

I am always doing what I cannot
do so that I may learn how to do
it.

Pablo Picasso

Teacher Executive Programmes



Mala Palani

I. INTRODUCTION

We at Indus Training and Research Institute (ITARI) believe in our ability to create a robust ecosystem for a wisdom-based society together. We are eager to work with you!

ITARI is a premier educational and leadership training institution for teachers and other education stakeholders. Our vision is to build an innovative community that will overcome future learning challenges. We uniquely focus on competency-building in education and professional domains, inspiring educators to become life entrepreneurs in the 21st century.

We have graduated nearly 3000 teachers from our international programs and conducted over 400 leadership professional development workshops. ITARI's strength lies in building a community of educators and leaders who embrace change by applying exponential technologies for personalising learning.

II. THE CONCEPT OF TRANSFORMATIONAL PROFESSIONAL DEVELOPMENT

Lt. Gen. Arjun Ray, CEO and MD of Indus Trust, is a visionary in the field of education. He believes that the aim of education is the same as that of every individual: to reach their full potential, be self-aware, happy, and ready to face any challenges that come their way. He emphasises that the role of a 21st-century teacher is to help students achieve these goals.

The field of education is one that is constantly evolving, with new trends, challenges, student demographics, and technological advancements emerging all the time. For educators to be effective, they must stay up-to-date with the latest research, methodologies, and technologies, in order to improve their teaching practices.

Professional development that transforms educators is essential to enable them to improve student outcomes. It promotes cooperation and creativity, establishes learning environments that are inclusive and equitable, and provides educators with the tools, expertise, and attitude to manage transitions adeptly. This kind of professional development holds significant importance in shaping the future of education and equipping educators to cater to the varied requirements of learners in the dynamic times.

ITARI's Teachers' Executive Programmes (TEP) are Continuous Professional Development Workshops designed to prepare for the current realities of the education landscape. Their firm premise is that the purpose of development is to prepare everyone to become a life entrepreneur—a person with a growth mindset who constantly invests in themselves to be adaptable, innovative, purposeful, and primed to achieve their higher purpose in life.

III. TEACHER EXECUTIVE PROGRAMMES

- 1. How to Learn, Unlearn, and Relearn:** Lifelong learning is a key attribute of an education leader. One can say it is an indispensable disposition. Continuous and ongoing learning ensures that educators think three steps up and act two steps up. This workshop gears educators to break the cycle of dated knowledge and upgrade their learning skills by questioning biases and the relevance of existing knowledge, skills, and dispositions.

2. **How to think:** As educators, we often focus on what to think rather than how to think. However, engaging in a complex thinking process involves analysing, evaluating, and synthesising information to make informed decisions and facilitate learning for our students is important. This workshop will explore ideas like metacognition, integrative thinking, systems thinking and reflective thinking.
3. **Designing Learning Experiences:** Planning impactful learning requires teachers to become learning designers. They need to learn how to design experiences that promote learner agency. Participant teachers will learn core skills like visualising a lesson, predicting and preparing for the learning, empathising with each individual learner's experiences, making sense of the learning data, and more.
4. **Workshops for Ethical Leadership:** In today's world of advancements in AI it is crucial to assess one's moral compass. Teachers must be moral beings who focus on developing ethical leadership in their students. The following workshops aim to develop self-awareness and thereby unlock participants' potential. Participants can enrol in individual workshops or take multiple workshops to develop their potential.
 - a. **Education to build character:** Empathy, respect, selfless service, discipline, and integrity embody the Moral man envisioned by ITARI's leadership. These competencies form the basis of character development. This workshop focuses on developing these values so that educators can create a vision for themselves and align it to the organisation's vision.
 - b. **Problem-solving as a life skill:** A rational problem-solving process involves a clear definition of the problem followed by a thorough analysis and solution. However, this process may not be sufficient when it comes to solving complex, unique, and wicked problems that education leaders often face. To solve such problems, one needs to approach them with ingenuity and a deep understanding. The workshop aims to provide teachers with strategies relevant to solving such problems and reskill them accordingly.
 - c. **Ethical thinking in the age of AI:** AI-powered educational technologies have the potential to transform the way we learn, but they also raise significant ethical concerns related to privacy, bias, and the commercialization of knowledge. This workshop aims to explore strategies for promoting morally sound learning experiences that prioritise equity, justice, and human dignity principles.
 - d. **Knowing oneself:** This workshop is designed to assist individuals in becoming more self-aware of their personal and professional strengths and weaknesses. The goal is to set challenging objectives that enable them to grow and improve. A major highlight of the workshop is learning how to identify and develop these objectives with the help of a mentor.
 - e. **Purpose of education and role of a teacher:** We define the purpose of school education as preparing students for life. Apart from acquiring knowledge and skills, students should be encouraged to engage in self-directed and lifelong learning

