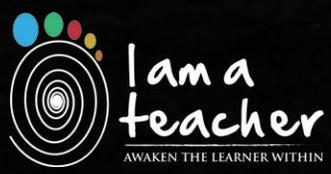


"I WONDER IF I AM LEARNING MATH OR LEARNING TO BE A BETTER HUMAN BEING OR LEARNING TO BE A GOOD TEACHER"
 "I FELT A MYSTERIOUS SENSE OF FAMILIARITY WITH THE CLASS"
 "I COULD HAVE NEVER THOUGHT THIS PROGRAM WOULD HAVE SUCH LIFE-TRANSFORMING IMPLICATIONS"
 "TO KNOW ABOUT THE HISTORY OF EDUCATION IS FASCINATING HOW THE EDUCATION SYSTEM WORKS, AND HOW IT DOESN'T"
 "I AM DISCOVERING WHAT IT MEANS TO LEARN"
 "IT'S JUST WOW! I HAVE NEVER EVER LEARNED MATH IN SUCH A FUN, PHILOSOPHICAL AND STORY TELLING MANNER"



POST GRADUATE DIPLOMA IN
**LEARNING
 AND TEACHING**

PLACEMENT HANDBOOK
 2016-17

FOREWORD

The design of a transformative teacher education program is, in the least, a daunting and complex process. Long before beginning to determine the “what” of a program’s curriculum, its developers must be able to articulate their foundational beliefs about the very purposes of teaching, learning, and teacher education. They must understand how well their vision is supported by theory and practice. They need to account for the influences that a wide variety of practical, political, and social contexts can have on their ability to develop and implement that vision. And, perhaps most importantly, they need to be deeply familiar with the strengths and challenges of those they would serve.

The philosophy and vision of I am a Teacher are built upon such rigorous and systematic research and reflection. The Program’s curriculum draws from a synthesis of international research as well as from a wide range of principles of successful classroom practice from across the globe. As a result, the Program incorporates core tenets of effective teacher education, in general – and of effective teaching and learning, in specific. Among these tenets are the following.

- **A balance between theory and practice.**

The program’s design is deeply rooted in international research into a wide variety of approaches to the “why,” “how,” and “what” of effective teacher education (including those focused on skill development, reflective practice, assessment-based outcomes, collaborative inquiry, and wellness). Equally importantly, the program builds upon global practices that most successfully translate theory into

practice. Perhaps more importantly, however, the program is based on the theories and practices that are most relevant to the educational needs of India’s teachers and students.

- **The construction of a personal theory of education.**

The “how” and “what” of teaching and learning necessarily must serve clearly defined purposes. Thus, in much the same way a teacher education program must be articulate and confident in the validity of the beliefs, attitudes, and assumptions that frame it, teachers, too, must also examine their beliefs, attitudes, and assumptions about effective practice. They need to understand the sources and reasons for their beliefs, test their validity against a wide variety of alternative theories of education; and with this self-knowledge, make purposeful decisions that are coherent with their personal vision of education with conviction and confidence.

- **The development of professional knowledge and skills.**

Curriculum, instruction, and assessment need to be coherent with purposes for teaching and learning and with the learning goals of particular units and lessons. Once teachers have established their learning and curricular goals, they need to take a systematic self-inventory to understand if their knowledge (of content and pedagogy) and skills are adequate to design, implement, and assess curriculum that achieves their goals. Based on that assessment, teachers grow their competence as well as well as their confidence in their ability to support and scaffold students’ learning.

- **The role of self-knowledge in a practicing profession.**

Professional teachers are practitioners. They are on-going students of their teaching and of students' learning. They engage in continued cycles of systematic self-investigation to assess 1) how well they have aligned their instructional goals and assessments, 2) how well their instruction scaffolds students' achievement, and 3) how to improve upon their practice based on such reflection.

- **The capacity to think critically about and self-assess one's own practice is a pre-requisite for professional growth.**

Self-knowledge is also the foundation of teacher empowerment. Empowered teachers are reflective practitioners who make purposeful and informed decisions about curriculum, instruction, and assessment. They are confident in the validity of their beliefs about effective practice, the adequacy of their knowledge and skills to implement such practice, and their capacity to use critical and reflective thinking to improve their practice.

Based on these tenets, I am a Teacher provides teachers with an extraordinary opportunity to learn and grow in a dynamic professional learning community. Through inquiry, skill development, collaborative investigation, and self-knowledge, the program helps teachers understand how effective practice itself is a powerful agent for change. In turn, the program provides teachers with the means to lead and make education transformational – for all involved. I wish all the best to all the student teachers as they embark on a new journey of learning and teaching.



Vicki A. Jacobs
Director, Special Studies Program
Teacher Education Program Fieldwork
Harvard Graduate School of Education
Harvard University

LEADING CHANGE IN AND THROUGH CLASSROOM



“You can’t stop a teacher when they want to do something. They just do it.”

J.D. Salinger

‘Who I am as a Teacher matters more than what I teach.’ This is the thought with which I Am A Teacher was born. Through my teaching experiences with The Heritage School and Mirambika Free Progress School, and in my interactions with several teachers across the country, I recognized the strong need for teacher preparation. The conventional teacher education programmes in India do not seem to be empowering teachers to lead classrooms of today. The model of Teacher education bears a stark resemblance to the current model of schooling in our country largely assembled around rote memory and examinations. When teachers do not experience any progressive pedagogy in their College Classrooms how do they learn to do anything different when they teach their students. So what do good teacher preparation programmes look like?

With this question in mind I studied some of the existing effective models of teacher education In India as well as in certain other countries. In India, there are just a handful of these, hardly having any synergies with the larger eco-system of Teacher Education. The research into US teacher education programmes at Harvard, Wheelock College, Stanford, Tufts University, Bank Street College and Boston Teacher Residency validated my belief to start a programme that has a seamless blend of theory and practice. As the world is gravitating

towards more practice based courses, we as a nation are still convinced that writing exams and memorizing content would be enough to empower teachers, the result is that most qualified teachers in the country are not skilled enough to meet the challenges of the 21st century classrooms.

I Am A Teacher (IAAT) has been developed on the basis of the most innovative and progressive work that has happened in teacher preparation. In collaboration with Boston Teacher Residency and with academic and technical support from organizations like Jodo Gyan, India, National Centre for Teacher Residencies and High Tech High in the US, we bring to Indian teachers fresh ideas from rest of the world. The birth of IAAT is not only the birthing of these aspirations and hope of the classrooms of the future, but also in attracting a diverse demographic of progressive mindsets to this profession.

IAAT Student teachers (Residents) come from diverse professional backgrounds. In the last few months, they have been engaged in debates and discussions and deep reflections and self-analysis. There has been a continuous strife to find their purpose, inner voice and aspirations. They have been practicing, synthesizing concepts, simulating their application and developing into mindful professionals competent to make a difference in the lives of children. We aspire that as catalysts of change, they are able to bring the required transformation in classrooms of our county.

*Smriti Jain
Co Founder, Director,
I Am A Teacher*

DEVELOPING TEACHERS AS REFLECTIVE PRACTITIONERS



The concept of Post Graduate Diploma in Learning and Teaching (PGDLT) is rooted in four mutually reinforcing initiatives that support teacher growth and development. These are rigorous coursework, reflective practices, mentoring by experienced teachers and partner school serving as a holding environment. These principles form the basis of this programme that aims to prepare teachers who are caring and competent and can make learning more meaningful and joyful for children .

