



Post Graduate Diploma in Learning and Teaching



# PROGRAMME HANDBOOK

Let Them Be

Let's not tell them this or that  
Let them figure out what they want  
Let them be let them glee  
For they will discover a world full  
of possibility

Let them explore let them play  
Let them run let them stay  
For they will discover the power  
of decisions

And learn to persevere to clear  
their confusions

Let them laugh let them cry  
Let them enjoy let them sigh For  
they will experience all the  
emotions

And learn to find comfort  
through expressions

They have the power, they have the  
talent

Let's inspire them to build their  
story

For they will rise in the limitless  
sky

All they require is acceptance for  
a high!

**Mrunmayi Kamat**

Alumna, PGDLT Batch of 21 - 22

Who are you that I am supposed to teach?  
Is it you or my own self that I try to seek?  
I stand here contaminated by the treacherous time,  
How am I then worthy to shape your mind?  
Untouched, immaculate and pristine  
Created in reflection of the most perfect being

Who are you that I am meant to teach?  
Your glowing mind is so out of my reach!

What possible knowledge could I offer?  
To an unbounded mind with no border  
Dare to incomplete that which is complete  
Irony and contradictions engulf me

Who are you that I am told to teach?  
Give wisdom to the wise and freedom to the free?  
Go run wild, dig or climb a tree  
Swim, dive or ride the waves of the sea  
Cry, laugh or fight and be fancy free  
Don't let anyone tell you what you need to be....

And in your presence, I will unlearn and  
probably find the lost me.

To nurture, celebrate and honour you, I will  
always be

**By Deboleena Sengupta**

Alumni, PGDLT batch of 19 - 20

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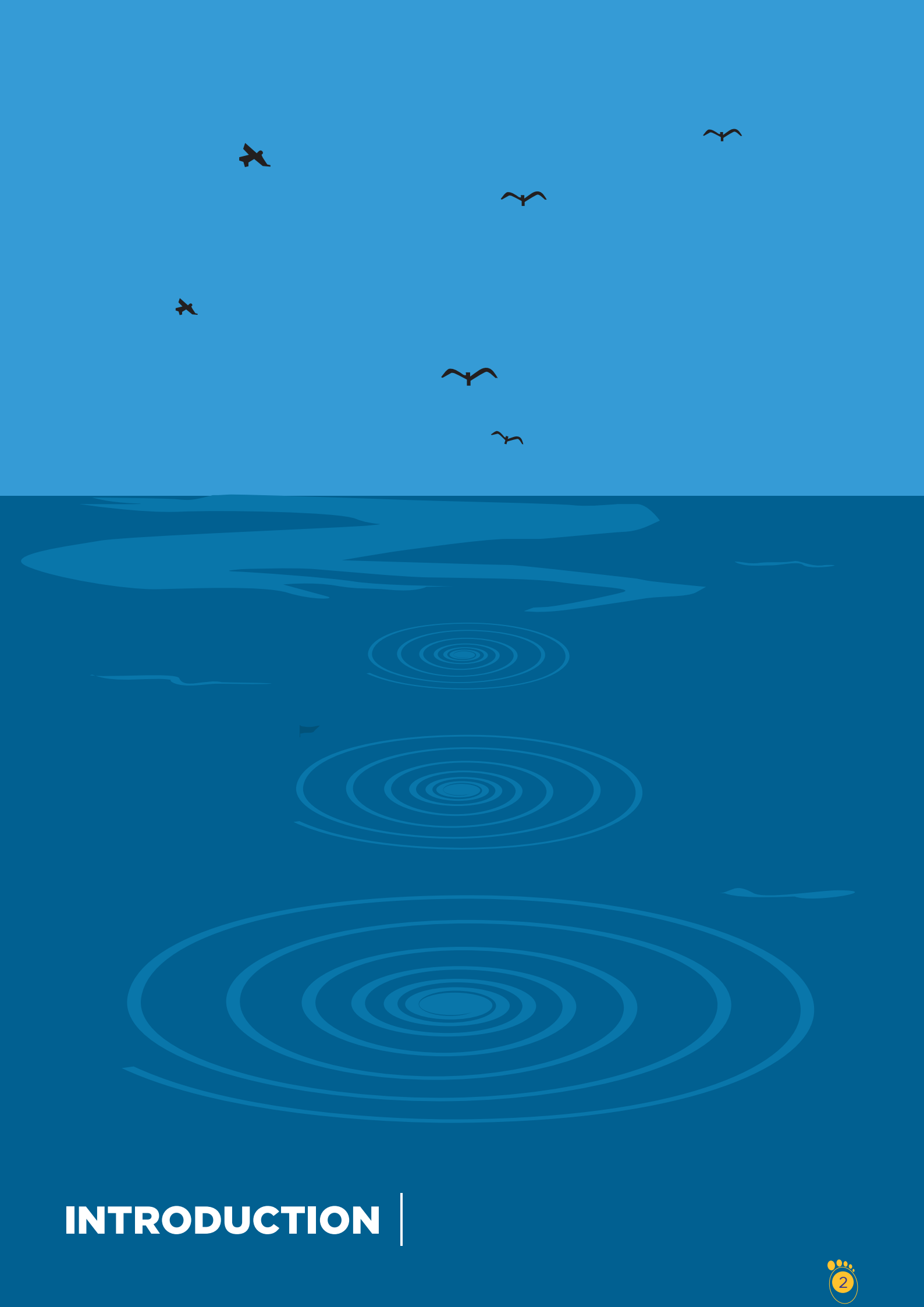
## FOREWORD



All our children need excellent teachers who are invested in their learning and their futures. It is with incredible respect and delight that I would like to state, that I Am A Teacher (IAAT) has consistently been able to engage new teachers, students and families to find knowledge, passion and change through education. IAAT has implemented a model that carefully weaves theory and practice, engaging new teachers in developing the knowledge and the practices necessary for meaningful, powerful student engagement and growth. Grounded in continual reflection on content, self, and teaching practices; teachers see their progress inextricably linked to their students' learning and development. As IAAT expands its outreach, it will continue its tradition, while at the same time, innovating and responding to the needs of the learning community.

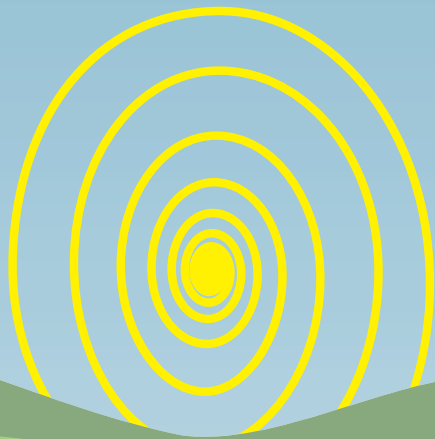
It is clear from our partnership that IAAT holds a deep commitment to educational reform; positioning teachers to be decision makers who seek to improve their practice and who aim to create positive, dynamic, and engaging classrooms where students are prepared to be leaders in a changing world. On behalf of Boston Teacher Residency (BTR), we look forward to further collaboration and wish you continued success; one teacher at a time.

Marcie Osinsky  
Director, Elementary Residency  
Boston Teacher Residency



# INTRODUCTION |





## VISION

**“To transform education by preparing a critical mass of teachers who lead change in and through classrooms.”**

When teachers are involved in the decision-making processes, are able to reflect and change their perspectives, enjoy being around children, have the skills needed to manage their classrooms, support student learning and understand their role in the broader community, they are highly motivated and student learning becomes the focus.

