Course Title: Foundation to the Basic Concepts of Pedagogy

Course Prerequisites:

This course is designed for candidates meeting the following prerequisites:

- Primary middle and secondary teachers of the rural sector, teaching classes 1 to 10 – all subjects.
- Teachers who have more than two years' experience.
- Have Intermediate certificate, with minimum C grade
- Be aged 18 years or above.
- Where English is not a heritage (second) language, student must have listening, speaking, reading & writing skills at grade level 8
- For Urdu, student needs to be fluent in speaking, reading and writing.

Course Duration

The total duration of this part time inset course covers a span of 10 days; delivered as 5 contact hours per day

Module	Units	Days	Hours	Specifications
Factors of Classroom Management	1	3	15	1. Identify various aspects involved in classroom management 2. Understand the role of a teacher in classroom management 3. Review strategies for behavior management
	Break of 4 weeks for school visits to observe the implementation			
Learners and Learning	2	4	20	1. Practice a range of teaching strategies to encourage active, student-centered learning 2. Demonstrate the capacity to plan and evaluate their teaching 3. Develop an understanding of effective questioning skills 4. Develop an understanding of interactive learning through group work
	Break of 2 weeks for implementation of concepts learnt			
How Teachers Assess?	3	3	15	1. Review students' work while on task 2. Develop an awareness of individual needs 3. Support individuals as per need 4. Give positive feedback to students 5. Build a deeper understanding about guidelines for designing related formal assessments and practices 6. Build an understanding of the development of the

				assessment process
	4 weeks break for assignment			

The course consists of a total of 50 hours of instruction and an ongoing teaching practicum embedded between face to face sessions throughout the duration of the course.

Off Site Content Input:

50 hours of direct engagement in formal face to face training

Course Content

Module 1:
Factors of Classroom Management

- Setting classroom rules
- Setting routines and procedures
- Furniture placement
- Wall space/ displays
- The teaching area

Teachers' role in creating a positive CR climate
- Social
- Cognitive
- Emotional
- Physical aspects

Behaviour Management

Common behavior problems
- Common behavior problems
- Causes
- Solutions

Strategies for behavior management
- Giving effective directions
- Setting rules and routines
- CR Management
- Teachers' behavior
- Rewards
- Student engagement

Module 2:
Learners and Learning

- Factors of learning
- Strategies for learning

Collaboration and Interaction

Group Work
- Advantages of different group sizes
- Managing group work
- Different types of group organizations - pros and cons

Planning for Group Work
- Training students to work in groups – setting rules, self evaluation
- Task design for group work
- Planning lessons to provide opportunity for collaboration

Effective Questioning

Types of Questions
- Purposes of questioning
- Types of questions
- Levels of questions according to Bloom's Taxonomy

Skills of Questioning
- Factors of effective questioning
- Consequences and the solutions to the given list of common pitfalls in asking questions

Planning For Learning

Lesson Planning
- Review what's in a lesson plan
- Setting objectives
- Using Bloom's Taxonomy to design objectives
- Design a lesson
- Analyse a plan on the aspects of
  - ➢ Student engagement
  - ➢ Tutor- Pupil talk ratio

➢ Appropriateness of strategies used
➢ Group work and the designed task
➢ Opportunity for collaboration
➢ Types of questions

Module 3
Assessment

Purposes of Assessment
- Review how to assess and why to assess
- Identify what information teachers get out of different kinds of assessments and how they use that information
- Learn about the types of assessments- "for the learning, of the learning and as the learning"
- Review the assessments given in the guides
- Guidelines for designing the formal assessments
- Build an understanding of the assessment development process
- Develop an understanding about item types

Assessment of Learning

Validity and Reliability
- Identify various item types and their pros and cons
- Build an understanding of a match between item types and levels of thinking
- Build a deeper understanding of the process of assessment design
- Look at sample DIL assessment tools and analyse for quality

Designing an Assessment Tool
- Make guidelines for designing a test and marking key
- Based on the acquired understanding, teachers design a paper and a marking key
- Evaluate their own and other's assessments
- Analyze the result sheet and plan the next steps
- Understand how the information can be used by different stakeholders
- Understand how the teachers use this information for planning learning

Assessment For Learning
- Develop an understanding about embedded, ongoing assessment
- Identify the indicators and observable features in a lesson to show that learning is taking place
- Identify measures the teacher need to take to build this kind of learning into a lesson
- Review and analyse lesson plans to check for embedded assessment and its effectiveness
- Analyze the informal assessment and planning the next steps

- Make effective use of the acquired information
- Learn the ways of providing individual support

Course Materials and Resources:

Written Material
- Handouts

IT Materials
- Videos
- Multimedia
- PowerPoint presentations

Teaching and Learning Methods

The course uses a constructivist approach, encouraging the learners to build knowledge using the information taught and their own experiences. The trainings use an inquiry model to help teachers learn and apply their knowledge in new ways.

Exploratory

The training will be conducted using an active learning approach, fostering three way interactions: 1) with the facilitator, 2) with the content and 3) amongst the participants. The sessions will be based on collaborative work, hands on activities and presentations. Participants will play a dual role of learners and observers of pedagogy as practiced by the facilitator.

Practical work is a major part of the teaching and learning. Assignments are constructively assessed and students are encouraged to contribute to group discussions.

Course Completion Criteria:

DIL specifies that all candidates need to:

- Attend the whole course with a minimum 80 % attendance per module
- Maintain and submit a portfolio of all course work and the related documentation, including all materials related to the teaching assignments.
- Carry out all assignments in accordance with the regulations and submit assignments to the DIL Islamabad Office by the date specified.

The assessment criteria specified in this segment are subject to change with the organization's policies

Certification:

Successful candidates will get a certificate of completion

Cost of the Course:

PKR. 2000/ day per participant, excluding the resource material cost