IAAT Graduate Student Teachers (Residents) consciously make a choice to be in this profession. They join us after a rigorous selection process. During the study, the Residents have the opportunity to realize their inner strength and motivation; build their knowledge and skills; and make informed decisions of their way ahead in the field of education.

While studying, Residents are helped to develop a mental map of teaching that allows them to make connect of theory and practices that support student learning. The Teacher Educators and Faculty members provide the opportunity for guided observations; engagement in practice of what teaching is and what kind of knowledge is required for the same.

Our deeply committed faculty includes academicians, researchers, experienced teachers and school leaders who have decades of experience in working with students and adults inside and outside the classrooms. They have significantly contributed to the research on teacher development and are aware of the ground realities.

Partnership with school has given us the space to have coursework concurrently with practice in classes. The partner school provides a context for the Residents to reinforce practice and apply and synthesize concepts they are learning in the coursework.

Our PGDLT programme intends to support Resident's abilities to **learn in** and **from** practice that would improve student learning and bring in changes beyond classrooms. Our graduates are looking for opportunities to work with your organization to make significant contribution in society. We are looking forward to an engaging dialogue with you to take this forward.

*Dr Tapaswini Sabu
Academic Director,
I am A Teacher*

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OVERVIEW

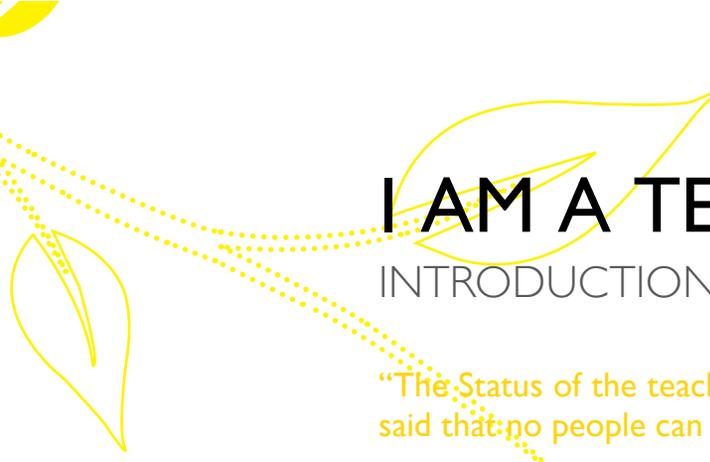


prepare

lead

care





I AM A TEACHER

INTRODUCTION

“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.”

National Policy on Education, 1986

We believe that any fundamental change in the education system has to begin at the level of teachers. Unless teachers are empowered, it is difficult for any change to materialize in classrooms.

I Am A Teacher (IAAT) is a not-for profit, professional organization, founded in the year 2014 with a purpose to build an alternative and practice-based model of teacher education in the country.

In this context, *I Am A Teacher* is a possibility. It is an attempt to create a unique model that responds to the needs and concerns of teacher preparation at the level of the individual as well as at a systemic level.

The title ‘*I Am A Teacher*’ has been consciously coined to build a sense of pride within teachers about their profession and about their identity as teachers. We aspire to bring a paradigm shift in the way people view the teaching profession.

VISION

“To reform education in India by preparing compassionate and competent teachers who can lead change in and through classrooms.”

We envision schools as critical grounds of learning for teachers and feel that teacher preparation has to be necessarily intertwined within school settings. Just as no medical school exists without a hospital, no teacher education institute should run without being attached to a school. The goal of a coherent and connected experience is for Residents to begin to view classroom and students from the perspective of a teacher.

Further, such an experience focuses on the role of teacher in the classroom, practicing best teaching strategies, forming professional relationship with students, parents, colleagues within the context of a specific curriculum. The larger purpose is to provide access to high quality learning and teaching to all students and help them realize their potential.

POST GRADUATE DIPLOMA IN LEARNING AND TEACHING

The Post Graduate Diploma in Learning and Teaching (PGDLT) is an innovative, practice-based, one-year, full-time rigorous and intensive programme that prepares teachers for experiential and holistic classrooms. The programme is a unique blend of theory and practice, combined with an emphasis on collaborative learning and peer support and gives our Residents a field-tested foundation for success in classrooms. By the time IAAT graduates become teachers, they already have a year of experience in the collaborating school, an understanding of the challenges that lie ahead and an ever-expanding support network of fellow educators.

As we envision our Residents to be lifelong learners, it is imperative to have a model that makes this possible by its very design. The conceptualization of a 'Residency-based model' comes from the need to have teachers whose learning is deeply rooted in classroom experience. Knowledge and skills are a result of seamless integration of theory and practice.

The rigorous and intensive nature of the programme focuses on building capacities of reflective thinking and collaborative learning. We aim at creating flexible experts who would adapt their teaching to different contexts of learning.

COMPONENTS OF PGDLT

Four key components are foundational in making PGDLT a comprehensive and robust programme. The curriculum is planned in a way that helps the Residents make meaningful linkages between the courses they study and the practice they do in the classroom.

The Mentoring system gives the right kind of guidance and support to develop from a novice to a more experienced teacher.

THEORY COURSES

Theory courses are a mix of foundational and methods courses, along with certain important enrichment modules planned to develop the width and depth of understanding about Elementary education.

PRACTICE TEACHING

Practice component starts from the beginning of the the academic year and continues till the end. It rolls out in a structured fashion for the Residents, providing them the opportunity to observe best practices and gradually design plans, teach and assess students in different subject areas.

MENTORING

The Residents get attached to one class with one experienced collaborating teacher who mentors them throughout the year. Furthermore, a Teacher Educator observes and coaches them and enables them to reflect on their practice.

ASSESSMENT & EVALUATION

The Residents are assessed on their coursework as well as Practice Teaching based on the goals set for theory courses and Practice components. The assessments are done regularly through the academic year, using a variety of tools and techniques, involving multiple stakeholders.

THEORY COURSES OVERVIEW

COURSES

FOUNDATIONAL COURSES	Mindful Personal Leadership	100
	Perspectives in Education	60
	Child Development and Learning	60
	Learning and Teaching (General Pedagogy)	60
	Classroom Environment	40
	Assessments that Empower	40
	Curriculum Development	40
METHODS COURSES	Teaching of Language	60
	Teaching of Math	60
	Teaching of Science	60
	Teaching of Social Science	60
ENRICHMENT MODULES	Understanding Inclusion	160
	Arts in Education	
	Theater in Education	
	Gender and Education	
	Story Telling	
	Circle Time and QCT	
	Physical Education	
	Growth Mindset Mind, Brain and Learning	
THEORY	Total of all courses and modules	800
PRACTICE TEACHING	In Class Practice Teaching	800
SELF - STUDY	Includes reading, group tasks, research/project work etc.	100
FIELD TRIPS, GUEST LECTURES, SEMINARS AND CONFERENCES		100
	Total Course Hours	1800