Founded in 2014, I Am A Teacher (IAAT), is a not-for-profit organization with a purpose to serve the education space in the nation, by creating a model of excellence in teacher education through a relevant and rigorous practice-based apprenticeship. IAAT aims to provide access to high quality learning and teaching for all children and help them realize their potential. 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 a teacher.

The mission of IAAT is to prepare caring and confident teachers who are committed to becoming reflective practitioners and lifelong learners, proficient in the content and practice of the discipline, able to work collaboratively, and have the courage to be leaders in the field of education and in society.

# THE IAAT WAY

*"We have all known the long loneliness and we have learned that the only solution is love and that love comes with community." - Dorothy Day*

We believe that a sense of community in the workplace is essential; where all members have the opportunity and support to grow and flourish. At IAAT, we endeavour to create a space where everyone feels empowered and responsible towards realizing their desired goals, and ensuring a high sense of equity and inclusion.

As we envision our teachers as lifelong learners, it is imperative that the model makes it 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 experiences. Knowledge, skills and dispositions are a result of seamless integration of theory and practice. Being a resident-teacher (student teacher) means gaining first-hand experience of being in a classroom, which serves as a base for learning and connecting practice with theory.

With a commitment to high standards of quality and excellence in our work, the rigorous and intensive nature of the programme focuses on building capacities of reflective thinking and collaborative learning in the resident-teachers (RT). Protocols are in place to bring attention to detail, giving and receiving constructive feedback, reviewing our work and processes and continuously evolving in all areas. This is the ethos of our work culture. RTs are expected to demonstrate a high level of professionalism, ability to communicate and work collaboratively with the school and amongst themselves.

Resident-teachers spend time in the classroom, as learners and teachers at the same time. They observe and experience how children learn to communicate and express their thoughts, before actually reading and understanding the rationale behind it in the course work. Alternately, they may have discussed it in a theory class and then see it in the classroom. The experiences of learning from the ground-up and building the necessary dispositions, skills and knowledge in the process comprise the journey of a resident-teacher.

IAAT is more than a teacher-education institute, it a community of like-minded individuals on a journey of change within & without!

## RESIDENT'S JOURNEY

Being an RT is also about being a part of the larger community. While there is space to work independently and focus on the areas needed to develop as teachers, RTs are required to work closely with their peers, collaborating-teachers (CTs), teacher-educators (TEs) and visiting faculty who are all an integral of this professional learning community.

Education is a holistic process and all domains of learning have equal importance in it. Resident-teachers have an opportunity to engage in sports and physical training, explore the world of art, music and theatre and inclusive education.

The framework below has been designed to initiate them into a journey of personal transformation and learning. This process of self-inquiry begins by developing a deeper and wider understanding of children and education at large.

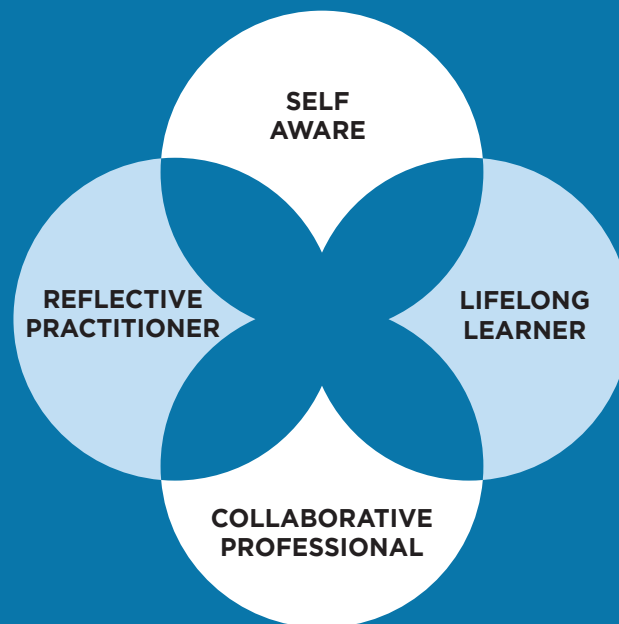


## SELF-AWARE HUMAN

The Journey begins by helping the residents to tune inwards and connect with their inner self. They introspect deeply upon their notions about themselves, people, education, and the purpose of their lives. They are offered an opportunity to question their assumptions and belief, become curious about the world outside and develop fresh perspectives to view teaching and learning from

## COLLABORATIVE PROFESSIONAL

Resident-teachers learn about teaching through participation in a community of learners, guided observation and engagement in practice. They embrace diversity, become sensitive to the requirements of student learning and develop a sense of discernment that brings out the best in all students.



## REFLECTIVE PRACTITIONER

Resident-teachers learn by integrating theory with practice - confident in disciplinary knowledge and developing a set of core practices to support them in responding to student's ideas, analysing classroom experiences and evaluating their teaching and learning to reflect upon its complexity. Classroom experiences provide them with concrete examples to substantiate their ideas and theories, debate, discuss and deliberate these with a common language in mind.

## LIFELONG LEARNER

RTs are encouraged to become adaptive, critical and creative thinkers and potential curriculum leaders. They engage in a process of conscious learning throughout their lives directed towards meeting their individual needs and that of the relevant community. They not only develop as individuals, responsible to themselves and their communities, and involve actively at all levels of their society



**PROGRAMME &  
CURRICULUM**



# POST GRADUATE DIPLOMA IN LEARNING AND TEACHING

## INTRODUCTION

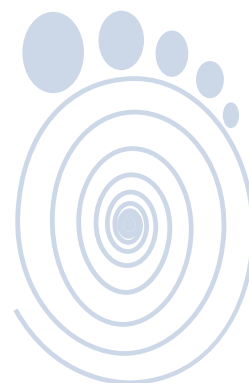
PGDLT is an innovative, practice-based, one-year, full-time programme designed to prepare graduates as well as experienced professionals to teach in schools within India. This programme provides intensive coursework and simultaneous teaching experience with a mentor teacher in the classrooms. The goal of the PGDLT is to develop a cohort of teachers that are prepared and capable of working in India or anywhere in the world. The programme's unique blend of theory and practice, emphasis on collaborative learning and mentor support, gives resident-teachers a field-tested foundation for success in classrooms. By the time an IAAT graduate becomes a teacher, they've already had a year's experience in a partner school, an understanding of the challenges that lie ahead and an ever-expanding support network of fellow educators.

IAAT draws inspiration from the National Centre for Teacher Residency, a not-for-profit organization in the US, dedicated to developing, launching and supporting the impact of residency programmes in schools across the Globe. The PGDLT Programme gets its key features from the Boston Teacher Residency programme, which combines theory and practice, and allows Resident Teachers to engage with the underlying theories of effective teaching. They learn how to apply what they have learned under the direction of collaborating-teachers of the school and teacher-educators of IAAT.

## PRINCIPLES OF PGDLT

Based on research, the three key elements that form the base of the design, principles and processes of a robust teacher education programme are -

1. To be rooted in practice, provide experience and connections to resident-teachers in real classroom situations.
2. A conscious attempt at helping resident-teachers make strong connections between theory and practice and build a reflective disposition.
3. Provide extensive support to resident-teachers through close mentoring by experienced, practicing teachers.



## LEARNING MODEL

The core of PGDLT is entrenched in four mutually reinforcing initiatives that support a teacher's growth and development. They are, rigorous coursework, reflective practices, mentoring by experienced teachers and teacher-educators and a partner school serving as a holding environment.

