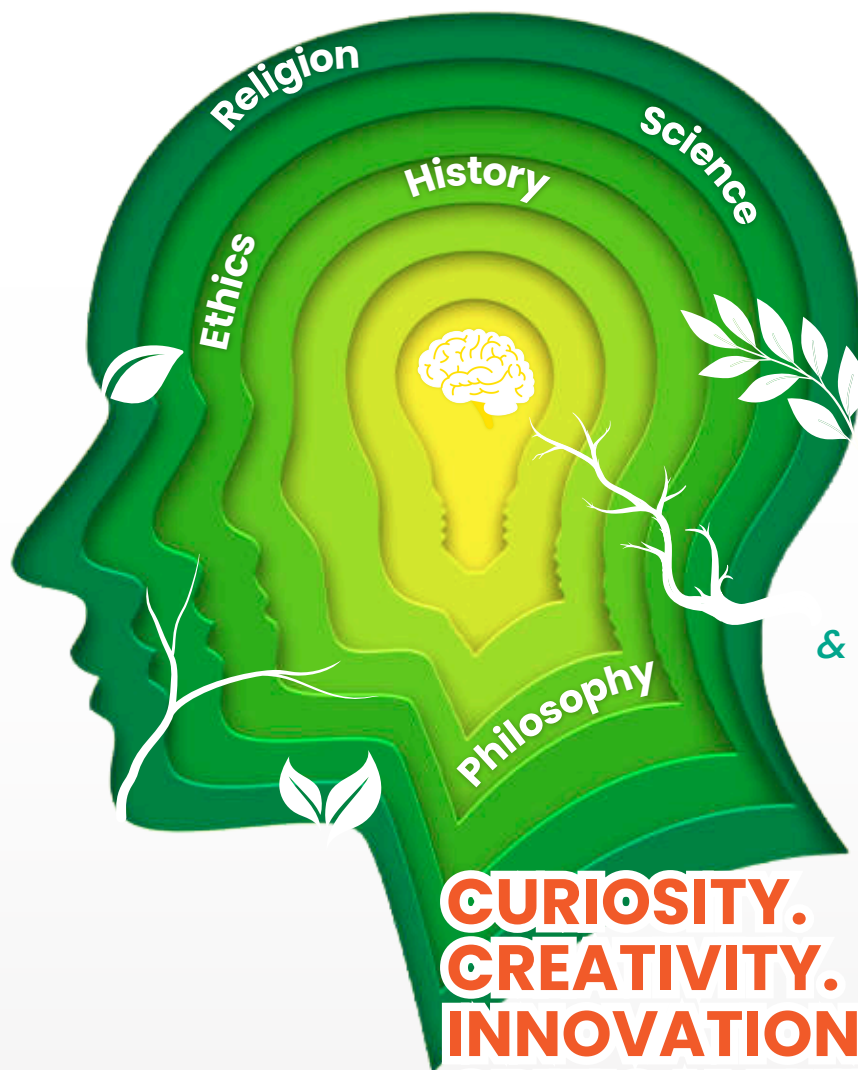


HOLISTIC SCIENCE TEACHING FELLOWSHIP



AN INTERNATIONAL TEACHERS' FELLOWSHIP TO MASTER
THE ART OF **BRINGING CURIOSITY BACK**
INTO THE SCIENCE CLASSROOM.



JOIN THE
COMMUNITY OF
250+

INNOVATIVE
TEACHERS FROM

PAKISTAN,
INDONESIA,
ALGERIA,
MALAYSIA,
& BRUNEI DARUSSALAM

CURIOSITY.
CREATIVITY.
INNOVATION.
CRITICAL THINKING.

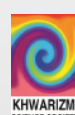
2019 – 2025

A UNIQUE TEACHER FELLOWSHIP BASED ON AN INDIGENOUSLY DEVELOPED
HOLISTIC (SCIENCE+HUMANITIES) TEACHING PEDAGOGY & RIGOROUSLY
EVALUATED USING A MODIFIED VERSION OF WORLD BANK'S TEACH FRAMEWORK.