OUTLINE OF COURSES

FOUNDATIONAL COURSES

FACULTY

1	<p>Perspectives in Education This course delves into an in-depth understanding about education from all lenses – philosophy, sociology, economic-political and history. Residents are introduced to progressive thoughts in education in Indian and Western context so that they build a wide range of perspectives about education. It enables Residents to look deeper into teaching and learning, teacher and student identities, teacher student relationships, and motivation of students and teachers to come to schools.</p>	 	<p>Prof. Vimala Ramachandran Director, Educational Research Unit (ERU), Former National Fellow and Professor at NUEPA, Rotary International scholar at Kennedy school of Government, Harvard University</p> <p>Dr. Deepti Mehrotra Former Professor of Education at LSR, Researcher and Writer</p>
2	<p>Child Development and Learning This course is designed to understand the main theoretical accounts and research findings that attempt to explain children’s physical, personal-social, linguistic, cognitive, aesthetic and emotional development from early infancy through the school years. Students develop a comprehensive view of the psychological elements pertinent to working with young children.</p>		<p>Dr. Tapaswini Sahu Academic Director, I am a Teacher</p>
3	<p>Curriculum Development This course focuses on how a curriculum is constructed and what are the different factors that influence the formulation of a curriculum. Residents get opportunity to study different curricular approaches, explore how educational perspectives; pedagogical approaches, disciplinary areas and children’s needs inform curricular decisions.</p>		<p>Former lead consultant to the World Bank Worked on ECCE Policy and Curriculum Framework with Ministry of Women and Child Development M.Phil., Cambridge University</p>
4	<p>Assessment Residents examine their current understanding and practices about assessment of student learning, study about guiding principles for assessment, and learn about different tools and techniques of assessment for and assessment of learning.</p>		

5	<p>Mindful Personal Leadership The course is designed to be a personal transformative experience for Residents. It helps them to examine their core assumptions/ notions, re-visit the key life experiences that shaped their thoughts, beliefs and actions, develop deep connectedness with oneself and realize one's own potential. It draws out the leadership potential in the Residents to become future teacher leaders and lead change effectively in classrooms and schools</p>	 	<p>Mani Jain, Co – Founder, I Am A Teacher Director, The Heritage group of schools. Masters in Education, Harvard University</p> <p>Smriti Jain Co-Founder, Director, I Am A Teacher, Masters in Instructional Leadership, Harvard University</p>
6	<p>Learning & Teaching (General Pedagogy) This course is intended to build a deep understanding about concepts and processes related to teaching and learning. It delves into different approaches to teaching and pedagogical principles that inform these. It also builds a repertoire of general pedagogical practices for Resident teachers. Residents have the opportunity to plan, teach and assess students learning over a period of time.</p> <p>Classroom Environment This course unpacks certain critical aspects that go into creating an effective learning space for learners and provides the understanding of how some of the practices cut across all contexts. The course also shares strategies, techniques and protocols that go into creating the desired culture and ethos of a classroom.</p>		<p>Prerna Shivpuri, Program Coordinator, I Am A Teacher,</p> <p>Former Senior Coordinator, The Teacher Foundation Domain Specialist, Teacher Education, Azim Premji Foundation, Teaching Experience at The Heritage school & Shikshantar school</p>
7			

MENTORING AND COACHING

FACULTY

Mentoring forms the cornerstone of the PGDLT course, where Resident Teachers are placed in a full year classroom apprenticeship with a Collaborating Teacher of the Host School who acts as a mentor. Resident Teachers learn alongside the Collaborating Teacher; follow a mentoring curriculum that provides continuous opportunities to learn and gradually take up major teaching responsibilities over the course of the year.

Teacher Educators of IAAT provide the support to the Resident Teachers in enabling the latter to go beyond a focus on the technical aspects of teaching to cultivate a disposition of inquiry, practice and reflection, focus attention on student thinking and learning, and encourage talks and discussions about problems of practice.



Sameera Sood
Teacher Educator, I Am A Teacher,
Founder–Director: Inspire Curriculum & Training Solutions Pvt Ltd., Former Head, Early years Curriculum, iDiscoveri Education, Teacher Trainer and Coach

Dr Tapaswini Sahu
Smriti Jain and
Prerna Shivpuri

METHOD COURSES

FACULTY

<p>1</p>	<p>Teaching of Language This course is designed to prepare Residents to be effective teachers of language as an integrated subject as well as a domain in itself. It provides a systematic study of young children's language and literacy development in the early years and how children use reading and writing skills for learning. Residents have opportunities to critically examine the prevalent understanding, instructional practices and materials associated with the learning of language and literacy and further create relevant learning experiences for children in the classrooms.</p>	 	<p>Sonika Kaushik Senior consultant, NCERT Former Lecturer of Education at Jesus and Mary College</p> <p>Kaye Jacob Principal, the Heritage School, Gurgaon. Over 30 years of international experience, Masters in Comparative and International Development Education, University of Minnesota, USA</p>
<p>2</p>	<p>Teaching of Math Mathematics course focuses on the purpose of mathematics, a realistic approach to mathematics education focusing on the practical aspects of putting it into actual classroom use. This approach puts emphasis on the interpersonal communication established between the teacher and children to create the classroom culture of mathematics. This course also provides an opportunity for the Residents to examine their beliefs, assumptions and understanding of conceptual development and procedural skills involved in mathematics.</p>	 	<p>Shaji E.K Co – Founder of Jodo Gyan Working on math curriculum and teacher education across several states in India</p> <p>Usha Menon Co – founder, Jodo Gyan, Former scientist with CSIR, India, Masters in chemistry, IIT Madras</p>
<p>3</p>	<p>Teaching of Science This course is designed to provide Residents with the knowledge, understanding, skill and resources needed to teach Science effectively. It focuses on the construction of knowledge through the use of scientific processes- observation, pattern recognition, data collection, analysis, experimentation, as opposed to the vast body of facts and infallible information, often presented as Science to school students. The goal of this course is to also enable Residents to emphasize the open and evolving nature of Science, and to develop experience-based lesson designs that strengthen critical thinking, analysis and evidence based arguments.</p>	 	<p>Reshmi Dastidar Instructional Specialist, Middle Programme, The Heritage School, Gurgaon</p> <p>Anshumala Gupta, Former Professor, Senior Consultant, NCERT B.Tech. IIT Kanpur, NIT - Hamirpur, Master in Education, TISS</p>

4

Teaching of Social Science

The course gives a comprehensive view of the nature of social science as a subject, the details of the content of the disciplines – History, Social and Political Life and Economics in a geographical context. It suggests how social sciences can develop capacities to critically understand society and social reality around us and our own constructive engagement with this reality. It also covers the teaching learning process that makes the study of social science relevant for children’s own lives.



Dr. Kamala Menon
Former Principal, Mirambika
One of the most eminent social sciences expert in the country,
Curriculum designer at NCERT

ENRICHMENT MODULES

FACULTY

Understanding Inclusion		<p>Abha Ranjan Quality Assurance Therapy Consultant with Early Childhood Intervention, Department, Texas, USA</p>
Arts in Education		<p>Namrita Nagra Head of Department –Visual Arts, The Heritage School, Gurgaon, Former HOD-Visual Arts, Gateway International School, Visual Arts Expert for French Students, Chennai, Former Educator at Yadvindra Public School, Chandigarh and Satluj Public School, Panchkula</p>
Theater in Education		<p>Vikramjeet Sinha, Masters in Sociology, Delhi school of Economics, Art based therapist, World center of Creative learning, Anthroposophist (Steiner method)</p>
Gender and Education	 	<p>Dipta Bhog Founder Member, Nirantar, NGO</p> <p>Ariana Heifetz , Working with Rajiv Gandhi Foundation, India, Graduate from Carlton University, USA</p>
Story Telling and Creation		<p>Seema Wahi Storypreneur – a Resource Person -Storytelling, Teacher Trainer, Soft Skills Trainer, Curriculum Developer for English Learning Programs and Pre-Primary & Primary years, Module Developer for Master Trainers and Teachers. Associated with IL&FS Education & Technology Services Limited, IL&FS Skill Development Corporation Limited, Indus World School, The Green Acres Academy (Chembur) and others</p>

Mind, Brain and Learning		<p>Vishnu Karthik Masters in Mind, Brain and Education, Harvard Graduate School of Education, Associate Director & Senior Program Leader, The Heritage School, Gurgaon</p>
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INTERACTIVE SESSIONS		FACULTY
Early Childhood Education		<p>Prof. Venita Kaul , Director of the school of education studies, Ambedkar university. Doctorate from IIT, Delhi Former Head of department of pre-school and elementary education, NCERT</p>
Understanding School Culture		<p>Robert Hetzel Former Director, American Embassy school, New Delhi</p>
Growth Mindset		<p>Dr. Rayna Dineen School Designer with Expeditionary Learning Education, USA. 'Reading is Magic', Director Master's from Teachers College, Columbia University. PhD., Colorado State University, USA</p>

“ I AM DISCOVERING WHAT IT MEANS TO LEARN, WHAT IT MEANS TO REFLECT AND HOW THESE TWO TOGETHER ARE IMPACTING MY RELATIONSHIPS POSITIVELY ”





plan

observe

teach

PRACTICE TEACHING

Residents start by observing a classroom and then go on to participating in planning, classroom routine, assessments etc.; start co – teaching and then finally take up full teaching responsibility. Residents are expected to contribute to the classroom and take on increasing responsibility as the year progresses.