### AWARE

Exploring mindfulness and being conscious of what one is doing, feeling and thinking and relating to people and practices around us forms the core of the programme. Resident-teachers begin by engaging with their inner self, introspecting on their notions of self, life and relationships; questioning their ideas about teaching and learning and gaining key insights into themselves and others.

### BALANCE

Consciously attempting to help RTs make strong connections between theory and practice and build a reflective disposition. Resident-teachers acquire a cognitive map of teaching that allows them to forge a relationship between the domains of teaching knowledge and connecting useful theories to practices. They engage in an organized sequence of coursework and practice teaching together. Practice teaching is based on the principle of gradual release of teaching responsibility.

### CONNECT

The programme is rooted in practice that provides experiences in real classroom situations. When teachers interact with their subject matter in the same way that they would wish for their students, they are more likely to practice it in the classrooms. Immersed in deliberate practice RTs apply and refine what is learnt, purposefully and critically and, synthesize the concepts that they are learning in the coursework.

## COACH

Extensive support is provided to resident-teachers through cognitive coaching and mentoring by experienced, practicing teachers and educators in the field. The school acts as an ecosystem for RTs to become acquainted with school routines and processes and understand the width and depth of a teacher's roles and responsibilities. The cohort meets regularly and forms a professional learning community that connects practice with coursework. Collaborating-teachers demonstrate best practices and provide constant feedback to the RTs and also participate in on-going monthly professional development sessions with IAAT faculty.



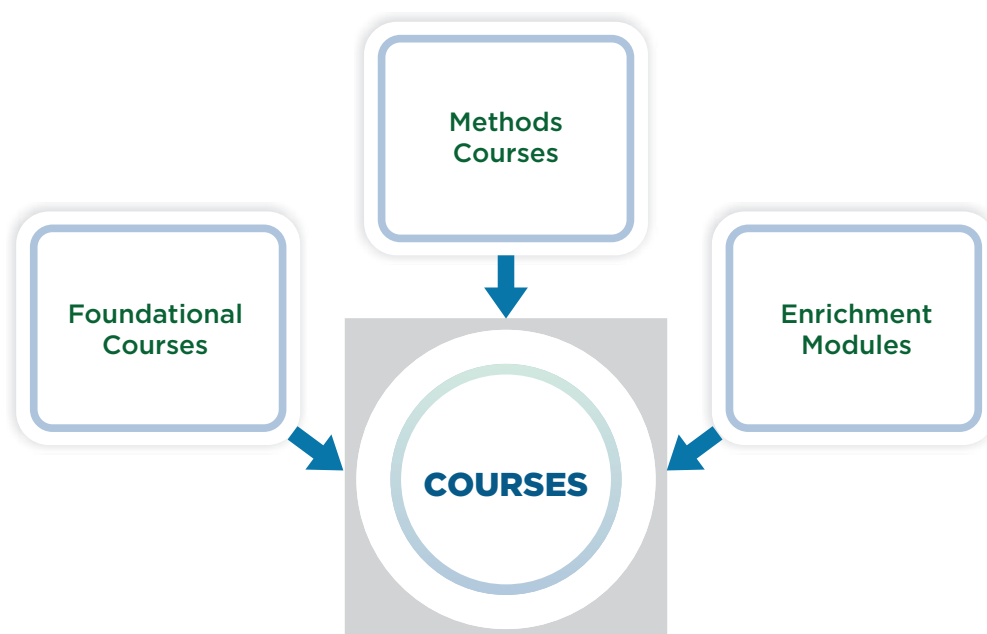
# PROGRAMME GOALS

The PGDLT programme is designed to promote close interaction of theoretical constructs, conceptual understanding, pedagogical practices, and reflective dispositions. Resident-teachers are expected to work towards their goals to become effective and skilled teachers.

1. Understand the interrelationship of education, learner and society
2. Develop a wider and deeper perspective of learning and teaching
3. Develop relevant content and pedagogical knowledge for better student learning
4. Reflect critically on personal strengths and limitations to develop knowledge, skills and strategies for continued professional improvement
5. Build a positive learning environment that supports student learning where each child matters
6. Plan relevant learning experiences for individuals and groups with opportunities for optimal learning and development of students
7. Provide learning experiences in which students use and apply higher order thinking skills and construct new understandings
8. Assess and report student learning; use assessment to inform lesson planning, instruction and assessment
9. Model professional behaviour and build relationships with the wider community in alignment with IAAT goals

# PROGRAMME STRUCTURE

The PGDLT has a practice-based model, and takes an integrated approach, emphasizing foundation and method courses along with specific enrichment modules through the year.



# FIELD VISITS

Supporting this structure, study visits are organised to learn from educational spaces in different contexts. These visits are planned as part of the course work and include visits to schools of diverse socio-economic contexts - based on progressive educational philosophies, NGO's working in the field of education and empowerment, specialized schools for certain age groups or certain groups of learners.

# LIST OF COURSES

Course Structure	Course Code	Course Names
<b>Foundation Courses</b>	MPL	Mindful Personal Leadership
	PIE 1	Perspectives in Education (Philosophical Perspectives)
	PIE 2	Perspectives in Education (Historical & Sociological Perspectives)
	CDL	Child Development and Learning
	CRE	Classroom Environment
	UTL	Understanding Teaching and Learning
	CSP	Curriculum Study & Practice
	ASM	Assessments that Empower
<b>Methods Courses</b>	ToL	Teaching of Language (Early and Middle School)
	ToM	Teaching of Math (Early and Middle School)
	EESS	Exploring Environment, Science and Society



# DESCRIPTION OF THE COURSES

## FOUNDATION COURSES

### MINDFUL PERSONAL LEADERSHIP (MPL)

The course is designed to be a transformative experience for Resident Teachers, encouraging them to examine their core beliefs and understand deeply held mental models. They revisit key life experiences, become aware of their conditioning and patterns of behaviour, recognize and articulate their deepest aspirations and design steps for the direction they want to take. They connect with pride and joy, to the purpose of their lives and work, enabling them to become future teacher leaders.

A mandatory offsite retreat is part of the Mindful Personal Leadership course, designed to be a deep learning experience and intended to be an exercise in discovery into one's strengths and gifts.

### OBJECTIVES OF THE COURSE

- Initiating a journey of knowing oneself and taking charge of one's learning and responsibility for personal choices.
- Questioning existing personal beliefs and mental models.
- Understanding the importance of risk-taking and becoming comfortable with the unknown.
- Understanding and exploring one's potential, aspirations and next steps in life.
- Developing a learning community and understanding essential principles of group learning.

### PERSPECTIVES IN EDUCATION (PIE)

This foundational course introduces students to the philosophical, sociological and historical perspectives on education. It seeks to stimulate an interest in the aims of education, its relationship to society and human aspirations, and the implications for teaching and learning. It also provides an opportunity to engage with some of the key issues in the area of education (e.g. inequality, and discrimination) and provides a critical lens to look at institutions, policy reforms, curriculum and textbooks. Through an in-depth study of key ideas, themes and theories, the Resident Teachers are not only encouraged to develop a rich and multidimensional understanding of the field of education but are expected to evolve as reflective practitioners.

### OBJECTIVES OF THE COURSE

- Engaging with educational ideas dealing with the significance and purpose of education, and of life
- Thinking in depth about the role of education in relation to human nature and the wider universe, incorporating values such as caring and concern, freedom and responsibility, happiness and integrity.
- Observing and reflecting on experiences of life, education and schooling, to appreciate one's own journey and recognize the possibility of continuous learning.
- Exploring schools and school practices based on wider visions and philosophies of education.
- Beginning to formulate and express one's own ideas and philosophy of education, and its relation to life.
- Understanding the relationship between Education and Society and learning to think about education from a sociological and historical perspective.
- Understanding the evolution of education in India beginning with the colonial period to develop a historical perspective about the colonial legacy and changes with regard to institutions, practices and ideas.

