united picture of what is happening in education now as it relates to the overall development of children. They are devoted to making sure that kids aged 4 through to 12 years have a good environment for learning both academically and personally.

Here’s some things people said about teaching:

Many different types of learning were used: Teachers found hands-on activities really helpful in keeping students engaged. Play, projects, and arts are essential parts of any curriculum because they help kids grow cognitively, emotionally, and socially.

Knowledge Application Across Disciplines: Teachers are intentionally connecting subjects so that what gets taught can be used outside school. Interdisciplinary experiences make education more meaningful by showing how knowledge applies to real life situations.

Using Technology: Technology was only employed when useful. Digital tools should enhance creativity, collaboration, and critical thinking. They're not an end in themselves neither should they distract from other areas which require attention.

Emotional Intelligence And Social Skills Are Important Too: Many educators expressed that this aspect is equally important as academic success. Empathy, communication skills among others need to be nurtured in readiness for diverse social settings.

Professional Growth Through Reflection: All teachers agreed on the need for continuous professional development. The use of reflection helps them meet different student needs better.

The stories participants told us show that teachers believe it is crucial to build positive relationships with their students. Creating inclusive classrooms where everyone feels valued also came out strongly amongst these positives cited by those interviewed. All students need individualized instruction plans designed specifically around their abilities; no two learners are alike. This means teachers must find ways of reaching each child at his/her own level. If you love your job then let passion drive innovation while teaching because this will produce quality results once applied within such responsive systems where every student thrives holistically regardless.

6. Recommendations

There must be a set of all-inclusive recommendations which can be implemented in order for teaching and holistic development strategies to be effectively interwoven. These recommendations are meant for the teachers, principals or any other school administrators who may require assistance with the evaluative process so as to address the needs of tomorrow in education policy making. By enhancing their teaching methods and following well-articulated suggestions like this, will encourage creativity among the learners and thereby lead to increased achievement levels.

6.1 Practical Recommendations:

Methods of Improving Teaching—

Differentiated Instruction should be used by teachers through application of various educational tools and strategies that can cater for all types of learning. In order to accommodate the different abilities and interests demonstrated by students, lessons need to be well thought out.

It is crucial to **ensure social-emotional skills are part and parcel of the classroom life**. Such habits as circle times, calming corners or stories during reading time could help a teacher foster reflection and allow the students to take charge/reflect about their feelings and social-emotional well-being.

Teaching becomes more effective when one **integrates the curriculum**; this can be achieved by designing lessons which connect different subjects in an innovative way. Games/activities should therefore link learning objectives from different areas through projects for instance.

Follow **Reflective Practices** where teachers allocate time for learners as well as themselves to think back on what has been taught. This could involve sharing feedback sessions with students about their preferred styles or needs in terms of receiving information.

Parent And Community Involvement – school events should include parents while at the same time organizing joint activities with them. Teachers may also team up with community based organizations towards undertaking projects centered within neighborhoods so that children learn from there.

6.2 Suggestions for Implementation:

To take care of the **Professional development and growth** for both the learners and the teachers the school can have workshops and training sessions on differentiated instruction and Social Emotional Learning(SEL). Teachers can share good practices by means of teacher learning communities or professional learning networks (PLNs).

The school can also Invest in many different kinds of **teaching resources**; which can be used for different methods of teaching. Making sure that technology and digital resources for interactive learning support are available.

Evaluation Approaches - To guide instruction and provide targeted assistance teachers can use formative assessments. They can Implement authentic assessments such as portfolios or presentations that will allow the students to show their understanding in different ways.

The teacher should create a positive **classroom management plan** that enhances the overall learning atmosphere. The teacher can introduce procedures and norms which promote both collaborative as well as independent learning among learners.

Allow for **flexible grouping** by making use of various grouping strategies e.g. peer tutoring, mixed-ability groups etc. and create flexible groups so that learners can work together with others who are not like them.

6.3 Considerations for Different Settings:

Urban Schools:

Embed the curriculum with diversity and cultural richness of the city.

Provide individual help and additional learning materials for specific problems such as overcrowded classrooms without enough teachers.