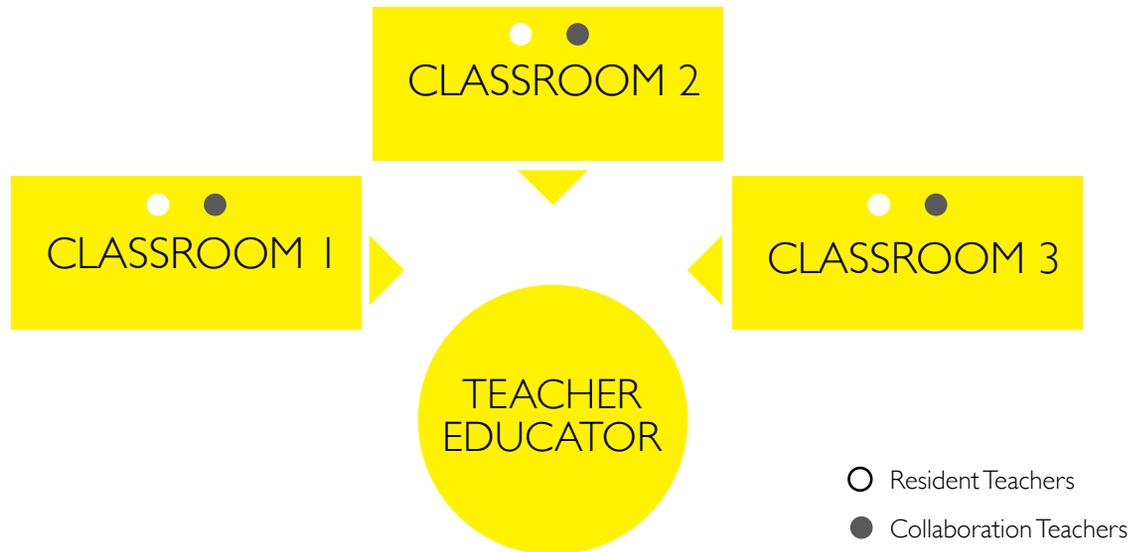
Collaborating Teachers of the host school support Residents as they move towards the goal of assuming approximately 40 % of the teaching load by the end of the school year. The Teacher Educator coaches them by consistently observing and giving specific feedback to Residents on planning as well as facilitation.



MENTORING UNDER THE RESIDENCY SYSTEM

Under this system, the host school plays a critical role of providing experienced mentors as well as providing an ecosystem for residents to get acquainted with school routines and procedures.

Our Residents are placed in The Heritage School, Gurgaon where they spend a whole year in classrooms teaching alongside experienced collaboration Teachers who model best practices for novices.



STRUCTURAL COMPONENTS

- One Resident teacher gets attached to one Collaborating Teacher and one class for the whole academic year. He/ She may have the opportunity to visit other classes too depending on programme plan and requirements.
- All Residents practice inside the classroom for three days per week throughout the academic year.
- Apart from main classroom teaching, Residents participate in all the other processes – planning, reflection, assessments, and parent – teacher meetings etc.
- An IAAT Teacher Educator is attached to 8 -10 Residents who closely mentors his/her group of Residents.
- Lead teaching weeks are planned in the course of the programme for Residents to facilitate a full unit of study independently.

ASSESSMENT AND EVALUATION OF RESIDENTS

One of the most important components of building teachers as reflective practitioners is to have an assessment system designed as a tool of learning within the programme. Involving teachers in their own assessments helps them gain insights about their conceptual knowledge, skills and dispositions and makes them aware of their strengths and areas

to work on. The purpose of the holistic assessment system for Resident Teachers is to build a sense of ownership for their own learning. They reflect and view their own teaching critically and assess its effectiveness for learners. This is a lifelong skill that needs to be developed to constantly evolve as teachers and practitioners.

The system of evaluation is comprehensive and assesses Residents for core competencies and course related objectives. Evaluating the in-class practice teaching constitutes one of the major areas of assessment. The principle of demonstrative pedagogy is also followed for assessment of Residents. As much as possible, assessments are designed and conducted in the way we want the Residents to approach assessments of their students.

The intent is to have them recognize the value of assessment in the learning process and see it as

something that will help them grow and rather than something that is tests and grades oriented.

A variety of techniques and formats of assessments are used to make sure that Residents have different ways of expressing their understanding and also to make the whole process more reliable and fair, criteria for assessment are always shared with Residents. Some of the tools and techniques used in the programme are given below:

- **Classroom observations and feedback by peer teachers, Collaborating Teachers and Teacher Educators**
- **Self-evaluation**
- **Written assignments and papers**
- **Lesson plans**
- **Resident's individual Portfolios**
- **Presentations**



collaborate

progress

excel

COLLABORATING SCHOOL



Our collaborating school, 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 in the National Capital Region, they are one of the pioneer schools to bring progressive education into the mainstream.

Over the last decade, the schools have built a reputation for providing meaningful education through benchmark classroom practices and experiential labs.

Freedom, empowerment and continuous learning are the ethos of the school's work culture. They strive to maintain high Teacher training man-days through national and international training programmes.

The Heritage School Gurgaon is ranked at #6 in Co-Ed Schools nationally as per the Education World Top 100 Ranking (Sept. 2016) having consistently climbed up from #7th position (Year 2015) and #9th position (Year 2014). It is the #1 school in the city and #4 in the NCR.

ACADEMIC PARTNERS



Boston Teacher Residency (BTR) is a one-year, full-time AmeriCorps service program that recruits talented college graduates, career changers and community members and gives them the tools they need to make an immediate impact in the classrooms of the Boston Public Schools (BPS). Teacher Residents spend the full academic year in a BPS classroom, teaching alongside an experienced mentor and applying theory to practice through rigorous coursework. Their commitment earns them a master's degree in education from UMass

Boston, a Massachusetts Initial Teacher License and credit towards a dual license in Special Education or English as a Second Language.

Since graduating its first class in 2004, BTR has prepared a growing network of over 500 highly effective teachers who continue to raise the bar for excellence in schools throughout Boston. The programme has made remarkable progress on the district goals, attracting national attention for its unique approach and contributing key learning to emerging Residency programs. BTR is recognized for its' pioneering work in practice-based Teacher education in the US.



Jodo Gyan is a non-funded, not-for-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 through which children will

understand and enjoy what they are being taught. Conducting workshops, mainly in-service as well as for trainee teachers, designing, producing, procuring and distributing low-cost teaching and learning materials (TLMs) for promoting activity-based education; have all been a part of their endeavour.

