

# TUTOR PROFESSIONAL DEVELOPMENT HANDBOOK: B.Ed in Initial Teacher Education PEMD Year 4

HANDBOOK FOR COORDINATORS





GOVERNMENT OF GHANA



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Transforming Teaching, Education & Learning



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DEVELOPMENT HANDBOOK:  
B.Ed in Initial Teacher  
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PEMD Year 4**

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**Coordinator Version**



## **Foreword to the Year 4 Tutor Professional Development Handbook**

The development of this set of Tutor Professional Development Handbooks, for Year 4 Bachelor of Education (B.Ed.) courses in Initial Teacher Education marks both an end and a beginning.

It marks an end in that this is the final set of Tutor Professional Development Handbooks to be written, bringing an end to three years of writing by teams from across the four mentoring Universities (Kwame Nkrumah University of Science and Technology, University for Development Studies, University of Ghana and University of Education, Winneba) and Colleges of Education.

It marks a beginning because the significant reforms in teacher education which these Handbooks are helping to bring about has only just begun. The first student teachers who have directly benefitted from these Handbooks entered Colleges of Education in 2019 and won't graduate until 2023. Once these B.Ed. graduates enter Ghana's basic school classrooms, I am confident that we will see a year-on-year increase in the number of teachers meeting the quality benchmarks set out in the National Teachers' Standards (NTS).

It is our intention and belief that these Handbooks will be used in Universities and Colleges of Education for many years to come and that they will play a central role in helping us to bring about a sustained transformation in our basic education system so that we achieve the goal of the Education Strategic Plan (2018-2030) that "all pupils are equipped with appropriate literacy, numeracy and social development skills to effectively transition to second cycle education."

I would like to take this opportunity to thank the Ghana Tertiary Education Commission, the UK's Foreign, Commonwealth and Development Office (FCDO) and Mastercard Foundation for their support over the past three years in making all this possible.

**Robin Todd**  
**Executive Director, T-TEL**  
**June 2022**



## Year Four

### Writing the weekly PD sessions: Guidance for the Subject Writing Leads (SWL).

- ***It is critical that what SWL write provides direct subject and B.Ed. specific guidance, so SL/HoD can support and scaffold tutors learning and professional development. This requires direct reference to each course manual and explanations of any areas which may be challenging.***
- The sessions need to provide *the main PD* opportunity for tutors to ensure they fully understand what they need to teach and have the opportunity to plan together to make sure the new B.Ed. courses are taught well.
- Developments since the manuals were written require SWL to ***add additional detail to PD sessions***. Specifically, this means a focus on:
  - Integrating GESI to ensure the needs of females, males and students with special education needs are well catered for
  - Integrating ICT and 21c skills to ensure students learn to use technology effectively to support their own and pupils' learning
  - National Teacher Education Assessment Policy (NTEAP)
    - the three assessment components ***for the semester*** for ***each*** course: subject project (30%), subject portfolio (30%) and end of semester examination (40%). These need to be introduced in session 1. PD writers will need to provide an example subject portfolio and project assessment components. if these are not written into the course manual, see Appendix 1: Course Assessment Components.
    - integrating the use of continuous assessment designed to support student teacher learning in each PD session
    - ***In year four there are two assessment components associated with the STS Portfolio course: the Professional Portfolio, this is presented with evidence of the Student Teacher meeting the NTS and assessed at a post internship seminar (viva), and the Action Research Project. Tutors need to be prepared for assessing these components.***
- The PD session template provides the frame for SWL to write the guidance for the Subject Leads (SL)/HoDs on how to lead and support the professional development of tutors in the weekly sessions
- Age level specialisms. To ensure appropriate subject and age level focus for the PD sessions:
  - there will be a subject specialist writing for each subject
  - where subjects are grouped direct reference needs to be made to examples of activities in the course manuals for each subject with explanations and guidance as required
  - where there are different age levels direct reference needs to be made to the course manuals for activities for each age level
- This is the student teachers' final year and involves planning for and teaching sequences of lessons next academic year across all required subjects with regard for: the basic school curriculum GESI responsiveness, cross-cutting and transferable skills, including ICT.
- PD sessions in all subjects will need to include preparation for this final push to beginning teaching
- SL/HoD need to have details of the resources needed for the activities