Rural Schools:

Link up education with the community around as well as the natural environment.

Opt for outdoor learning spaces where resources are limited and engage volunteers from the society.

Suburban Schools:

Go beyond classwork by using libraries, museums among other resources found in the community.

Encourage parents' participation through helping in different events or activities where it is convenient for them.

International Schools:

Organize international events within the schools to mark cultural diversity that exists among students.

Develop projects for promoting global awareness while partnering with various overseas institutions

Special Education Settings:

Teaching practices should be all inclusive and support learners with disabilities in any school setting

Further use of assistive technologies coupled with individualized education plans (IEPs) can help children with special needs to cope up in class

To offer a comprehensive education which is suitable for each child within their surroundings, these suggestions should be grouped into three categories; urban/rural/suburban etc.

7. References

- Marope, P T M. (2014, December 1). Learning and competences for the 21st century. <https://link.springer.com/article/10.1007/s11125-014-9333-y>
- Bassachs, M., Ortíz, D C., Serra, T., & Colomer, J. (2020, October 18). Interdisciplinary Cooperative Educational Approaches to Foster Knowledge and Competences for Sustainable Development. <https://www.mdpi.com/2071-1050/12/20/8624>
- Annan-Diab, F., & Molinari, C. (2017, July 1). Interdisciplinarity: Practical approach to advancing education for sustainability and for the Sustainable Development Goals. <https://www.sciencedirect.com/science/article/abs/pii/S1472811717300939?via%3Dihub>
- Tschannen-Moran, M., & Hoy, A W. (2000, September 1). Collaborative learning: A memorable model. <https://doi.org/10.1080/08878730009555259>
- Fox, R S. (1972, June 1). Innovation in curriculum: An overview. <https://link.springer.com/article/10.1007/BF02137640>

- Razali, F. (2018, January 16). Teacher Understanding on the Implementation of Curriculum 2013 in Using Learning Models in Vocational High School, Banda Aceh, Indonesia. <https://doi.org/10.18535/ijssrm/v6i1.el04>
- Francis, D C., Liu, J., Bharaj, P K., & Eker, A. (2019, October 1). Integrating Social-Emotional and Academic Development in Teachers' Approaches to Educating Students. <https://journals.sagepub.com/doi/10.1177/2372732219864375>
- Campbell, L H. (2011, March 1). Holistic Art Education: A Transformative Approach to Teaching Art. <https://www.tandfonline.com/doi/abs/10.1080/00043125.2011.11519116>
- MacSuga-Gage, A S., Simonsen, B., & Briere, D E. (2012, December 1). Effective Teaching Practices: Effective Teaching Practices that Promote a Positive Classroom Environment. <https://journals.sagepub.com/doi/10.1177/107429561202200104>
- Vesely, A K., Vingilis, E., Saklofske, D H., & Leschied, A W. (2018, January 1). Qualities of Teacher Effectiveness in Delivering School-Based Mental Health Programs: The Relevance of Emotional Intelligence. https://link.springer.com/chapter/10.1007/978-3-319-89842-1_10
- Bhat, R A. (2023, August 17). The Impact of Technology Integration on Student Learning Outcomes: A Comparative Study.
- Sari, I F., Rahayu, A., Apriliandari, D I., & Sulisworo, D. (2018, January 1). Blended Learning: Improving Student's Motivation in English Teaching Learning Process.
- EDUCAUSE Learning Initiative (ELI). (n.d.). <https://library.educause.edu>