ORGANIZED BY:



IN PARTNERSHIP WITH:





TRANSFORM YOUR SCIENCE TEACHING PEDAGOGY

Why Join the Fellowship?

Now in its 5th year, Holistic Science Teaching Fellowship is developed and led by renowned international scholars and experts from **World Science Collaborative (UK)**, **Lahore University of Mgmt. Sciences (Pakistan)**, **The Aga Khan University (Pakistan)**, **American University of Sharjah (UAE)**, and **SEAMEO QITEP in Science (Indonesia)**, and it enables teachers to refine their science teaching pedagogy as they learn to teach science by integrating it with the humanities and other branches of knowledge and broader human experience.

Beyond the Workshop

Holistic Science Teaching is not just a workshop – it is a Fellowship that commences with a **4+1 day Physical (hybrid) or fully online workshop** delivered by leading science educators and professors in-person via Zoom, followed by **individual and collective feedback and capacity building sessions**, and a **guided 3-month implementation in the classroom** leading to a **certification**. Exemplary Teachers can take an advanced **Master Trainer Program** to further upskill.

What will you learn?



Holistic Science Teaching

How to teach science, properly, in relation with humanities and other branches of knowledge such as history, philosophy, ethics.



Fostering Inquiry and Curiosity

How to create conditions for and nurture curiosity and critical inquiry in your science classroom with Big Questions



Hands-on & Real-Life Relevance of Science

How to make science more relevant to students through holism, daily-life experiences, and hands-on application.



Who Can Apply?

- Science Teachers of all grades from public, private, or religious (madrassa) schools across from around the world.
- Educators eager and ready to make a transformative impact in their science classrooms.

Program Highlights

The Timeline of a Comprehensive Learning Experience

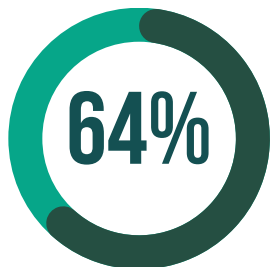




INSIGHTS & IMPACT: 5 YEARS OF TRANSFORMING SCIENCE CLASSROOMS AROUND THE WORLD

Students asking out of book questions

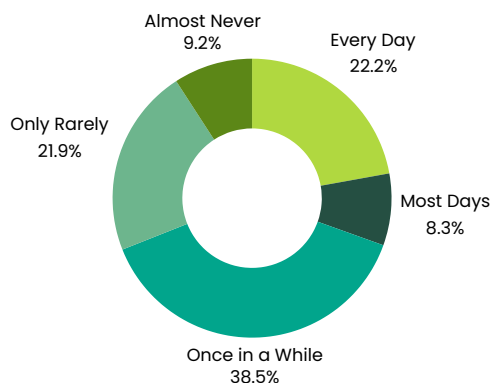
Before the Workshop



of teachers report struggling to respond to students' out of book questions everyday or most days

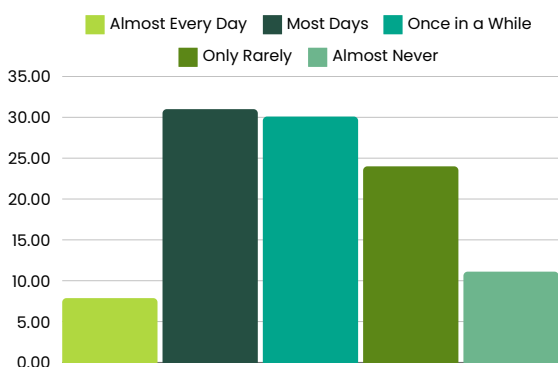
Students asking Science-Religion Interfacing Questions

