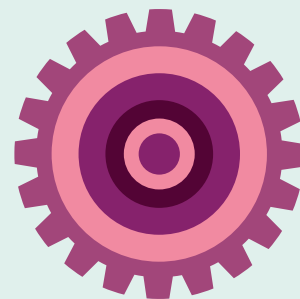


Cooking Tomorrow: Cooking the teacher training of the future

**Adapting in a changing world: Challenges
and opportunities in training education
professionals in the digital and global age**



by Francesc Balagué Puxan



In recent months, there has been very tangible and palpable evidence of what many critics and analysts have been pointing out for some time (such as Sir Ken Robinson as early as 2006 with his presentation “Do schools kill creativity?”¹) regarding the need to adapt and update the how, what and why of teaching-learning processes to new realities and needs that a complex future will require. Different applications of

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artificial intelligence tools have burst into many areas of society at an unexpected rate, leading to profound changes and unforeseen shocks.

The most significant of all, according to Geoffrey Hinton,² one of the creators and godfather of this technology, is the difficulty humans will have distinguishing what is and is not true. Until now, we had people and institutions whom we had given the power and credibility to somehow be the validators of certainties and truths. But right now, there are already examples where it is impossible to distinguish whether a news item, scholarly article or video is real or not. The fact that people are unable to distinguish what

is real from what is not, who has created that information and for what purpose, has unforeseeable consequences that we have never had to face before.

And this little fact can completely shake up one of the functions of teaching related to knowledge and critical thinking. It forces us, more quickly than expected, to put a lot of emphasis on helping students understand a changing world, even though we do not yet have enough resources or tools to share consequences, examples or specific solutions that could serve as references for them.



What will help these children to cope with such a diverse range of scenario is lateral skills

In its report "The Future of Work",³ the World Economic Forum illustrates this uncertainty with a specific example: 23% of jobs will change by 2027, with the creation of 69 million new jobs and the elimination of another 83 million. If this is going to happen in a period of four to five years, for what society and professional future are we preparing students who are now six to twelve years old, who won't be joining the work force for another ten years? Therefore, more than learning specific knowledge, what will be really necessary and what will help these children to cope with such a diverse range of scenarios, to be able to adapt to constant changes and to keep evolving, is lateral skills.

In this context, we will surely also have to change the

educational quality benchmarks we have used until now. Quality standards, national and European placement tests and other educational system benchmarks will quickly become obsolete as quality assessment will need to measure the degree to which students are developing certain skills and are able to adapt to and cope with change. In this framework, if a great deal of evidence points to the fact that educational quality depends directly on teacher quality, we will also have to rethink and analyse the references we have used to measure this quality until now.

In our case, the [CIB-Culinary Institute of Barcelona](#)⁴ is a school of cooking, creativity and innovation created five years ago with our sights set on this new context. One of our objectives is to help students understand this complexity and especially to awaken questions and curiosity that will keep them alert and attentive to seeking the resources and tools that will best help them to deal with the different situations and problems they will face.



Our institution's educational context may not be standard, given that approximately 85% of our trainers are not education professionals (teachers, professors or lecturers) but professionals from a wide range of fields who come to our educational institution to share their knowledge and professional experience. Even though this makes us stand apart from many standardised teacher training and improvement practices or strategies, we are still just as interested in and concerned about teacher quality and educational quality as other institutions. However, we are approaching it from more heterogeneous perspectives.

Our starting point is different from other schools, given that most of the teachers at our institution have never received any type of pedagogical training. However, this has never stopped us from working towards teaching and educational excellence in all our programmes, and because we have very few references from similar schools to give us clues or guidance, we have had to learn and improve based on trial and error. Only if we are able to try

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many things and learn from the ones that don't work can we continue to evolve.

Some of these actions are summarised below, with the understanding that we still have a long way to go to make them truly efficient and effective:

- Creating a teaching community and sense of belonging: Because we are professionals from very diverse fields, some of whom only share training sessions at our school, creating this sense of community and bonding is very important for the school's culture and teaching.



- Teacher training: We promote teachers' meetings that are always accompanied by training and a personal and professional growth activity. At the same time, we are designing an online continuing education plan that will have a broader and more continuous scope over time.
- Teacher support office: We have created a general, methodological and teaching practice support process to help teachers to expand their set of tools and classroom dynamics that allow them to offer student-centred teaching that is more participatory, where experimentation and learning by doing are naturally integrated.
- An eye on the future: We do with our teachers what we do with our students; we want to bring them closer to this future focus so they are aware of changes and trends, as well as providing them with inspiring input from a wide range of fields (some technological and others more related to user experience), which can enrich their professional work.
- Infrastructures to support teachers: The classrooms and spaces have been designed to support the methodology and give teachers flexibility in the way they use and apply them. This covers everything from chairs with wheels that allow classroom spaces to be reorganised to the use of simultaneous translation within classrooms or having several projection screens to make it easier for all students to see the audiovisual support if they are seated in a circle, for example.

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In short, teacher training has to be closely aligned with these paradigm shifts that some technologies are already bringing about in order to help teachers understand and keep up with the accelerated and constant pace of change in which we will be immersed in the coming years.

Notes

¹ "Do schools kill creativity?" Sir Ken Robinson, TED Talk. https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity/c?language=es

² Geoffrey Hinton, "MIT Technology Review". <https://www.technologyreview.com/2023/05/02/1072528/geoffrey-hinton-google-why-scared-ai/>

³ "The Future of Jobs Report 2023", World Economic Forum. <https://www.weforum.org/reports/the-future-of-jobs-report-2023/>

⁴ CIB: Culinary Institute of Barcelona. <https://cib.education/>



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