education is not the filling of a pail, but the lighting of a fire. -w.b.yeats
It is fairly straightforward, at least superficially, to prepare students for an exam, to teach them content they might need to know.

But what about preparing for an unknown future, for the future we cannot imagine? How might we craft educational programs that help students develop capacities for creating a future that we can’t see?

--Craig Holdrege
4th Grade Botany Teacher
Where can we find Compassion Quotient?
1. SELF -- MINDFULNESS
   Can we delay gratification?

2. OTHER -- COMPASSION
   Can we dissolve boundaries?

3. SYSTEM -- ETHICS
   Can we create a secular ethic?
How do we amplify Compassion Quotient?
What do you want to be when you grow up?
“We teach who we are.”
Transaction to Relationship to Transformation
“In the early part of my life, I discovered that if I was to realize Truth, I must obey, even at the cost of my life, the law of love. And having been blessed with children, I discovered that the law of love could be best learned through little children.”
I brought happy tears onto a homeless man's face by simply smiling.
Yes, I am the change.
Thank you!
nipun@servicespace.org
As an educator, I believe that the fundamental question about the student becomes: Who are you? I am working with you on a daily basis and yet I don’t know you. What is it that you want to realize in your life? Neither I nor the student can answer these questions. If we could, it would mean there was no development. Everything would be clear.

Through an ever-renewed effort to engage this questioning, searching attitude of mind and to work with the students out of it, something new and essential arises in the learning community. What happens is that the students become “large”; that is, I don’t just see them as adolescents now with their quirks, gifts, and difficulties, but as participants within a developmental stream of human life.

Second, I acknowledge in the students a dimension of inner depth—a realm out of which their individual questions and strivings arise. This realm remains hidden for me if I get caught up in the outer trappings of adolescence. I know that in each student something wants to grow like the growing point of a plant -- vulnerable, tender, and full of life.