- Appendix 1: Course Assessment Components overview and example portfolio and projects

<b>Age Levels/s:</b>	<b>Name of Subject/s:</b>
<b>JHS</b>	1. Advanced Music Technology
<b>Education</b>	2. Practice and Coaching Full & Non- Contact Sports
	3. Professional Development and Advocacy in PES-MD
<b>Lesson Title:</b>	
1. Introduction and Familiarisation of Advanced Music Technology course	
2. Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course	
3. Introduction and familiarisation of Professional Development and Advocacy in PES and M&D course manual.	

### Tutor PD Session for Lesson 1 in the Course Manual

<b>Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.</b>	<b>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>
<b>1a Introduction to the semester – in session one</b> <ul style="list-style-type: none"> <li>● <b>Overview of subject/s age level/s to be covered in the PD sessions and</b></li> <li>● <b>Guidance on grouping tutors according to the subject/s, age level/s.</b></li> <li>● <b>Introduction to the course manual/s</b></li> </ul>	<b>1a Introduction to the semester – in session one</b> <p><b>1.1 Icebreaker:</b> <i>“What is the scariest thing you’ve ever done for fun?”</i> You may pre-inform a Tutor to do this.</p> <p><b>1.2</b> Ask tutors to review all PEMD courses of previous semesters (core and elective) that are closely related and relevant to the courses in this semester.</p> <p><b>E.g.</b></p> <p><b>a.</b> <i>Intersection of Physical Activities,</i></p>	<b>1a Introduction to the semester – in session one</b> <p><b>1.1 Icebreaker:</b> <i>“What is the scariest thing you’ve ever done for fun?”</i></p> <p><b>1.2</b> Review all PEMD courses of previous semesters (core and elective), that are closely related and relevant to the courses in this semester.</p> <p><b>E.g.</b></p> <p><b>a.</b> <i>Intersection of Physical Activities,</i></p>	20 mins