THOUGHT PARTNER



NCTR is a not-for-profit organization that develops, innovates, and scales teacher residency programs to transform teacher preparation and improve outcomes for high need students in USA. Founded in 2007, NCTR is the only organization in USA dedicated to developing, launching and supporting the impact of residency programs

ADVISORY BOARD



Dr. Dennis Littky, 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.



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



Dr. Linda Nathan 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.



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.



Sadanand Ward Mailliard 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 the Vice President of the executive board of Mount Madonna School, USA.



Steven Levy 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.



Usha Menon, 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.



Prof. Venita Kaul 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 IIT, Delhi.



Dr. Vicki A. Jacobs is the Faculty Director of the Special Studies Programme and Director of the Field Experience Programme at Harvard Graduate School of Education. She has her Doctorate from Harvard University.



Prof. Vimala Ramachandran is the Director, Educational Research Unit (ERU) and a former National Fellow and professor at NUEPA. An educational researcher, she conceptualized and launched Mahila Samakhya – a women's education programme of Government of India.



Vivian Troen 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.



competent

productive

efficient

Educational Art

Beth

OUT

PLACEMENT OVERVIEW

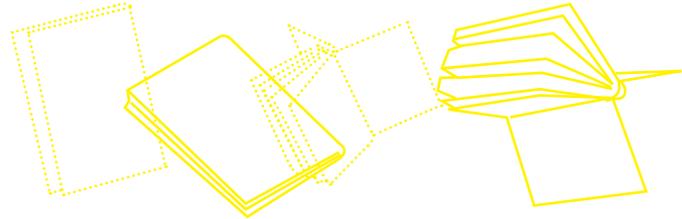
We envision our Residents being effective teachers grounded in experiential learning and capable of initiating desired change in the different organizations they get placed with. Having practiced extensively in experiential classrooms along side senior collaborating Teachers and eventually taking up independent responsibility of the classrooms, our Residents have gained substantial experience in designing and facilitating meaningful learning for students.

Apart from this, the comprehensive coursework they indulged with throughout the academic year

has developed within them the required depth and width of perspectives to understand and respond to the needs of learners they will engage with.

We are confident that by the time our Residents graduate, they would have developed the competencies and dispositions to work in diverse educational organizations. We aspire that our Residents will take this learning to different socio-cultural contexts and not only learn from these spaces but also contribute productively to their vision and goals. The intent of the placement process is to encourage the Residents to take up roles in schools and organizations with diverse contexts and functions.

PLACEMENT CELL



IAAT has a Placement cell where students and the placements coordinator work together to make it a smooth and efficient process. The Placement cell works with potential employers from different sectors to understand their recruitment needs, analyze them and create opportunities for

students, through both on-campus and off-campus placements. Placement support is provided to all Residents for career opportunities in different schools, NGO's and other organizations that work in education and related fields.

THE PLACEMENT PROCESS

PHASE II CAMPUS PLACEMENT DAYS

- Participating organizations will be given preferred slots in order of receipt of filled up forms for conducting recruitment process at the I Am A Teacher campus.
- Participating organizations are encouraged to provide details of the role, location and salary in the placement form and during the recruitment process and interviews. This would help the students in making informed choices and hence reduce dropouts after an offer is made.

1

PHASE I INVITATION

- IAAT will send invitations to organizations that might be interested in recruiting our Residents. The organizations will be requested to fill up the Placement form and email it to our Placement Cell at placements@iamateacher.in
- Subsequently, in order of receipt of forms, preferred slot will be given to the organizations within the placement week or during the open placement window. Pre-placement talks with the Placements Coordinator and the academic Director can be organized in case any organization wishes to discuss their profile and vacancies before the campus placement days. This needs to be mentioned in the placement form.

3

PHASE III OPEN PLACEMENT WINDOW

- Organizations, who would not be able to participate in the designated placement days, will be provided with an open placement window from 16th January to 28th January. Within this period, they can schedule recruitment process either at the IAAT campus or at their respective campuses by taking a prior slot from the placement coordinator.
- However, it should be noted that since the placement days will be just before this open window, most of the recruitments will happen within these designated days and Residents will start closing the offers within these days. It is therefore advisable that organizations try to schedule their recruitments within the designated placement days.

SOME SUGGESTED GUIDELINES FOR PARTICIPATING ORGANIZATIONS AND IAAT RESIDENTS

4

- The list of selected Residents has to be confirmed within 2 working days of completion of the campus interviews. To facilitate this, it is preferable that key decision makers are part of the campus recruitment process. This will facilitate faster decision-making.

- In the interest of providing equitable opportunity to all Residents and create a fair recruitment environment for organizations, the recruitment process will be as follows:

When a Resident gets a confirmed offer (first offer), he / she has up to 2 days to either accept or reject the offer

If the Resident accepts the offer, he / she is required to drop out of the placement process

If the Resident rejects the offer, he / she can continue to participate in the placement process till such time they get another offer

- Recruiting organizations are encouraged to prepare a waitlist in addition to the list of selected students. This will help in the event of a selected Resident deciding not to take up the offer.

- A written confirmation on the letterhead or official mail from the recruiting organization is taken as a confirmation. Residents will continue to attend interviews till they receive a written offer.

PARTICIPATING ORGANISATIONS IN THE PLACEMENT PROCESS 2015-16

SCHOOLS

Pathways World School, Noida
Pathways World School, Sohna Road, Gurgaon
Pathways World School, Baliawas, Gurgaon
The Sri Ram School
Shikshantar School
The Heritage School, Gurgaon,
The Heritage School, Vasant Kunj
The Heritage School, Rohini
Matri Kiran School
Scottish High School
Gems International School
Step by Step School

