



I am a
teacher

AWAKEN THE LEARNER WITHIN

Launching Post Graduate Diploma in Learning and Teaching



Preparing teachers for a new tomorrow

“ I listen, to the wind
To the words said or unsaid
To the laughter and cries
To the child in me
And the child outside
I have wings, I can fly
Fly to different worlds
Worlds that we together create
With our hearts and with our minds
I dance with you
I am with you, my child
And learn with you
I am joyous
I am me
I am a Teacher”

I am a Teacher, a non-profit organization, aims to build an alternate and a practice-based model for teacher education. This model has the potential to transform and reinvent teacher education in the country and thus reform school education.

Our Purpose

To reform education in India by preparing a critical mass of teachers who are highly capable, passionate and can lead change in and through classrooms.

“The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers.”
- The National Policy on Education, 1986

It is imperative that we prepare our teachers to build the new India of our dreams. Any fundamental change in the education system has to begin at the level of the teachers. We envision school intervention and teacher preparation as one coherent whole and not two separate processes. We propose a model where practice and theory, school change and teacher education come together.

If you are...

Unhappy with what is going on in the name of education

Troubled to see knowledge fragmented, information crammed and children on the assembly line

Dreaming of a new world where our children are empowered and learning is meaningful

Looking for meaning and wishing to make a difference

We invite you to take this journey with us

Post Graduate Diploma in Learning & Teaching (PGDLT)

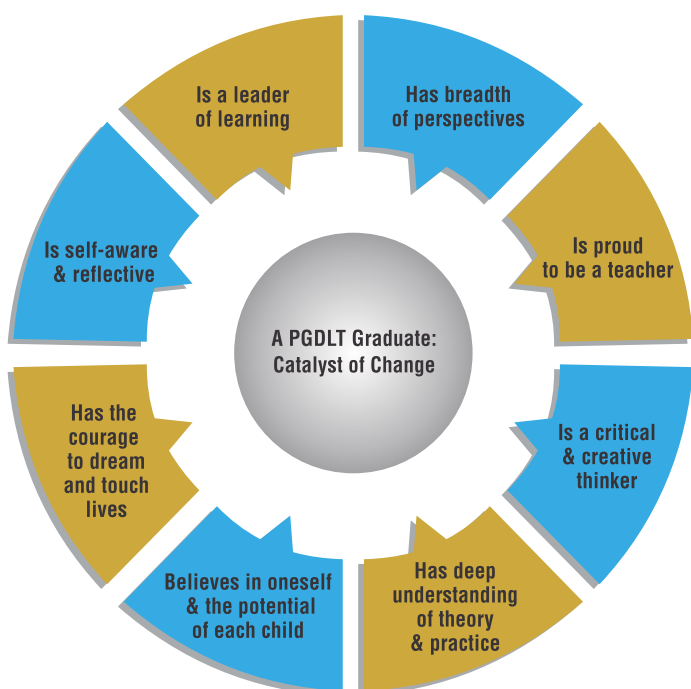
PGDLT is an innovative, practice-based one-year full time programme, commencing in June 2015. Our program is inspired by the residency model in USA, where teacher preparation is fast changing from a traditional theory based approach to a more practice-based model. The Urban Teacher Residency United, which is the apex organization in US, has a network of more than 20 residencies and is advising us in this endeavour. Just as no medical school exists without a hospital, no teacher education institute should be run without being attached to a school as a site for practice. PGDLT offers a unique synthesis of theory and practice, combining a year long classroom engagement in select schools with a carefully aligned sequence of coursework. Aspiring teachers are intensively mentored and guided through the year by a clinical teacher educator, who is present on the field. This process helps participants draw meaningful connections between their classroom work and the latest in education theory and research. **We have no affiliation with the National Council for Teacher Education (NCTE).**

Highlights of our Programme:

- Founded by Harvard University alumni
- Prestigious 'The Heritage School, Gurgaon' as practicing school
- Well researched and progressive curriculum benchmarked against some of the best teacher education programmes of the world
- Highly competent and experienced faculty and mentors
- Low ratio of students to teacher educators

How is PGDLT different?