- Exploring contemporary issues and challenges that confront education in India (e.g. inequality, discrimination, exclusion and marginalization) with regard to caste, class, gender, religion, ethnicity, language and disability.
- Critically examining some of the key systemic and policy reforms introduced in India after 1947 to understand how successful these have been in addressing the issues of equity and social justice enshrined in the Constitution of India (e.g. NCF 2005, RTE 2009, NEP 2020).
- Exploring the relationship between education and nation within a democracy to understand the importance of developing democratic classrooms.

## **CHILD DEVELOPMENT & LEARNING (CDL)**

This course is designed to help understand the main theoretical accounts and research findings that explain children's physical, social, linguistic, cognitive and emotional development from early infancy through the school years. Resident Teachers study the principles of development that influence an individual from birth to adolescence, a comprehensive view of the pattern and holistic nature of child development, with opportunities to discuss and understand how children learn; and the necessary conditions for achieving their optimum learning potential. The course encourages awareness of children with special needs, diversity, and other challenges in the Indian context.

### **OBJECTIVES OF THE COURSE**

- Building an ability to observe and record children's learning and behaviour without making immediate judgments and drawing inferences.
- Studying the emerging themes, theoretical constructs and principles of child development such as nature/nurture, continuity/discontinuity, the active child, mechanisms of developmental change, socio-cultural context, individual differences and recent brain research and its implications.
- Studying and comparing the key elements of the stages of physical, psycho-social, emotional, language and cognitive development of children and possible implications for teaching and learning.
- Identifying ranges of atypical developments in children, the concept of diversity and inclusion and its importance in school and classroom instructional practices.
- Understanding how children learn, create their own meaning of the environment, and reflect upon its implications on curriculum designing and planning.

## **CLASSROOM ENVIRONMENT (CRE)**

This course begins with understanding and experiencing the constituents of a healthy classroom climate and unpacking the elements that go into creating a community space within classrooms, where each child is valued, loved and respected. Different aspects that enable teachers to manage and facilitate their classroom's learning effectively are explored, and practical tools, techniques and protocols that aid deeper learning in children, such as graphic organizers, learning displays, thinking routines, feedback, and collaborating with parents are deliberated upon.

### **OBJECTIVES OF THE COURSE**

- Understanding the impact of classroom environment on student learning
- Analyzing how educational perspectives and understanding of children influence classroom culture and practices.
- Analyzing and reflecting on various characteristics of the classroom, i.e., physical, social intellectual and inner climate and understanding how they constitute the classroom environment.

- Understanding principles and approaches to building shared classroom norms and a shared culture of ownership.
- Experiencing and understanding what it takes to make group learning effective (collaboration, conflict resolution).
- Analyzing the role of rewards, punishment and competition in the learning and teaching process.
- Exploring and understanding the importance of various conversation tools in creating the desired environment in the classroom.
- Exploring a range of strategies and practices that aid the facilitation of experiential and contextual learning for children.
- Developing skills to manage classroom routines, protocols and conflicts effectively.
- Discovering one's unique style of facilitation and leveraging it through processes of reflection and feedback to strengthen classroom learning.

## **UNDERSTANDING TEACHING AND LEARNING (UTL)**

This course enables Resident Teachers to build a deep, reflective, and practice-informed understanding of how children learn and how teaching can be designed to support meaningful learning across developmental stages. It engages with foundational concepts such as learning, knowing, understanding, and performance, while examining the implications of these for planning, instruction, and student growth. Through the study of key learning theories and pedagogical approaches, including inquiry-based, project-based, and play-based learning, Resident Teachers explore how to design developmentally responsive learning experiences that are rooted in observation, curiosity, and engagement. The course emphasizes planning and facilitation across the Foundational, Preparatory, and Middle stages, and highlights the importance of connecting pedagogy with learner agency, classroom context, and inclusive teaching practices. By drawing insights from diverse and progressive approaches to education, this course prepares Resident Teachers to become intentional, thoughtful educators capable of designing age-appropriate, relevant, and meaningful learning environments for all children.

## **OBJECTIVES OF THE COURSE**

- Understanding the concepts of learning, knowing, understanding, and performance, and their role in designing meaningful learning experiences
- Reflecting on the relationship between teaching, learning, schooling, and learner agency in diverse learning environments
- Understanding and comparing theoretical constructs related to teaching and learning- constructivism, behaviourism, humanism, and their implications in the classroom
- Exploring pedagogical approaches (such as Montessori, Play based, Reggio, Waldorf, High Scope) that shape the curriculum, learning environment, developmental view of the child, school culture and role of teacher.
- Examining and comparing instructional/pedagogical models (such as Inquiry-Based Learning (IBL), Problem-Based Learning (PBL), Project-Based Learning (PjBL), Direct Instruction, Experiential Learning, Flipped Classroom) based on pedagogical approaches/theoretical constructs to implement curriculum in different stages of learning.
- Planning developmentally appropriate pedagogies for the Foundational, Preparatory, and Middle stages
- Applying pedagogical theory by designing age-appropriate and contextually relevant learning task

## **CURRICULUM STUDY AND PRACTICE (CSP)**

The course examines the notions of 'Learner', 'Learning', 'Teacher', 'Teaching', 'Schooling' and 'Education', and a reciprocal relationship between them. This course is intended to build a deep understanding about concepts and processes related to teaching and learning. It focuses on how a curriculum is constructed and the different factors that influence the formulation of a curriculum. It explores and applies various approaches to teaching, pedagogical principles, curriculum design and the contexts and aims they serve and builds a repertoire of general pedagogical practices for Resident-teachers.

Resident-Teachers are required to do a comparative analysis of various curricula and generate appreciation and critique of their constituent elements. Furthermore, learn to take into account the context of learners, delve deeper into disciplinary areas, use pedagogical principles and practices to inform curriculum planning and assessment. It attempts to knit together many elements of foundational and methods courses at the level of application.

### **OBJECTIVES OF THE COURSE**

- Unpacking the learning cycle and experiencing the principles and stages of experiential learning
- Creating a lesson plan incorporating the key elements of content, instruction, and assessment.
- Preparing and analyzing a unit plan using the seven principles of curriculum design.
- Analyzing how philosophical perspectives, societal, economic and national needs, child's developmental stages and subject disciplines together have an impact on curricular decisions within a school
- Mapping the scope and sequence of content across stages, identifying curriculum breadth and balance, progression and continuity, coherence, cross-curricular connections.
- Building awareness of systemic and policy reforms in education with a focus on the National Curriculum Framework (NCF), the National Policy on Education (NPE) and Right to Education act (RTE).

## **ASSESSMENTS THAT EMPOWER (ASM)**

In this course, Resident Teachers reflect upon their current understanding and practices of the assessment of students' learning. Opportunities are created to discuss why we need to assess learning, what it means to assess 'for' learning and who the stakeholders of assessment are. Guiding principles for effective and authentic assessments are discussed and elaborated. The course provides an opportunity to collaboratively look at students' work and learn how to interpret progress and how it may affect the teacher's planning process. Furthermore, the residents learn to create authentic assessments, use varied strategies and tools for assessment, and make informed decisions of seeing assessment as an integral part of the learning process.