processes to lead a meaningful life in the future. Therefore, the role of the teacher is to teach the child and not to transact the subject knowledge alone. The workshop helps redefine the role of a teacher. By working with practical examples, participants will learn their bigger mission and they will design ways to re-role themselves.

- f. Collaboration with AI (Artificial Intelligence):** In education, teachers and learners can collaborate with AI to enhance their teaching and learning competencies, augment and amplify their intelligence with algorithmic thinking and data tools and make more robust and informed decisions. This workshop aims to understand the dynamics of partnering with technology and students and redefine the role of each partner in the collaborative learning model.
- g. Design Thinking for Innovation:** The design thinking process is an approach for solving real problems with an understanding of the users, stakeholders and affected people to find creative solutions through empathy, problem definition and prototyping in an iterative process. This workshop will build deep insights into situations, people, and processes, leading to building an innovation mindset that encompasses concept development, applied creativity, prototyping, risk-taking and building an experimenting mind.
- h. Systems Thinking for Decision Making:** An essential aspect of Education leadership is the need for everyday decision-making in both the classroom and the institutional space. Systems thinking allows us to make informed choices. It looks at the ‘big picture’ and factors in those extraneous influences that influence decision-making. The workshop will enable education leaders to understand and apply Systems theory in practice.

5. Workshops for effective pedagogical strategies for classroom success

- a. Active Learning:** Building on Constructivist principles, active learning enables students to engage in their learning by thinking, discussing, investigating, and creating. This workshop also includes designing experiential learning, that is, learning through reflection on doing.
- b. Assessment for Learning and Assessment as Learning:** This workshop will help teachers design assessments that inform their teaching and help students reflect on and monitor their progress to inform their future learning goals.
- c. Reflective Practice:** This workshop will help teachers develop a reflective mindset, understand how students learn, identify barriers to learning, build confidence in the classroom, promote a positive learning environment, and take informed actions.
- d. Foundational Literacy and Numeracy (FLN):** This workshop helps teachers design strategies to develop essential reading, writing, and mathematics skills. It focuses on equipping teachers with classroom strategies to develop learners’ ability

to read and understand introductory text, write simple text, think, and perform basic arithmetic operations.

- e. **Motivation for Teacher Effectiveness:** To maintain motivation and be effective in teaching, it is essential to recognise and celebrate teacher successes, collaborate effectively with colleagues, and access a supportive and well-resourced work environment. This workshop is aimed at education leaders who want to create a motivated teacher force in their institution.
- f. **Classroom research:** Research with a bias to action is at the core of all ITARI programmes. Classroom research refers to a systematic, intentional inquiry by teachers and other school professionals about their classrooms and schoolwork. This workshop enables them to be data-driven, context-driven, and self-driven, providing valuable insights to enhance teachers' practice.
- g. **Learning Design for Creative Thinking:** The workshop will help educators develop lesson and unit plans that include brainstorming and storytelling to create divergent thinking in the classroom.
- h. **Creating Inquiry-based classrooms:** Inquiry-based teaching moves students beyond general curiosity into critical thinking and understanding. The workshop will focus on channelling students' thought processes through queries and helping them learn "how to think" instead of "what to think."
- i. **Data-minded decision-making for personalised learning:** Data is empowering and informative about emerging trends and future predictions. Therefore, there is a need to leverage data sources and improve analytics. This workshop aims to build awareness of data in classrooms, with the aim of building data literacy and evidence-based decision-making.

At Indus Training and Research Institute, we firmly believe in delivering custom-designed workshops tailored to meet the specific needs of educators and leaders. Our approach is based on a thorough needs assessment, which enables us to provide highly effective training solutions that guarantee results.

IV. CONTACT

We are eager to collaborate with you. Reach out to us for more details.

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