8. Appendices

8.1 Impactful Teaching and Planning for the Holistic Growth of a Learner - Google form

Question:	Response:	Response:	Response:	Response:	Response:	Response:	Response:	Response:	Response:
Which teaching methods do you frequently employ in your classroom to promote holistic growth? (Check up to 3 options that apply most)	Lecture-based instruction 6.7%	Group discussions 76.7%	Project-based learning 40%	Inquiry-based learning 86.7%	Technology - enhanced instruction 56.7%	Other & Experiential 6.6%			
How do you perceive the impact of innovative and student-centered teaching practices on the cognitive, emotional, and social development of learners?	Positive 90%	Neutral 6.7%	Negative 0%	Not sure 3.3%					
How intentional is your curriculum planning in addressing the holistic development of learners?	1(Not at all Intentional) 3.3%	2 3.3%	3 10%	4 36.7%	5 (Very intentional) 46.7%				
To what extent do you believe the current curriculum aligns with holistic development goals for learners?	Strong Alignment 40%	Moderate Alignment 50%	Limited Alignment 10%	No Alignment 0%	Not Sure 0%				
How would you rate the level of learner engagement in your classroom?	Low 3.3%	Moderate 30%	High 66.7%						
What factors mentioned below can enhance a learner's participation and interest in the learning process (Check up to 3 options that apply most)?	Teacher's Teaching Style 70%	Relevance of Learning Material 56.7%	Classroom Environment and atmosphere 60%	Incorporation of technology 26.7%	Peer Interaction and collaboration 73.3%				
What factors mentioned below can hinder a learner's participation and interest in the learning process (Check up to 3 options that apply most)?	Teacher's Teaching Style 83.3%	Relevance of Learning Material 70%	Classroom Environment and atmosphere 93.3%	Incorporation of technology 16.7%	Peer Interaction and collaboration 13.3%				
To what extent do you integrate technology into your teaching practices?	Rarely 6.7%	Occasionally 50%	Frequently 43.3%						
In your opinion, how effective are digital tools and platforms in enhancing the learning experience and promoting holistic development?	Very Effective 23.2%	Effective 50%	Neutral 13.3%	Ineffective 10%	Very Ineffective 3.3%	Not sure 0%			
How often do you	Regularly	Occasionally	Rarely	Never					

incorporate social and emotional learning components into your teaching practices?	66.7%	26.7%	6.7%	0%					
Have you employed interdisciplinary teaching approaches in your classroom?	Yes 83.3%	No 6.7	Not Sure 10%						
How do you think connecting different subject areas contributes to the holistic development of learners?	Promotes critical thinking 50%	Facilitates application of knowledge 26.7%	Addresses real world issues 16.7	Prepares for cross-disciplinary Careers 6.7%					
Have you participated in teacher professional development programs aimed at enhancing your ability to facilitate holistic growth in students?	Yes 90%	No 10%	Not Sure 0%						
Which of the below competencies and skills can teachers develop to better support the diverse needs of their learners?	Differentiated Instruction 50%	Collaborative and Inclusive Practices 30%	Technology Integration 6.7%	Effective Communication 13.3%					
According to you, how can a supportive learning environment be created to nurture the holistic growth of learners? (Choose your top 5)	Build Positive Relationships 70%	Establish Clear Expectations & Integrate technology thoughtfully 33.3% each	Promote Inclusivity and Diversity 46.7%	Provide Emotional support & Encourage a Growth mindset 66.7% each	Create a safe physical environment 50%	Facilitate Student engagement 43.3%	Offer Personalized learning opportunities 20%	Encourage peer collaboration 40%	Involve Parents and Guardians 30%

8.2 Perceptions of Teachers Regarding **Impactful Teaching and Planning for the Holistic Growth of a Learner**. – Semi structured Interview

Dear Educators,

As a part of my research on “Impactful Teaching and Planning for Holistic Learner Development” I am conducting a survey for the same.

The information you provide will help me to understand the teacher's attitude towards Impactful Teaching and Planning for Holistic Learner Development in practice.

Q1: Could you describe the teaching strategies you believe are most effective in promoting holistic growth in learners?

.....

.....

Q2: Do you integrate subjects or themes in your curriculum to foster interconnected learning?

.....

.....

Q3. How do you incorporate technology into your teaching?

.....

.....

Q4: Can you provide examples of how social and emotional learning components are woven into your daily teaching practices?

Q5: How do you reflect on and plan your teaching to address the diverse needs of your learners?

Thank you for dedicating your time to offer your insights and experiences. Your contributions are crucial in molding the future. Your involvement in this interview plays a significant role in the continuous enhancement of these educational practices.

Should you have additional ideas or reflections you wish to convey, please do not hesitate to get in touch. Your input is greatly appreciated.