<ul style="list-style-type: none"> <li>● <b>Overview of course learning outcomes</b></li> <li>● <b>Introduction to the two continuous assessment components to be undertaken in each subject during the semester (See Course Assessment Components Appendix NB in subjects where there are no assessment components in the course manuals examples will need to be provided by the SWL for the SL/HoD.</b></li> </ul> <p><b>1b Introduction to the session</b></p> <ul style="list-style-type: none"> <li>● Review prior learning</li> <li>● Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>● Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul>	<p><i>Sports, Music and Dance.</i></p> <ul style="list-style-type: none"> <li><i>b. Analysis of Policy Documents and Syllabi.</i></li> <li><i>c. Sports, PE, Music and Dance in Local and Global Cultures.</i></li> <li><i>d. Performance practice in African Dance Genre &amp; Art Music.</i></li> <li><i>e. Physical Activities for Health.</i></li> </ul> <p><b>1.3</b> Ask tutors to write on a post-it-note, how useful Year 3 Semester 2 PD sessions were to the delivery of their lessons.</p> <p><b>1.3.1</b> Ask Tutors to exchange their post-it-note with their right-elbow-friends to read to the larger group.</p> <p><b>E.g.</b></p> <ul style="list-style-type: none"> <li><i>a. It helped in citing relevant, practical and contextual Music &amp; Dance and PE examples for lessons. For instance, indigenous ensembles and indigenous instruments (<b>Bɔ̀ɔ̀ɔ̀ɔ̀, Apatampa, Damba, Sogo, Kidi, Gakogui, Dawuro, Frikiyiwa etc</b>) and games (<b>Chaskele, Ampe, Anhwɛ'kyere, Tutumantu etc</b>).</i></li> </ul>	<p><i>Sports, Music and Dance.</i></p> <ul style="list-style-type: none"> <li><i>b. Analysis of Policy Documents and Syllabi.</i></li> <li><i>c. Sports, PE, Music and Dance in Local and Global Cultures.</i></li> <li><i>d. Performance practice in African Dance Genre &amp; Art Music.</i></li> <li><i>e. Physical Activities for Health.</i></li> </ul> <p><b>1.3</b> Write on a post-it-note, how useful Year 3 Semester 2 PD sessions were to the delivery of your lessons.</p> <p><b>1.3.1</b> Exchange your post-it-note with your right-elbow-friend to read to the larger group.</p> <p><b>E.g.</b></p> <ul style="list-style-type: none"> <li><i>a. It helped in citing relevant, practical and contextual Music &amp; Dance and PE examples for lessons. For instance, indigenous ensembles and indigenous instruments (<b>Bɔ̀ɔ̀ɔ̀ɔ̀, Apatampa, Damba, Sogo, Kidi, Gakogui, Dawuro, Frikiyiwa etc</b>) and games (<b>Chaskele, Ampe, Anhwɛ'kyere, Tutumantu etc</b>).</i></li> </ul>	
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<p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p><b>b.</b> <i>It aided the search for appropriate GESI responsive teaching and learning resources for lessons e.g., Pictures addressing social gender roles, videos of women drummers and dancers, videos of women playing football, use of Projector to enlarge prints, tactile, computer, music combo to enhance sound, mobile phone for searching information etc.</i></p> <p><b>c.</b> <i>It aided Tutors to do advance preparations before every lesson.</i></p> <p><b>Introduction to the purpose of the specialisms (JHS) and Overview of subject</b></p> <p><b>1.4</b> Ask tutors to sit in their respective course groups and read the introductory sections of the courses from their course manuals (JHS specialism) to identify the Goals, Course Description, Core and Transferable Skills and Cross Cutting Issues including Equality and Inclusion to have a general overview and purpose of the courses.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Introduction and Familiarisation of</b></p>	<p><b>b.</b> <i>It aided the search for appropriate GESI responsive teaching and learning resources for lessons e.g., Pictures addressing social gender roles, videos of women drummers and dancers, videos of women playing football, use of Projector to enlarge prints, braille, tactile, computer, music combo to enhance sound, mobile phone for searching information etc.</i></p> <p><b>c.</b> <i>It aided Tutors to do advance preparations before every lesson.</i></p> <p><b>Introduction to the purpose of the specialisms (JHS) and Overview of subject</b></p> <p><b>1.4</b> Sit in your course groups and read the introductory sections of the course from your course manual (JHS specialism) to identify the Goal, Course Description, Core and Transferable Skills and Cross Cutting Issues including Equality and Inclusion to have a general overview and purpose of the courses.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Introduction and Familiarisation of</b></p>	
