Partap International Conference 2014
on
*Challenges for Learning Professionals – New Directions*

Teachers are architects for a better world, essential for laying the moral and intellectual foundations of knowledge societies. They are cornerstones in the education system. Teachers have consistently and persistently been seen as responsible for ensuring that the persons who exit their classrooms are different from the persons who entered, and this responsibility for changing learners is most often interpreted in terms of causing things to happen. In this rapidly changing world they are facing many challenges and their role is very demanding. In order to keep up with this change, teachers must be continuing learners and must be seen as learning professionals. They must continually work towards the improvement of the education system as a whole using educational research to improve their teaching and they must always look to maximizing the impact of their learning and development on teaching. Maintaining a high level of professional quality and ensuring effective instructional strategies are some of the main challenges. In order to grow as competent professionals, these teachers need to look in new directions and to work with others to face these challenges. In this context, the International conference on **Challenges for Learning Professionals – New Directions** is being organized by Partap College of Education. This conference will provide a platform for educationists, administrators, teachers, teacher educators and national and international experts from the field of education to come together to share their ideas, perceptions and concerns regarding the ways in which we can all support teachers as “ learning professionals”.

The sub-themes of the conference are

**1- *Teacher as Researcher***

Teacher research can be a professional development experience of great importance and have a significant effect on teaching and learning. It involves teachers directly in the selection of immediate and compelling topics to explore with respect to their own practice. Teacher-researchers are autonomous, responsible agents who direct their own work and their own professional development. The question is whether their research is sufficiently informative to put forward conclusions to meet the challenges of our teaching? Do we build on the "shoulders" of other researchers? Do we bring and lace together the findings of other researchers in building a strong foundation that improve practice and can inspire policy makers? Does research help in the building of a strong empirical base for the professional development of teachers? In which ways does self-conducted research(or practitioner enquiry) contribute to professional learning and development? Is involvement in research necessary to be an effective teacher?

**2- *Career Long Professional Learning***

Career-long professional learning is a continuous process from the point that student teachers begin the early phase of teacher education to the end of their careers. Career-long professional learning aims to develop further and sustain a highly competent, committed workforce of enquiring professionals who focus on the best possible outcomes for students. It considers teachers as professionals taking responsibility for their own learning and development. The question is how it becomes an entitlement and expectation of all teachers? How can those in education build on current strengths of CPD and extends the concept of the enhanced professional? What are the various routes for CLPL? Which conditions or policy measures support the CLPL of teachers as a professional group?

**3- *Maximizing the impact of Professional Learning***

The basic purpose of the Professional Learning and Development of teachers is to maximize the learning and achievement of students. Through working and learning together and achieving the right blend and balance of professional learning activities, they will have the greatest possible impact on the learning and achievement of children and young people. However, we must all ask ourselves how we can support and work with professionals who after their learning, will seek to introduce new practice, request feedback to improve practice and helps others to adopt the practice? Does this support involve providing opportunities for observation, critique & reflection, and for group support & collaboration? By engaging in reflective practice, does the teacher improve the lives of students? Is the teacher able to put best practices about teaching/learning in to actual class room through professional learning?

Thus this conference tries to build on current and future issues that affect all Learning Professionals: teachers, teacher educators, researchers and administrators.

 **Objectives**

* To develop innovative and relevant strategies for professional development.
* To encourage research activity and its application for effective teaching and learning
* To evaluate the effect of developmental practices.
* To coordinate the efforts of various agencies engaged in professional development.
* To promote networking between schools and teacher education institutions to support professional development.

**P r o g r a m m e**

**Day -1** (**Friday, Feb. 21,2014)**

Registration 09.00 a.m. - 10.00 a.m.

Key Note Address\* 10.00 a.m. - 11.15 a.m.

Tea /Coffee 11.15 a.m. - 11.30 a.m.

Technical Session

**Sub Theme I** 11.30 a.m. - 01.30 p.m.

Lunch 01.30 p.m. - 02.15 p.m.

Key Note Address\*\* 02.15 p.m.- 03.15 p.m.

Technical Session

**Sub Theme II** 03.15 p.m.- 04.30 p.m.

Dinner 07.30 p.m.

**Day 2 (Saturday, Feb. 22,2014)**

 How to write research papers

 for International journals-

 Lecture cum Workshop\* 09.30 a.m.- 11.00 a.m.

Tea / Coffee 11.00 a.m.- 11.30 a.m.

Technical Session

**Sub Theme III**  11.30 a.m. - 01.30 p.m.

Lunch 01.30 p.m. - 02.15 p.m.

Concluding Remarks 02.15 p.m. - 03.15 p.m.

Valedictory Function 03.15 p.m. - 04.00 p.m.

**Key Note Speakers Resource Persons**

**Prof. Ken Jones\* Prof. Naval Kishore**

Senior Consultant for CPL Dean College Development

University of Wales, Council,

Trinity Saint David, Panjab University,

U.K. Chandigarh.

**Margery McMahon\*\* Prof. Kirandeep Kaur**

National Co-ordinator Head Deptt. of Education & Community Service

Scottish College for Punjabi University,

Educational Leadership, Patiala.

Glasgow, U.K.