NGO's

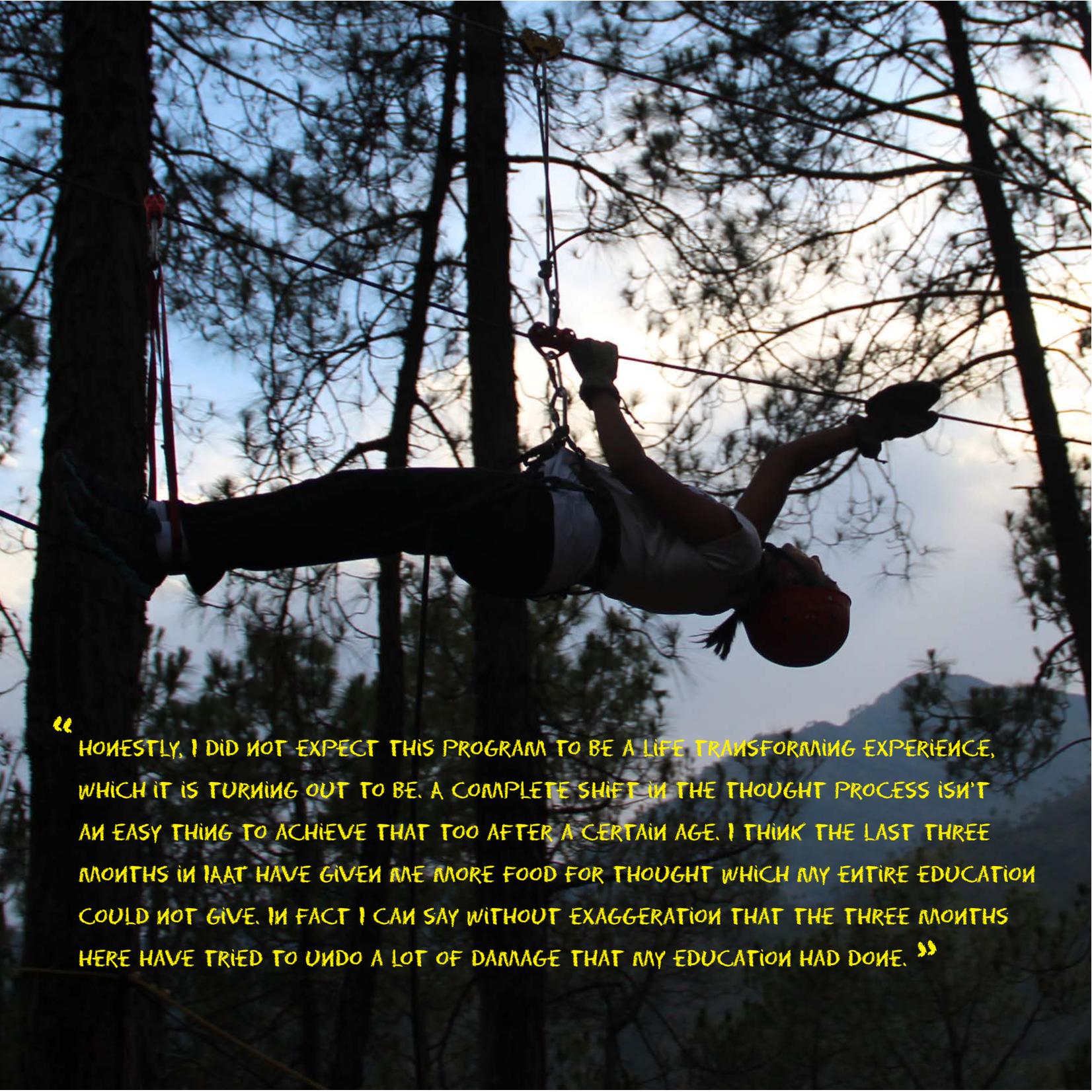
Azim Premji Foundation
Central Square Foundation
Kaivalya Education Foundation
American India Foundation
Education Alliance
Jodo Gyan

PLACEMENT TIMELINES & SCHEDULES

DATES	AGENDA
3rd – 9th Jan 2017	Submission of filled up placement form by participating organizations. Pre – Placement talks can be scheduled during this week
13th, 14th and 17th Jan 2017	Campus Placement Days: Participating organizations to conduct campus recruitments
16th – 20th Jan 2017	Participating organizations close the offer with select Residents and come up with wait-lists
16th – 28th Jan 2017	Open Placement Window: Organizations, which could not participate in the campus recruitment, can schedule recruitment process for remaining Residents

“ THE VERY FACT THAT THERE IS PATIENT AND A HELPFUL MENTOR, TO HELP ME GET OVER ANY STRESSFUL TIMES, IF AND WHEN I HAVE, AND TO GUIDE IN A WAY THAT EVERYTHING STARTS TO LOOK SO SIMPLE IS JUST BEAUTIFUL. I REALLY FEEL BLESSED TO BE ABLE TO TALK, RATHER POUR MY HEART OUT TO SOME WHO IS LISTENING TO ME WITH SUCH CALMNESS AND IN SUCH A NON-JUDGMENTAL WAY. I HOPE THIS CONTINUES FOREVER ”





“ HONESTLY, I DID NOT EXPECT THIS PROGRAM TO BE A LIFE TRANSFORMING EXPERIENCE, WHICH IT IS TURNING OUT TO BE. A COMPLETE SHIFT IN THE THOUGHT PROCESS ISN'T AN EASY THING TO ACHIEVE THAT TOO AFTER A CERTAIN AGE. I THINK THE LAST THREE MONTHS IN IAAT HAVE GIVEN ME MORE FOOD FOR THOUGHT WHICH MY ENTIRE EDUCATION COULD NOT GIVE. IN FACT I CAN SAY WITHOUT EXAGGERATION THAT THE THREE MONTHS HERE HAVE TRIED TO UNDO A LOT OF DAMAGE THAT MY EDUCATION HAD DONE. ”



involved

motivated

diverse



SELECTION OF THE PGDLT RESIDENTS

To ensure that we get the right kind of candidates to enroll for the programme, we have a selection process for admissions. This is mainly to ensure readiness and fitment to the programme. Since the course demands a very rigorous engagement on the part of the Residents, it is imperative that applicants are prepared to handle the demands of the course.

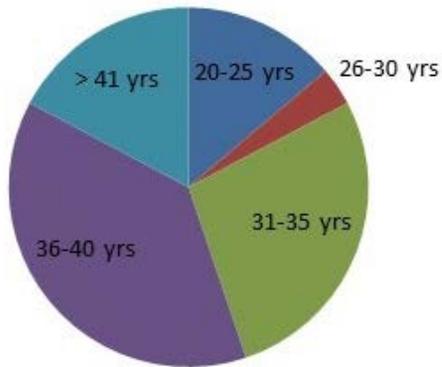
The intent of the selection process is also to gauge the interest of the candidates in the field of education and to ascertain if they are serious about making a career in this field. For this purpose, our selection process consists of submission of statement of purpose, an online aptitude test, a group task and a personal interview.

OUR RESIDENTS

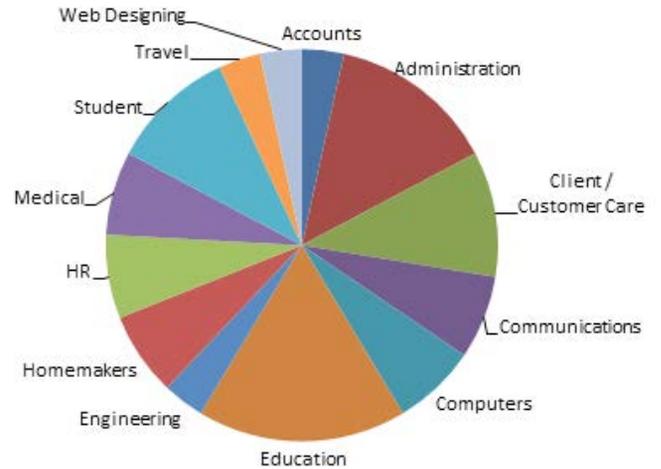
Our current batch of Residents is very diverse, comprising essentially of individuals who appreciate the value of a holistic education; a core attitude we aim to look for in our candidates. Many in this group are individuals wanting to make a mid-career switch to teaching because of their belief in the power of education as a deeply meaningful enterprise.