### **OBJECTIVES OF THE COURSE**

- Understanding the importance of using assessment practices that meet both teachers' and students' information needs.
- Reflecting upon current practices of assessment and modifying as per the principles of assessment for learning.
- Understanding how formative assessment practices can help shift the classroom culture to a learning orientation.
- Integrating assessments within lesson plans by choosing the right kind of assessment for the corresponding objectives.
- Interpreting the purpose of formative and summative assessments and assessment as a system in school education.

- Looking at students' work, analyzing errors and using data to plan learning.
- Understanding the characteristics of constructive feedback and knowing how to offer feedback effectively and efficiently.
- Creating reliable and valid tools for assessment.

## METHOD COURSES

### TEACHING OF LANGUAGE (ToL)

This course guides Resident Teachers through a systematic study of children's language and literacy development from pre-primary up to elementary grade. It offers a theoretical background into the development, instruction and assessment of language and literacy, helping resident teachers to develop the skills of an observer to understand children's language and literacy behaviours and make choices about organizing meaningful experiences around language and literacy in their classrooms. Resident-Teachers have opportunities to critically examine the prevalent understanding, instructional practices and materials associated with the learning of language and literacy in the early years.

They develop a foundational understanding of how to teach and support children in becoming strategic and capable thinkers, readers, writers, speakers, and listeners through thoughtful analysis of practice, use of tools and techniques, scaffolded lesson planning and student assessments as well as readings and assignments.

### OBJECTIVES OF THE COURSE

- Examining assumptions about language acquisition and literacy learning and the prevalent practices in diverse classrooms
- Describing the nature, structure and function of language and theories of language development
- Explaining the stages of language acquisition and influences on language development
- Understanding the interrelationship between language, culture and society
- Developing a theoretical understanding of the reading process and the primacy of comprehension in reading
- Appreciating the balance of both function (uses/purpose) and form (structure) to support student's language development.
- Understanding reading, writing and talking as interrelated processes
- Familiarizing with writing processes and reading strategies for different texts.
- Applying relevant pedagogical processes to reinforce language learning across various subject areas.
- Understanding assessment as a tool to support learners' progress and using the data to respond suitably to children's needs and capacities.
- Appreciating the centrality of children's literature in a language classroom.

### TEACHING OF MATHEMATICS (ToM)

The mathematics course focuses on the purpose of learning and teaching mathematics up to middle levels. Our approach starts from the world of children and through a process of systematic levels, reaches the abstract world of mathematics. This approach differs fundamentally from the structural approach, in that it puts the emphasis on the interpersonal communication established between the teacher and the child to create a classroom culture of mathematics. This course provides an opportunity for Resident Teachers to

examine their beliefs, assumptions and understanding of the conceptual development and procedural skills involved in mathematics. Residents are exposed to an inquiry-based, problem-solving approach to the pedagogy of mathematics. The course also focuses on how these aspects are integrated into classroom teaching processes.

## **OBJECTIVES OF THE COURSE**

- Understanding the nature of mathematics education within the Vygotskian framework and a study of elementary pedagogical processes broadly based on the RME perspective.
- Examining one's own knowledge, beliefs and assumptions about mathematics teaching.
- Understanding the progression of mathematical concepts across grades (early number concept, place value, fractions and decimals and levels in geometric reasoning)
- Enhancing theoretical knowledge and practical experience in planning, and teaching classrooms while broadening one's repertoire of teaching strategies.
- Building the ability to learn from reflective situated experiences.

## **EXPLORING ENVIRONMENT, SCIENCE AND SOCIETY (EESS)**

This integrated course is designed to prepare teachers to facilitate meaningful, inquiry-based learning experiences across Environmental Studies (EVS), Science, and Social Science in the primary and middle school years. It emphasizes the interconnectedness of the natural, physical, and socio-cultural worlds, encouraging a holistic understanding of the environment, society, and scientific phenomena.

Children in these developmental stages—from early curiosity to growing cognitive and analytical capacities—are eager to explore, question, and make sense of the world around them. This course supports teachers in harnessing and guiding that instinct through age-appropriate strategies that promote observation, experimentation, analysis, and reflection. It focuses on cultivating critical thinking, reasoning, and problem-solving skills through engagement with key concepts and issues drawn from environmental education, science, and the social sciences, connecting learning to real-life experiences and challenges.

## **OBJECTIVES OF THE COURSE**

- Developing a comprehensive understanding of the aims, scope, and curricular progression of EVS, Science and Social Science.
- Explaining the pedagogical considerations, approaches and best practices related to the teaching-learning of EVS, Science and Social Science.
- Exploring and experiencing the structure and design of IBL and comparing it with other instructional/pedagogical models like PBL, PjBL and so on.
- Exploring key concepts and examining the interconnectedness between environmental, scientific, and societal issues.
- Acquiring the skills and understanding of the methods and processes that lead to the generation and validation of scientific knowledge.
- Identifying the distinct methodologies used by historians, geographers, political scientists and sociologists to construct knowledge.

# ENRICHMENT MODULES

Enrichment Modules are compact, thematic learning units—typically few hours in duration—embedded within the PGDLT programme. They aim to broaden teachers' perspectives, deepen specific competencies, and foster reflective practice through experiential, interdisciplinary, or skills-based engagements. The Enrichment Modules focus on specific hands-on experiences that support teaching and learning in the classrooms and insights into different teaching practices that help RTs integrate and embed the same in their curricular decisions. Through the year, RTs experience different enrichment modules tailored to their specific need and interest areas.



# RESIDENT TEACHERS' ASSESSMENTS & EVALUATION

## PURPOSE OF ASSESSMENT

One of the most important components in supporting teachers as reflective practitioners is to have assessment practices designed as a tool for learning. Involving resident-teachers in their assessments helps them gain insights into their conceptual as well as practical knowledge and makes them aware of their strengths and areas that they need to work on. The purpose of the whole assessment system is to build a sense of ownership for one's learning. They should be able to reflect and view their teaching critically and assess its effectiveness. This is a lifelong skill that needs to be developed to evolve as teachers and practitioners.

Evaluating the residents against clearly specified goals and indicators provides them with insights and gives their mentors information about what they are proficient in and where they may need some help. This process enables a focused individualized professional development path throughout the programme. Consistent feedback and mentoring ensure that all RTs have an upward learning curve and achieve specified competency level.

## APPROACH TO ASSESSMENT

The system of evaluation is comprehensive and assesses RTs for goals of the programme and key learning objectives of each course. Students are observed, assessed and given feedback upon their practice goals. Evaluating the in-class practice teaching constitutes a major area of assessment.

The principle of demonstrative pedagogy is applied for assessment. As far as possible, assessments are designed and conducted in the way that resident teachers are expected to approach assessments for their learners. The intent is to use assessment as part of the learning process rather as a threatening and judgmental tool.

## METHODS OF ASSESSMENT

Multiple measures of formative and summative assessments reflecting coursework assignments, practice-based and performance-based tasks and classroom observations aligned to the objectives of the programme are designed. This section introduces a variety of methods for gathering and using information about how well the residents are learning across the curriculum. These methods range from observation and questioning to more formal and structured processes of coaching cycles and assignments. By using a combination of methods and tools the teacher-educator gathers evidence of the RTs progress and achievement. Based on this evidence, he/she plans for future learning support and decides on awarding of the diploma.