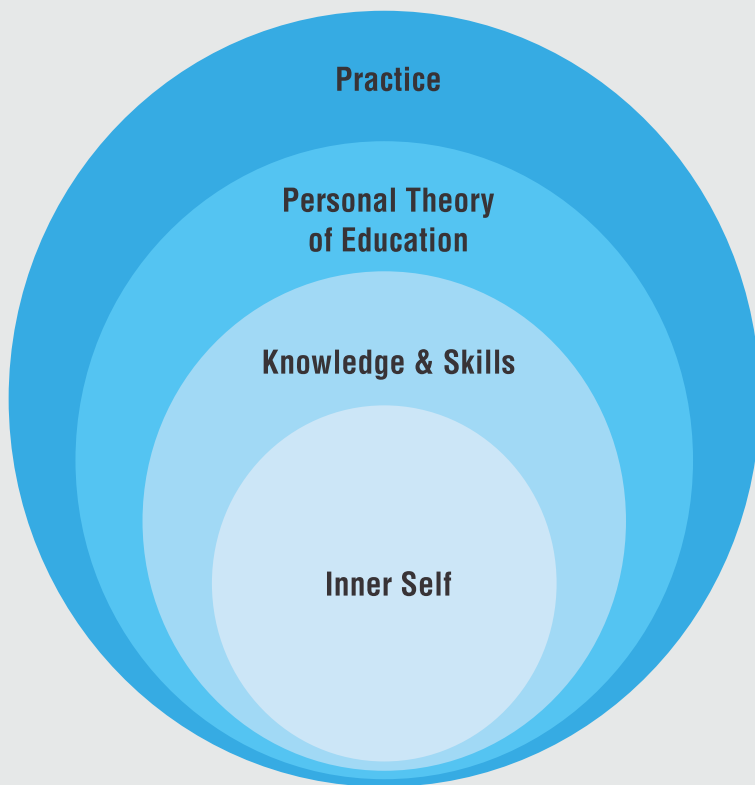
Conventional Programmes	PGDLT
<ul style="list-style-type: none">• Limited feedback built into the student teachers' learning process• Classes may or may not link to practical issues in the schools• Very little focus on 'how'• Didactic lecturing• Focus on individual – lesser room for team work• Assessment of learning – end year exams as the major form of assessment	<ul style="list-style-type: none">• Intensive mentoring• Seamless blend of practice and theory• Emphasis on 'how to create a positive learning environment, how to foster inquiry, how to differentiate, and how to make learning relevant'• Demonstrative pedagogy• Collaborative learning• Assessment for learning – comprehensive and continuous assessment of the desired competencies through portfolios, planning and teaching gateways, observation and self-reflection



A PGDLT Graduate has competence in:

- Experiential learning pedagogy
- Building relationships and strong bonds with children, peers and the larger community
- Designing and delivering relevant 21st century curriculum
- Looking deeply at students' work to assess their learning needs
- Gathering relevant data and using it to inform practice
- Creating an enabling learning environment
- Sensitively and effectively facilitating classrooms with diverse learners

Journey of a PGDLT student



Phase I: Self Awareness - We begin by having aspiring teachers tune inwards and connect with their true self. They question their existing ideas about teaching and learning, reawaken their curiosity about themselves and the world, thereby developing fresh perspectives.

Phase II: Development of Knowledge & Skills - A combination of real classroom experience along with connections made to the existing body of knowledge helps acquire the required concepts and skills.

Phase III: Constructing Personal Theory of Education - As teachers develop knowledge and skills required for facilitating meaningful learning, they experiment within their classrooms. This process of learning from their successes and failure is critical as this will result in their own personal theory of teaching and learning.

Phase IV: Building a Repertoire of Effective Practices - Teachers will have a range of effective practices as a consequence of the above three phases. With a deeper and stronger understanding, a natural expansion of innovative and meaningful ideas will occur, enabling teachers to be sensitive to the needs of learners.

This four-phased journey will not be strictly linear as a process, and all these capacities will keep getting developed simultaneously within the teachers.

Admissions Process

We invite applicants from diverse walks of life who are passionate about education and have the courage to live their dreams. We have a rigorous and holistic approach to selection, taking into account applicant's desire to learn, love for children, ability to reflect and collaborate in groups and the aptitude and ability to meet the rigorous demands of the programme.

Bachelor's Degree in any discipline is the minimum academic qualification that makes you eligible to apply. Undergraduate students who are appearing for their final examinations and are expecting their results by July 2015 are also eligible. There is no age criterion for enrollment. The admissions cycle is from January 2015 to April 2015. We follow a rolling admissions process.

For more details about applying to the programme, please visit www.iamateacher.in

Placements

Our graduates will not only build the necessary dispositions, skills and knowledge required to be a reflective practitioner but will also be socially aware and responsible. Having developed such competencies, our students can look forward to working with progressive schools, NGO's and educational spaces that are committed to meaningful learning and to bring reform in the education system.

Assistance on placements will be provided to all students. Our host school - The Heritage School, will extend opportunities to students successfully passing out of this programme. We are also in touch with other progressive schools who would be interested in providing job opportunities to our graduates.

Advisory Board



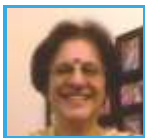
Dr. Dennis Littky

Dennis, the co-founder and co-director of Big Picture Learning Schools, US, is amongst the top 20 most daring educators in the world. He holds a double Ph.D. in Psychology and Education from the University of Michigan.