RESIDENT DEMOGRAPHICS

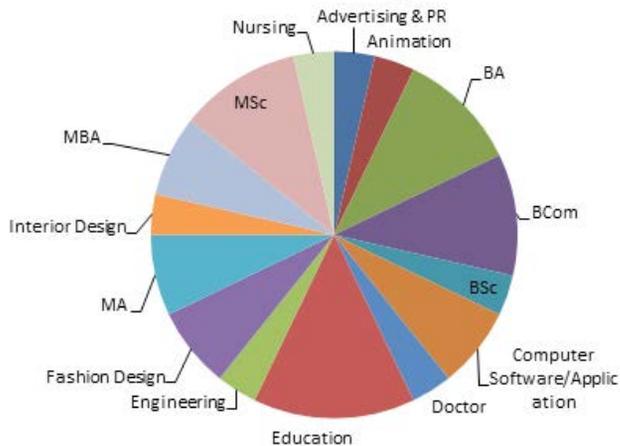
Age Group



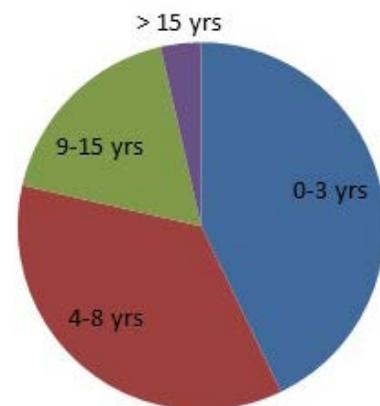
Occupational Background



Educational Background



Years of work experience





THE PGDLT RESIDENT HAS COMPETENCY IN

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

RESIDENTS – PGDLT 2016-17



Aashita Dayal 38 yrs



Arunima Chandel 42 yrs

Education

PG Diploma in Computer Applications, IMT, Gaziabad. BA in Computer Applications, DU

Education

Jewellery Making, Redbridge College, UK. BSc, IHE, DU. Fashion Technology, IIFT

Work Experience

Technical Business Development
9 yrs

Work Experience

Administrative and Customer Services duties in various Organisations in London, 3 yrs

Key Strengths

Good communication skills, Initiator with a high level of energy, Ability to listen to others, Knowledge of developmental theory and corresponding practice of education, Time management ability

Key Strengths

Effective communication skills and good listener, soft spoken and confident, willing and open to new learning, creative ability



Bharti Gope 41 yrs



Geeta Rawat 33 yrs

Education

PGD in Personnel Management
& Industrial Relations, Patna.
Bsc, St Xavier, Ranchi

Education

MBA-HR, Sikkim Manipal University.
BA, Punjab University.

Work Experience

H R Consultant, Place well Consultant,
Gurgaon. 3 yrs

Work Experience

Team Leader and Recruiter, 5 yrs

Key Strengths

Keen learner, logical thinker, love for teaching, sincere, self motivated, passionate

Key Strengths

Hard working, dedicated and punctual, learners' mindset, patient and good listener, and a good team player.



Geetanjali Jaggi 29 yrs



Gursimran 38 yrs

Education

Executive Program in Management, SJM School of Management, IIT, Mumbai
B.COM Devi Ahilya University, Indore.

Education

PG Diploma in Hospital Administration, Gurgaon
B.Sc Hons Nursing, Jamia Hamdard University, New Delhi

Work Experience

Manager - HR and Administration at Dynamic Orbits Advisory Pvt Ltd. 7 yrs

Work Experience

Instructor and in-service Educator for Nurses. 5 yrs

Key Strengths

Good interpersonal skills, empathetic and respectful nature, strong work ethics and loves to work with children

Key Strengths

Empathetic, patient, passion for teaching, open to learning, compassionate, self motivated, sincere.



Jayasree V 45 yrs



Kritika Mahajan 23 yrs

Education

M.Sc - Operations Research, DU
ICWA- Inter, ICWAI, Calcutta
B.Sc -Statistics, DU

Education

M.Sc. - Biochemistry, Jamia Hamdard University,
New Delhi. B.Sc. - Biochemistry, IHE, DU

Work Experience

Accountant in various companies, 4 yrs

Work Experience

Fresh Graduate

Key Strengths

Desire to gain knowledge in new areas, understand and work/interact with people of diverse backgrounds and age group, persistence and perseverance, ability to express and articulate facts and opinions.

Key Strengths

Written and verbal communication, able to take on responsibility, compassionate and sincere, punctuality and honesty



Manisha Awasthi 49 yrs



Mansi Bhardwaj 23yrs

Education

PG Diploma in Advtg & PR, IMM
B.A. Pol Sc Hons, LSR

Education

B.Com, DU

Work Experience

Communications and Public Relation
professional, 20 yrs. Last job held as Head
Corporate Communications

Work Experience

Fresh Graduate

Key Strengths

Good communication skills, Eager to learn new
things, Organised and meticulous, empathatic and
eager to work with community.

Key Strengths

Optimistic outlook, Commitment and persistence
towards work, curiosity to learn, treating all with equality



Minakshi Bharat Kumar 34 yrs



Neeraj Kumari 21 yrs

Education

B.Sc.- Comp.,Sc., Miranda House College, DU.
Diploma in Fashion Design, NIFD, New Delhi.
PG Diploma in Apparel Management Program
(Merchandising), Naraina, New Delhi

Education

B.A., Dr, Bhim Rao Ambedkar University,
Agra

Work Experience

Entrepreneur, 5 yrs

Work Experience

Administration and Communications, 2 yrs

Key Strengths

An energetic learner, sincere, empathetic, logical thinker,
strong work ethics with multitasking ability

Key Strengths

Flexibility, willingness to learn and try new
things, ability to work with children and adults
effectively.



Neha Kapoor 29 yrs



Poonam Malik 38 yrs

Education

PG Diploma-Interior Design, Northumbria University, UK
B.Sc-Interior Design, Amity University, Noida

Education

M.A. English(IGNOU) , M.ed (M.D.U)
B.A.(English Honors) Delhi University, B.Ed. (M.D.U)

Work Experience

Administrative, Student Counselling and Customer services duties for various organisations, 5 yrs

Work Experience

PRT, PGT and Coordinator in Schools, 5 yrs

Key Strengths

Enthusiastic, Positive attitude towards life, energetic with children, a keen listener, self-motivated, takes up initiative and responsibilities, open to learning

Key Strengths

A keen learner, and expressive storyteller, passionate about work and detail oriented, creative thinker and a poetess



Pritha Mukherjee 35 yrs



Priyanka 40 yrs

Education

M.A. English, Burdwan University, West Bengal

Education

Masters in Tourism management, IGNOU
BA, DU

Work Experience

Copy Writer, Sub Editor, Reporter, Media
Manager. 8yrs

Work Experience

Travel Executive and Administration. 9 yrs

Key Strengths

Disciplined, Responsible, compassionate, good listener,
optimistic towards life, keen learner, team player, have
perseverance, confident

Key Strengths

Enthusiastic, Eager to learn new things,
Open to new ideas.



Ramneet Kaur 33 yrs



Santosh Baliyara 36 yrs

Education

B.A., DU. N.T.T, 2 years Diploma,
Air-force Vocational College, New Delhi
E.C.C.E., National Open School, Delhi

Education

NET Hindi Literature, UGC. M.A.. Hindi Litature,
Bikaner University. B.A. Hindi Lit., Economics,
Sociology, MDI University, Ajmer

Work Experience

Administration- 6 yrs, Teaching 1.5 yrs

Work Experience

Volunteer Teacher, Online Translations

Key Strengths

Positive learning attitude, Critical Thinker,
respectful towards self and others, Empathetic,
Proactive, Good listener and observant.

Key Strengths

Sincere, active learner, good listener and
considerate towards others



Saumya Mishra 32 yrs



Shefali Ahuja-Gupta 38 yrs

Education

B.com., Kanpur University

Education

Advanced Diploma in Software Engineering, Aptech Ltd.
B.A (Hons.) English, DU

Work Experience

Language Trainer, 2.5 yrs

Work Experience

System Analyst and Analyst Programmer. 10 yrs

Key Strengths

Communication skills, self motivated, flexibility and adaptability, team work skills, honesty and integrity, strong work and social ethics, dedication, assertiveness

Key Strengths

Good verbal and written communication skills, logical thinker, multi tasking abilities, Passionate about education, quick decision making, good observation skills, diligent planner and good interpersonal skills



Shefali Ravi 37 yrs



Shelja Sharma 34 yrs

Education

Animation Studies, School of Continuing and Professional Studies, New York University, USA
B.A., DU

Education

PG Certification in Business Administration, Herriot Watt University, London, UK. PGD in Advertising & Marketing , YMCA , Delhi. B.A., M.D. University , Rohtak

Work Experience

Graphic and Web Designing. 5 yrs
Freelance Photographer 4 yr

Work Experience

Sales Coordination and Customer Relations.
5 yrs

Key Strengths

Innate ability to understand, connect and communicate with children. Honesty, Empathy and Focus.