### SELF AND PEER

- Residents reflect and maintain a journal
- Use varied tools for self-assessment of practices
- Invite peers to observe classes, dialogue and reflect

### TEACHER EDUCATOR

- Observe, dialogue and coach RTs on classroom teaching practices
- Share criteria of assessment for coursework, provide feedback
- Individual goal setting for RTs and supervising for successful achievement

### COLLABORATING TEACHER

- Refer to Practice Goals with checklists and rating scales for observation, dialogue and providing feedback to RTs
- Support and assess lesson planning and implementation in classrooms

### SUBJECT FACULTY

- Sharing criteria for assignments, assessing and giving feedback to improve on assignments
- Providing relevant grades for course of work

# EVALUATION

## ELIGIBILITY CRITERIA FOR DIPLOMA

To complete the programme successfully and receive the diploma, resident-teachers need to complete all assignments and achieve requisite grades in practice teaching as well as in core competencies. Further details of the assessment framework and timelines will be shared during the coursework.

## ASSIGNMENT SUBMISSIONS

- Each resident-teacher needs to obtain the expected level of competency in all courses to graduate successfully. The criteria for meeting the required competency for each course will be shared by respective faculty members
- Maintaining a minimum 85% of attendance through the programme year is compulsory to qualify for the diploma. Diploma will be awarded only on completion of assessment requirements
- Assignments for each semester are to be completed in that semester. Guidelines for preparing drafts, getting feedback and final submission criteria will be shared.
- Individual faculty will set the timelines for submission of assignments
- Submissions of all Semester 1 assignments is mandatory to be eligible to participate in placements

## RESIDENT TEACHERS' PORTFOLIO

All resident-teachers will be required to create and maintain a portfolio. This portfolio will be part of their formal assessments and should depict their entire learning journey through the programme. They record their learning from practice teaching and all courses in the portfolio using students' learning, lesson plans prepared, reflective writing, rubrics and assessments, feedback from TEs and peers, assignments, reports and work samples from the face-to-face classes and self-study as evidence. A detailed structure on how to organize the portfolio will be provided to Resident Teachers.

## RESIDENT TEACHERS' LEARNING CONFERENCE

Resident-teachers' learning conferences are held at the end of the programme where they share their personal journey as learners and as teachers.

## SUMMARY & FEEDBACK

A final summative evaluation is done, based on all the formative, summative tasks conducted. Resident-teachers are awarded diplomas after successfully completing all course requirements given in the section mentioned earlier. They also receive a summary report that indicates the level of competency obtained in each course.

## EXTENSION

In case a resident is unable to complete the course requirements or their performance is found unsatisfactory, they will be provided extra support and two months' extension to re-work the tasks decided and resubmit their work for evaluation. Should the resident fail to meet the requirements at the end of the extension period, they will not be granted the diploma and will instead receive a report describing their performance and achievements.

## NOTE:

This diploma is offered by 'I Am A Teacher'. The programme is not affiliated with any Indian board or University. The Government does not recognize this qualification and neither do Government aided schools as basic teaching qualification. This programme is suitable for upgrading the professional skills of existing B.Ed/B.El.Ed students, practicing teachers as well as for graduates from any stream who are interested in entering the education space.



The background features a series of wavy, horizontal lines at the top, transitioning into a solid orange color. Scattered throughout the orange area are several stylized footprints, each composed of concentric circles and a row of five dots representing toes. The footprints are arranged in a path that leads from the top right towards the bottom left.

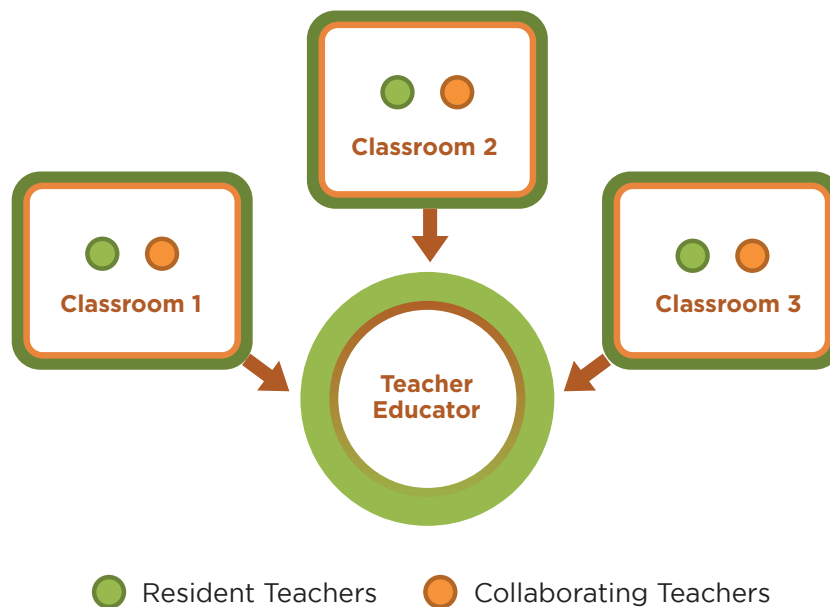
**PRACTICE &  
MENTORING SYSTEM**



### INTRODUCTION

The success of a practice-based model of teacher education depends on the effectiveness of the mentoring system. The mentoring system at IAAT is an evolving framework designed to ensure a seamless blend between the content studied in the class and teaching practiced inside the classroom. Under this system, the host school plays a critical role in providing experienced collaborating-teachers who demonstrate best practices for resident- teachers to learn from. The school also acts as an ecosystem for resident-teachers to become acquainted with school routines and procedures and understand the width and depth of a teacher’s roles and responsibilities. The mentoring system acts as a framework for the partner school to develop CTs as mentors, as well as institutionalize a culture of learning and mentoring.

### MENTORING STRUCTURE



### STRUCTURAL COMPONENTS

Each resident-teacher is assigned to one collaborating-teacher and one class for the whole academic year. He/she may be offered an opportunity to visit other classes too depending on the programme plan and requirements.

All resident-teachers practice inside the classroom for three to four days per week. Apart from classroom teaching, RTs participate in all the other processes - planning, reflection, assessments, and parent-teacher meetings etc.

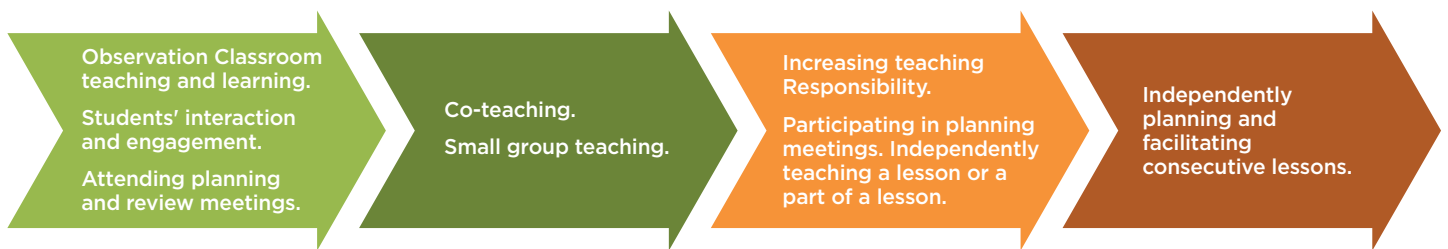
An IAAT teacher-educator is paired with 8-10 RTs and closely mentors them.

Lead teaching weeks are planned during the course of the programme for RTs to facilitate planning and implementation, independently.

# GRADUAL RELEASE OF TEACHING RESPONSIBILITY MODEL

A gradual increase of teaching responsibilities is planned through the school year. Resident-teachers are expected to contribute to the classroom and take on increasing responsibilities as the year progresses. Collaborating-teachers support resident-teachers as they move towards the goal of assuming approximately 40 % of the teaching load by the end of the school year.