Before the Workshop

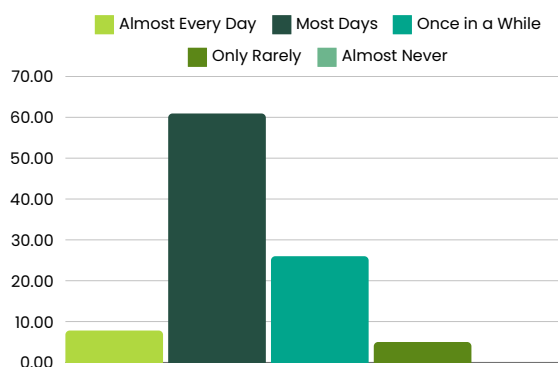


Richer and more stimulating classroom conversations

Before the Workshop



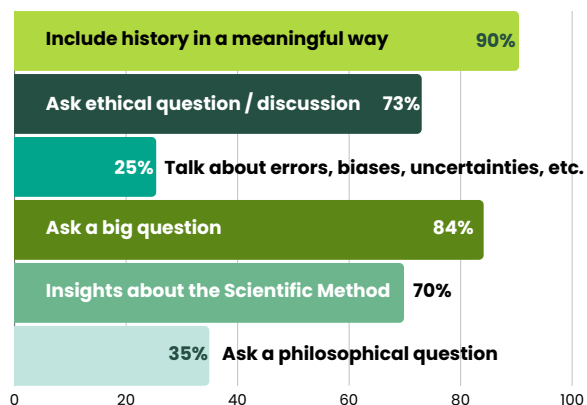
After the Workshop



Students ask questions about humanities, ethics, philosophy, and history in the science classroom

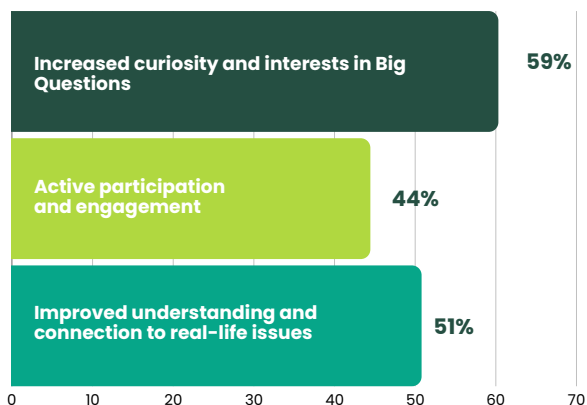
Holistic Science Interventions in the classroom

After the Workshop



Impact of Holistic Science Teaching in Classrooms

After the Workshop



TEACHERS TESTIMONIALS



I was teaching classification of living organisms, which is usually a boring lecture in our otherwise experiential curriculum. But when I started teaching holistically, the students were surprised and excited. Many students said that they had never thought about science in the way of an ethical angle before, and they found it very enlightening. The classroom discussions, in which we're now asking big questions, have created a very positive impact. Some of the parents have started giving us feedback about their children taking a lot of interest in science where they were not interested before.

Ghulam Mustafa Ahrar
The Lab School (Karachi)



It felt to me that I am participating in a revolutionary movement in education. The results of what we're doing in the classroom may not be immediately visible to us right away, but it seems like in 5, 10, 20 years, this is going to be big - and will revolutionise (science) education in Pakistan. Our students are learning to ask questions now, they're beginning to ask 'why' questions, and it seems like we're awakening them to bigger issues - even political issues - that arise because of science. I feel this is will transform our society some day.

Wajiha Masood
Public Sector School (Karachi)



Earlier, I merely taught what was in the book. Now I go beyond the book, do my own research, and prepare to pose interesting questions. When I started teaching holistically, I was not very confident but I really enjoyed it and also how my students are responding well. It has made my students good learners and they want to know more than what is in the book. This grew my confidence as well and I spoke to my line manager and began teaching more holistically.

Sana Qayyum
Beaconhouse School System (Lahore)



When I started teaching holistically in the classroom, my students came alive. When I incorporated the big questions pedagogy in my teaching, soon the students were asking all kinds of questions. Parents started asking in the PTM what was going on in the science classroom as students were more curious and were asking different type of questions at the dinner table.

Sabrina Waheed Rizvi
Roots Millennium School (Rawalpindi)

**CONTACT
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