DPC20L PEDAGOGICAL PRACTICES

COURSE OBJECTIVE
This course begins immediately after the Instructional Methods Course and after the foundation course on classroom management for all student teachers, after the student teachers’ first Teaching Practice (TP1) stint in school, and allows them to consolidate and explicitly link theory to practice, applying what they have already learnt in both courses on different classroom management theories, skills and strategies. The Singapore Curriculum Philosophy (SCP) and the Singapore Teaching Practice with its 24 teaching areas will also be introduced. This course is taught in tandem with the Instructional Strategies Course where they have a microteaching stint to further cement their understanding and application of knowledge and skills learnt. More specifically, the student teachers will be exposed to various instructional approaches, and how differentiated instruction and activities are carried out in a typical class. Discipline techniques such as managing disruptive students will also be taught in greater depth. This serves to help the teacher increase their students’ engagement and enhance their academic skills and competencies, thus promoting Social Emotional learning at the same time.

LEARNING OUTCOMES
At the end of this course, student teachers should:

1. Establish suitable routines and select appropriate techniques to help their students focus and stay on task
2. Help their students build appropriate expectations for behaviour and learning.
3. Identify and manage disruptions in the class effectively
4. Employ the use of time, space and momentum to help maximise students’ learning in the class.
5. Promote active learning and student involvement.

COURSE CONTENT
- Overview of PP
- Effective Teacher / Teaching
- Overview of APT Form
- Creating positive classroom culture
- Lesson Preparation/Delivery
  - Profile
  - Objectives
  - Intro/Dev/Conclusion/Assessment
- Lesson Preparation/ Delivery
ASSESSMENT

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<tr>
<th>Component</th>
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<td>Individual TP1 Reflection</td>
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COURSE REFERENCES