While RTs take primary responsibility for the teaching of some portion of the class or a group of students, CTs continue to work with them through a team-based approach to teaching as they collaborate to develop and implement curriculum, meet the learning needs of students, and analyse student work. They start by observing classroom teaching and learning, co- teach alongside the CTs, participate in planning, documentation, assessments, and eventually take up independent teaching responsibilities.



Collaborating-teachers maintain proactive, ongoing communication with the TEs about the RTS progress. The TE and CT together monitor the RTs' graduated responsibility trajectory.

During the mentoring process orientation, roles and responsibilities of RTs, CTs and TEs will be shared in greater detail.





**NORMS &  
PRACTICES**

# GUIDE TO GOOD PRACTICES

## GENERAL NORMS

During physical classes, resident-teachers must observe a sense of mindfulness towards the physical spaces and the resources. They are encouraged to take responsibility for maintaining cleanliness and order in the premises and observe punctuality and be on time every day at the campus.

If, theory classes are held virtually, classes and observations residents are expected to log into their respective classes at least 5 minutes ahead of time, using their IAAT email IDs. Once in a virtual classroom, they must stay mute and keep their videos on. Residents are expected to share their thoughts, views, and ideas authentically during theory classes and not interrupt observation classes until and unless called upon or required to.

## ACADEMIC HONESTY (ETHICS)

Academic honesty is expected, and plagiarism is unacceptable. All materials submitted are expected to be resident's own work. Resident-teachers must distinguish their own ideas and knowledge from the information derived from other sources (including, but not limited to, written, electronic, and verbal sources).

Resident-teachers will receive instruction on methods of citation and acknowledgement. Whenever ideas or facts are derived from a resident's reading and research, the sources must be indicated. Submitting as one's own work, materials obtained from another RT, individual, or agency without full and proper attribution is unacceptable.

## PLEASE NOTE

This policy does not mean that the RT must invent every lesson or teaching idea. Good teachers borrow material and ideas all the time. IAAT simply requires that RTs acknowledge all referenced material. Those in any doubt about the preparation of written work should consult with their designated TE or any faculty member.

## ATTENDANCE, PUNCTUALITY, AND ACADEMIC RESPONSIBILITIES

All Resident Teachers are expected to demonstrate a high level of commitment and professionalism throughout the programme. The following guidelines must be adhered to:

- **Minimum Attendance Requirement:** RTs must maintain at least **85% attendance** in each course. The coursework hours include all the theory classes, practice days, workshops as well as any study trips or excursions planned. Consistent attendance is essential for active engagement, peer collaboration, and continuous learning.
- In case an RT is unable to maintain the attendance requirement due to exigent circumstances, exceptions may be made, based on the discretion of the Academic Director. However, the RT will be required to complete the coursework requirement by putting in extra time.
- **Punctuality and Class Timings:** Resident Teachers are expected to arrive on time for all sessions. Repeated late arrivals may be recorded and reflected in the overall participation grade or report.
- **Leave of Absence:** Leave must be **applied for at least two days in advance** and has to be approved by the Head of Operations in consultation with the respective TEs. . In case of medical leave, a medical certificate needs to be submitted after the RT returns to class.
- **Assignment Timelines:** All assignments and submissions must be completed **by the stipulated timeline**. Extensions will be granted only under exceptional circumstances and with prior approval. Late submissions may lead to reduced grades or non-evaluation.

These practices are designed not only to support your own learning but also to prepare you for the professional expectations of a school environment.

# STUDENT SUPPORT

## FEES & FINANCIAL ASSISTANCE

The Programme fee may be paid by cheque in favour of 'I Am A Teacher' or online as per the schedule shared. The Program Fee does not include the costs of field trips and the compulsory off-site retreat as part of the MPL course. Late payment will invite a fine of Rs. 50 per day. In case any "cheque" dishonoured, a charge of Rs. 500/- will be levied.

Financial assistance in the form of study loans, deferred payments or scholarship might be provided to certain candidates purely on economic grounds. The final decision of sanction of study loan is entirely based on the discretion of the Founder - Director.

## PLACEMENT SUPPORT FOR THE RESIDENT TEACHERS

I Am A Teacher offers extensive placement support and assistance to all residents. We extend support by conducting mock interviews, helping resident-teachers connect with our network schools preparing them for selection processes and holding a formal placement event. However, placement is not assured on the completion of the programme as it is dependent on multiple factors.

Across both centres, past batches have been placed in some of the leading schools and educational organisations such as Heritage Xperiential Learning School, Pathways World School, Kunsappskolan Schools, the American School of Bombay, Polymath, Ascend International, JBCN, RBK International, Bombay International School, Ridge International, Green Acres Academy, Shiv Nadar School, The Shri Ram School, Shikshantar School, Oak Ridge International, Scottish High, Edulever, Xperiential Learning Systems, Vega School, Shalom Hills, Gems International, Aravali Global Foundation, Jaipuria Schools to name just a few.



## FACILITIES

Residents must equip themselves with laptops or desktops with functioning mics and camera, internet access and required software and applications needed to access documents, files, online classes and resources.

During physical classes, resident-teachers must bring their own laptops/tablets and will be provided with shared charging points.

## COMMUNICATION

- Resident-teachers are encouraged to create an environment of sensitivity and inclusiveness within their group. Attentive listening and responding with respect are integral to building the ethos we desire for a more mindful community
- Resident-teachers are provided with an institute email ID that is to be used for academic purposes only and requested to be mindful about communication over e-mails
- During practice sessions and days, resident-teachers must follow all rules and regulations of the host school