Sadanand Ward Mailliard

Sadanand is one of the founders, and has served for 35 years as the President of the Hanuman Fellowship. A passionate educator for over 27 years, he serves as Vice President of the Executive Board of Mount Madonna School, USA.



Dr. Venita Kaul

Venita is the Director of the School of Education Studies and of the Center for Early Childhood Education and Development, Ambedkar University. She was the Head of Department of Preschool and Elementary Education at NCERT. She has a Doctorate from Indian Institute of Technology, Delhi.



Dr. Katherine Boles

Katherine is a senior lecturer and head of the Learning and Teaching Master's Degree Program at the Harvard Graduate School of Education. She received her Doctorate from Harvard University.



Steven Levy

Steven is a school designer for Expeditionary Learning Schools, USA. He was recognized as the 1992-93 Massachusetts Teacher of the Year. In 2001, he was the recipient of the Joe Oakey Award for his national impact on project-based learning.



Vimala Ramachandran

Vimala is the National Fellow and Professor at NUEPA. An educational researcher, she conceptualized and launched Mahila Samakhyā - a women's education programme of Government of India. She was a Rotary International scholar at the Kennedy School of Government, Harvard University.



Dr. Linda Nathan

Linda is the faculty director at the Institute for Creative Educational Leadership, Boston University. She was also a lecturer at the Harvard Graduate School of Education and holds a Doctorate in Education from Harvard University.



Usha Menon

Usha, the co-founder of Jodo Gyan, is engaged in the task of banishing fear of mathematics from the minds of children. Previously, she was a scientist with the National Institute of Science, Technology and Development Studies.



Vivian Troen

Vivian is the former Director of the Teacher Learning Project at Brandeis University, USA, where she supported school leaders. As a consultant, she works with school districts and school leaders building school-wide capacity for teacher teams.

Faculty



Dr. Kamala Menon

Kamala is the ex-principal of Mirambika Free Progress School. A committed educator for 27 years, she has worked at Kamala Nehru College, NCERT and The Mother's International School.



Neena Kaul

Neena became a principal at age 28 and in the last 18 years has set up four schools as a founder principal. A true academic and instructional leader, she is an inspiring coach.



Shaji Ek

Shaji is the Co-Founder of Jodo Gyan and has been working relentlessly towards reform in math learning and teaching in diverse classrooms. He has led training of teachers and principals across the country.



Kaye Jacob

Kaye has been an educational practitioner for over three decades across continents. She is committed to empowering schools and has a Masters in Comparative and International Development Education from University of Minnesota, USA.



Partho

Partho heads Auroveda Gnosis, an organization engaged in educational research and training of teachers and corporates. He previously headed Mirambika Free Progress School and the Sri Aurobindo Foundation for Integral Education and Research.



Smriti Jain

Smriti, the Co-Founder of 'I am a Teacher', was the head of Middle School at The Heritage School, Gurgaon. She has her Masters in Instructional Leadership from Harvard University.



Manit Jain

Manit, the Co-Founder of 'I am a Teacher', is the Founder and Director at The Heritage Schools. He has his Masters in Education from Harvard Graduate School of Education.



Prerna Shivpuri

For the last thirteen years, Prerna has been working with some of the progressive organizations in the country such as – Shikshantar School, Azim Premji Foundation and The Teacher Foundation.



Dr. Tapaswini Sahu

Tapaswini, a Lead Consultant to The World Bank, provides advisory support to Ministry of Women and Child Development. She has her Doctorate in Educational Psychology from Jawaharlal Nehru University, Delhi.

Our Academic Partners



THE HERITAGE SCHOOLS

The Heritage School is a leading group of progressive schools in India offering child-centric education based on experiential learning. With over 5000 students and 500 teachers across their three campuses, they are one of the pioneer schools to bring progressive education into the mainstream.



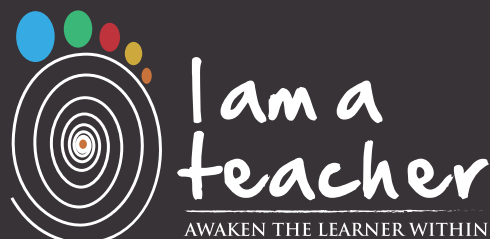
JODO GYAN

Jodo Gyan is a non-funded, non-profit social enterprise working to find workable solutions to the problems in classroom practices. Since 1998, they have worked closely with students, teachers, teacher-educators and parents, particularly in mathematics and science education, to introduce innovative methods for learning and teaching.



BOSTON TEACHER RESIDENCY

BTR's mission is to drive significant student achievement gains through the recruitment, preparation and support of exceptional teachers in Boston. Since graduating its first class in 2004, BTR has prepared a growing network of over 500 highly effective teachers. The program contributes key learning to emerging Residency programs by co-founding and partnering with Urban Teacher Residency United.



Website: www.iamateacher.in

For queries, please email at info@iamateacher.in or call +91 9810236412