Key Strengths

Multitasking, strong interpersonal skills, adaptable to change, strong work ethics, disciplined and soft spoken, teamwork, ability to cope with failures and learn from mistakes



Shradha Jain 41 yrs



Suman Ranjan 34 yrs

Education

PG Diploma in Human Resource Management, Indira Gandhi National Open University. M.Sc. Home Science, with specialization in Human Development, S.N.D.T. Women's University, Mumbai

Education

B. Ed. Math & Science, MDU, Rohtak
B.Sc. Maths Hons, Ranchi University,
Cleared CTET

Work Experience

HR, 10 yrs

Work Experience

Running Coaching Center, 4 yrs

Key Strengths

Able to build a positive learning environment and mentor learners effectively, work collaboratively and productively, Patient and active listener, Energetic, organized and self-motivated, approach and solve problems proactively, Adaptable

Key Strengths

Passion for Teaching, Knowledge of Curriculum and Subject Matter, Classroom Management Skills, Ability to learn new things quickly.



Vandana Kant 40 yrs



Vani Gupta 20 yrs

Education

B. Ed., Dr. Bhimrao Ambedkar University, Agra
B.Sc., University of Lucknow, Lucknow.

Education

B.A. English Hons, Indraprastha College For Women, DU

Work Experience

IT and Web support, 3 yrs

Work Experience

Fresh Graduate

Key Strengths

Sensitivity and compassion, open to new ideas and views,
readiness to adapt to change, keenness to learn and understand
more about kids and education field.

Key Strengths

Positive learning attitude, creative, adaptive,
relationship building, compassionate



Varun Gupta 33 yrs



Veena Saini 36 yrs

Education

B.E Mechanical, ITM College, MDU

Education

BDS, B.R.S Dental College, Kurukshetra University.

Work Experience

Engineering and Management in various engineering firms, 8 yrs

Work Experience

Dental Clinic, 8 yrs
Lecturer, UP Dental College 1 yr

Key Strengths

Adaptability, Cross-functional team working, Communication, Coordination, Project Management, Planning, Organizing, Customer support, Willing to learn new things, Willing to learn new things and interact with new people and places

Key Strengths

Proactive, confident and diligent, able to handle stress and deliver with peak efficiency in times of need, persistent and punctual.

RESIDENTS' REFLECTIONS

FROM FIELD ENGAGEMENT, COURSEWORK AND PRACTICE TEACHING

“IAAT – It’s not just a course for new pedagogy of experiential learning. It is much more than that – It is a journey of transformation, realization of what I am and my deeper self. It’s about the child and me. It is the beginning of the exploration towards: what is the purpose of my life—the calling, what is meant by success and meaningful life”.

Varun, 2016-17 Batch

“Its remarkable to see how children feel safe to express their thoughts, ideas and opinions and how the teacher student relationship has become more friendly and approachable, I haven’t seen a major difference in their behaviours whether in classrooms or outside; however, during their personal interactions I have observed that they choose their playmates thus leaving me with a question: when does this process of having preferences begin? Can education reduce this process to an extent?”

Swapnika, 2015-16 Batch

“IAAT is a journey of self-exploration of a new ‘ME’ and empowering me with the wings of creativity. Dreaming of a world within and beyond in harmony and peace , as a dreamer and as a teacher”.

Veena, 2016-17 Batch

“I had always imagined villagers to be loud, rash and uncultured. I was intimidated when I was asked to converse with them. But as we started visiting one household after another I realized how wrong I had been. The villagers were so warm and welcoming. I was deeply touched by their hospitality. We were welcomed with smiles and served ‘welcome drinks’- aerated drinks/ chaach/ chai, in almost every house we visited. The women were really friendly and answered most of our questions frankly and patiently after seating us comfortably on charpays or chairs. I really wondered if I deserved the love and respect I got from each one of them after what I had believed them to be. Today I am embarrassed about how I had perceived the villagers. I have thought hard but I am still unable to trace how and why I had developed this perception.”

Harjeet, 2015-16 Batch

“I had no idea what teaching is really like until I actually began to teach here. I discovered it is the most rewarding feeling when students understand something, make a connection, or are engaged because of something I said or did.”

Neeraj, 2016-17 Batch

“To know about the history of education is fascinating. How the education system works and how it doesn’t. The journey of education in last almost 70 years and the progress that we have made or not and why not is worth thinking. There is so much to be done. Vimala didi appreciated what we did and guided us on how we should be doing an analysis next time. She made me realize that how important it is for a teacher to recognize the hard work put in by students.”

Anita, 2015-16 Batch

“The classroom exposure has significantly changed my observation lens, my approach of looking at education, children and their learning. , which I believe is the first stepping stone in being a Learner & Facilitator.”

Shelja, 2016-17 Batch

“I wonder if I am learning Math or learning to be a better human being or learning to be a good teacher. It is quite amazing that Shaji is able to accomplish all three of them under this umbrella. His teaching style is very unique. After every class I not only feel enlightened but also blessed that I now have a teacher that I will cherish throughout my life!”

Monika, 2015-16 Batch

“At the moment I am really realizing how crucial the teacher’s role is in the society. I feel very satisfied to have chosen this course and hence this profession. If I am willing to be a teacher, I should never refrain from learning as a student. I feel this IAAT journey provides me a platform to value myself, see shortcomings, inspire to learn; somehow I feel I grow every day.”

Kritika, 2016-17 Batch

“Observing my child under the task of child profiling has become more interesting as the boy’s moods and behaviour keep swinging. At this point of time, I am just observing him without inferring anything.”

Shilpi, 2015-16 Batch

“The course on Child Development is very thorough and informative, at the same time it helps a lot in connecting with children in the classroom. The tasks have been helpful in improving my understanding of children. A complete picture of the child is coming through. It changed the way that I thought that a child grows. “Ho jayega”, “seekh lega” were very common phrases around me and it is becoming clearer by the day how the progression of the brain happens and at what stage what needs to be understood about the child and his/her behaviour.”

Harshu, 2015-16 Batch

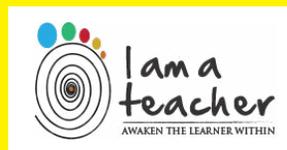
“The rapport with the students, their responses, their learning moments as well as the moments where they struggled made it happen. I played the role of a learner during the Lead Teaching Week. There was so much to absorb and reflect. My Collaborating Teacher provided me the learning space. She let me challenge my own limits and pushed me to try things where I had doubts.”

Shradha, 2016-17 Batch

CONTACTS

	CONTACT PERSON	EMAIL
Schedule Pre – Placement talks	Tapaswini Sahu Academic Director	acad.director@iamateacher.in Ph. no +91 987172002
Send Filled up Placement forms	Placement Cell	placements@iamateacher.in Ph. no. +91 9810236412
Questions/ Clarifications regarding the placement procedures/ schedules	Prerna Shivpuri Programme Coordinator	coordinator@iamateacher.in Ph.no. +91 9910138085
Website Blog Social Media	www.iamateacher.in https://iamateacherblog.wordpress.com/ F - https://www.facebook.com/iamateacher.india T - https://twitter.com/teachertalkies L - https://in.linkedin.com/in/i-am-a-teacher-181635a8	





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