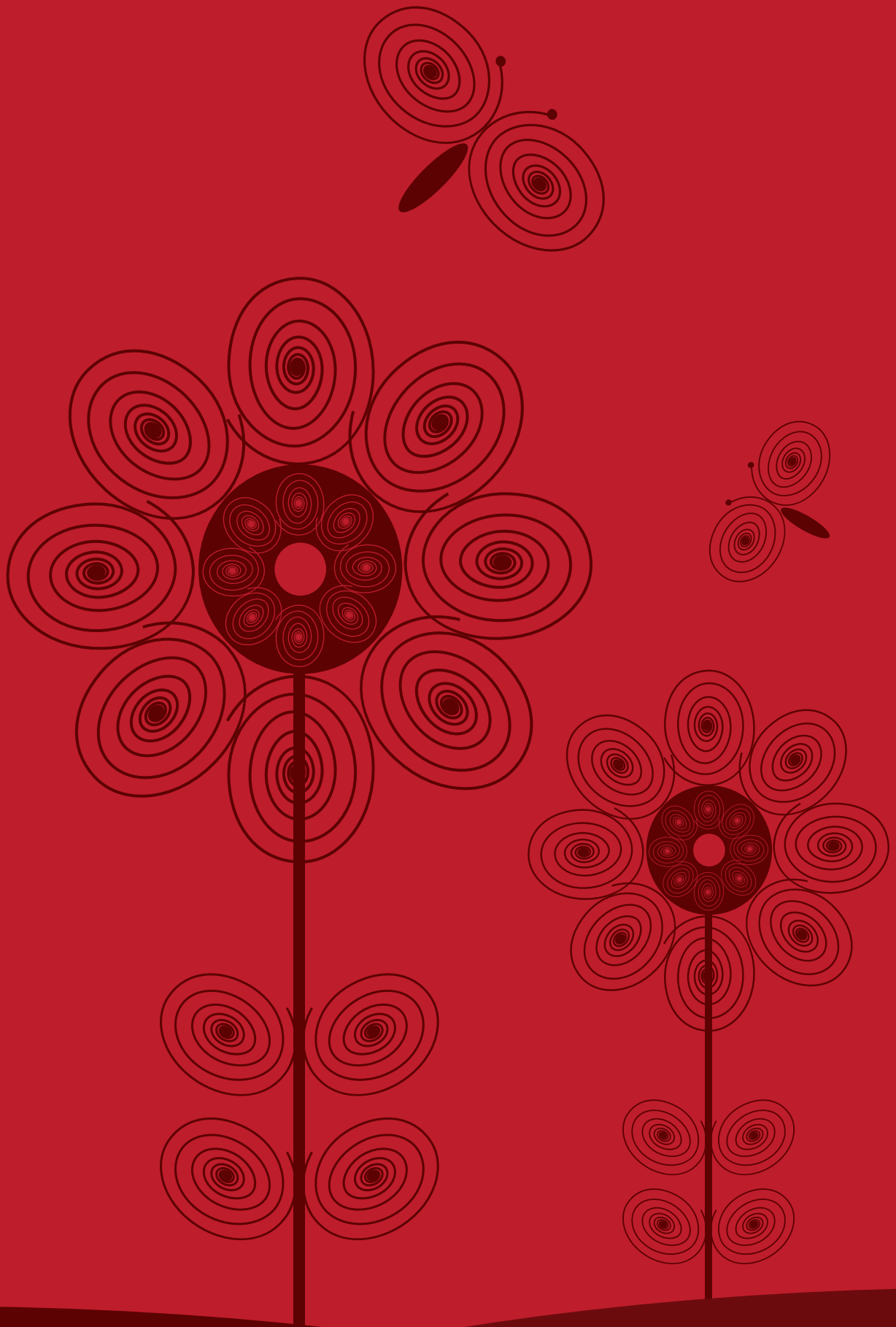
## WITHDRAWAL POLICIES

Resident-teachers who cannot complete their academic year and wish to exit the program permanently may request a withdrawal from the program in writing from the Academic Director. Within two weeks of receipt of the withdrawal request, the RT, the Academic Director and the designated TE will meet to determine a mutually agreed upon exit. Any resident-teacher withdrawing from the programme will not be awarded the diploma, however, a letter of participation may be issued in consultation with the Academic Director and the respective teacher-educator.

IAAT reserves the right to withdraw the offer of admission to any student if the prescribed norms and conduct laid down by IAAT are not being observed.

After commencement of the programme, the resident-teacher is liable to pay the entire course fee as per the given instalment schedule. In case of early withdrawal, the resident must clear all the dues by paying the remaining tuition fee.





# PLANS & SCHEDULES

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## YEAR PLAN

### SEMESTER-WISE BREAK-UP OF THE ACADEMIC YEAR

The Academic Year is divided into two semesters - semester one runs from June to October, and semester two runs from November to March. The month-wise break-up of theory and practice classes will be shared with the batch at the start of the program.

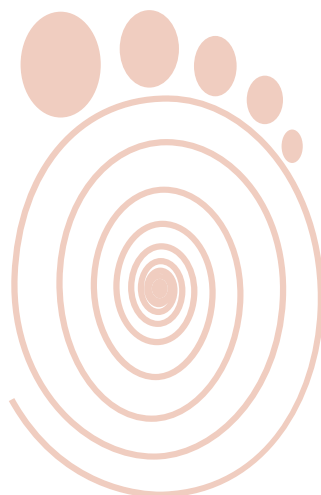
### TIMINGS\*

CLASS FORMAT & SCHEDULE	Day	Time
THEORY CLASSES	Mon & Fri	8:00 AM to 4:30 PM
	Sat	8:00 AM to 1:30 PM
PRACTICE CLASSES	Tue, Wed, Thu	8:00 AM to 3:30 PM

\* Subject to change

### HOLIDAY LIST

The Holiday and leave calendars will be shared with the residents at the beginning of the programme.





## ACADEMIC AND RESIDENCY PARTNERS

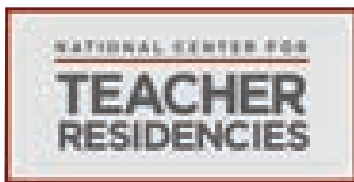
At I Am A Teacher, we believe in the power of collaboration and partnership to enhance teacher education by incorporating the best practices from various institutes of excellence. These partnerships play a crucial role in providing our students with the resources, support, and opportunities they need to succeed in their teaching careers. We are committed to fostering strong relationships with our partners and working together to create a more effective and impactful teacher education program.



Founded in 1998, Jodo Gyan is a non-funded, not-for-profit social enterprise working to find workable solutions to the problems in classroom practices. They work closely with students, teachers, teacher-educators and parents, in mathematics and science education. A Trust for Learning and Co-operation.



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, and is recognized for its' pioneering work in practice-based Teacher education in the US.



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

teacher residency programme.



IAAT's first center and residency partner is the Heritage Xperiential Learning School, Gurgaon. Over the years, we have since added the Heritage International Xperiential School also. With over 5000 students and 500 teachers across their four campuses in the National Capital Region, the Heritage schools are one of the leading schools that brings progressive education into the mainstream.



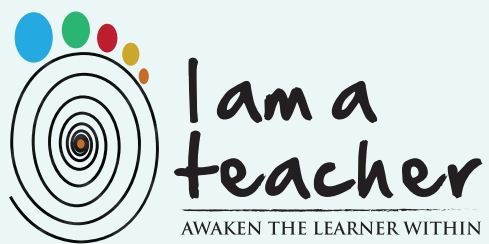
The mentor teachers of the Heritage Schools open their classrooms for observation and support the student teachers in their journey to becoming confident practitioners.

# PLACEMENT PARTNERS AND OTHER COLLABORATIONS

Building partnerships and sharing knowledge with schools, community-based organizations and professional institutes lies at the core of the collaborative principles of IAAT so that there is continuous learning through the exchange of ideas and practices. Knowledge-sharing ensures that everyone in a partnership has the resources they need to perform their role to the best of their abilities. Furthermore, it plays a powerful role in the establishing of trust in our partnerships. Trust is what enables collaborative relationships, where both sides are able to innovate as they work together toward creating better learning for students.

IAAT placement partners are a group of schools that value the experience that shapes and prepares the PGDLT students to become the educators our children need. Some of the IAAT practice schools and placement partners are: The Shriram Schools, Ascend International, American School of Bombay, Heritage Xperiential Learning School, Nahar International, Pathways Group of Schools, Kunskappskolan, Scottish High International School, HDFC School, Suncity School, Shikshantar, Shiv Nadar Schools, BD Somani Schools, Heritage International Xperiential School, Bombay International School, The Next School, Azim Premji Foundation, Kaivalya Foundation, The Heritage Schools, Matrikiran, Shalom Hills, Jaipuria Schools, Pragyanam, DPSG, and Vega Schools.

I Am A Teacher also supports schools in identifying and bridging the skill gaps of their teachers by offering various short and long-term professional development programmes, sharing knowledge and relevant coaching practices to enable school leadership teams through different interventions. These customized programmes have benefitted schools at multiple levels as they enhance the overall learning-teaching ecosystem in the school and address the domain-specific gaps. Some of the schools that have been partnering with I Am A Teacher include City Montessori School (CMS), Sunbeam Schools, Jain International Residency School (JIRS), JBCN Group of Schools, NPS International, Birla Education Trust Schools, Meghe Group of Schools, Emerald Heights International School, Pacific World School, Shree Niketan Schools, Suchitra Academy, Fountainhead School, Asian World School, Khaitan Public School, Pathways and Shiv Nadar Schools to name a few.



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