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	<p><b>Advanced Music Technology course.</b></p> <p><b>Goals:</b>  <i>The goal of this course is to take student teachers through traditional and non-traditional ICT tools, internet search engines, video conferencing, etc., in the teaching and learning of Music and Dance.</i></p> <p><b>Course description:</b>  <i>This course is designed to experiment with simplified traditional and non-traditional tools including T-TEL resources, i-Box, Internet and ICT resources for teaching and learning of Music and Dance.</i></p> <p><b>Core and Transferable Skills and cross cutting issues, including equity and inclusion:</b>  Student teachers will be taken through;</p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Background of learners- (self-awareness, Cultural issues)</i></li> <li><b>b.</b> <i>Gender issues in music &amp; dance, Equality and Inclusivity (including Gender and SEN)</i></li> <li><b>c.</b> <i>Professional values and attitudes</i></li> <li><b>d.</b> <i>Cross-cutting Issues- (problem solving, financial literacy, digital literacy, open-mindedness),</i></li> <li><b>e.</b> <i>Core Values- (honesty, integrity,</i></li> </ul>	<p><b>Advanced Music Technology course.</b></p> <p><b>Goals:</b>  <i>The goal of this course is to take student teachers through traditional and non-traditional ICT tools, internet search engines, video conferencing, etc., in the teaching and learning of Music and Dance.</i></p> <p><b>Course description:</b>  <i>This course is designed to experiment with simplified traditional and non-traditional tools including T-TEL resources, i-Box, Internet and ICT resources for teaching and learning of Music and Dance.</i></p> <p><b>Core and Transferable Skills and cross cutting issues, including equity and inclusion:</b>  Student teachers will be taken through;</p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Background of learners- (self-awareness, Cultural issues)</i></li> <li><b>b.</b> <i>Gender issues in music &amp; dance, Equality and Inclusivity (including Gender and SEN)</i></li> <li><b>c.</b> <i>Professional values and attitudes.</i></li> <li><b>d.</b> <i>Cross-cutting Issues- (problem solving, financial literacy, digital literacy, open-mindedness),</i></li> <li><b>e.</b> <i>Core Values- (honesty, integrity,</i></li> </ul>	
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	<p><i>cooperation, perseverance and grit, teamwork, responsible citizenry, respect for others, etc.)</i></p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course.</b></p> <p><b>Goals:</b>  <i>The goal of this course is to expose student teachers to lifelong skills and competencies such as self-discipline, teamwork, leadership, goal setting, hard-work, emotional control, and resilience through participation in full-contact and non-contact sports.</i></p> <p><b>Course description:</b>  <i>The Practice and Coaching Full and Non-Contact Sports Course focuses on the practice and theory of coaching non- contact sports disciplines such as golf, swimming and dancing for non-contact sports, and basketball, football, “abotri” and arm wrestling for full-contact sports.</i></p> <p><b>Core and transferable skills and cross cutting issues, including equity and inclusion:</b>  Student teachers will be taken through;  a. Background of learners—self-awareness</p>	<p><i>cooperation, perseverance and grit, teamwork, responsible citizenry, respect for others, etc.)</i></p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course.</b></p> <p><b>Goals:</b>  <i>The goal of this course is to expose student teachers to lifelong skills and competencies such as self-discipline, teamwork, leadership, goal setting, hard-work, emotional control, and resilience through participation in full-contact and non-contact sports.</i></p> <p><b>Course description:</b>  <i>The Practice and Coaching Full and Non-Contact Sports Course focuses on the practice and theory of coaching non- contact sports disciplines such as golf, swimming and dancing for non-contact sports, and basketball, football, “abotri” and arm wrestling for full-contact sports.</i></p> <p><b>Core and transferable skills and cross cutting issues, including equity and inclusion:</b>  Student teachers will be taken through;  a. Background of learners—self-awareness</p>	
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	<ul style="list-style-type: none"> <li>b. Cultural issues</li> <li>c. Gender issues in sports</li> <li>d. Equity and Inclusivity— including Gender and SEN/Disability.</li> <li>e. Professional values and attitudes</li> <li>f. Cross-cutting— problem solving, physical literacy, digital literacy, open-mindedness.</li> <li>g. Core Values— honesty, integrity, cooperation, perseverance and grit, teamwork responsible citizenry, respect for others, etc.</li> </ul> <p><b>PE / Music &amp; Dance: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p> <p><b>Goals:</b>  <i>The goal of this course is to expose student teachers to professional ethics and culturally competent practices; continued professional development, promotion/advocacy, core characteristics of the physically/artistically literate person (student teacher/learner).</i></p> <p><b>Course description:</b>  <i>The course focuses on professional ethics and culturally competent</i></p>	<ul style="list-style-type: none"> <li>b. Cultural issues</li> <li>c. Gender issues in sports</li> <li>d. Equity and Inclusivity— including Gender and SEN/Disability.</li> <li>e. Professional values and attitudes</li> <li>f. Cross-cutting— problem solving, physical literacy, digital literacy, open-mindedness.</li> <li>g. Core Values— honesty, integrity, cooperation, perseverance and grit, teamwork responsible citizenry, respect for others, etc.</li> </ul> <p><b>PE / Music &amp; Dance: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p> <p><b>Goals:</b>  <i>The goal of this course is to expose student teachers to professional ethics and culturally competent practices; continued professional development, promotion/advocacy, core characteristics of the physically/artistically literate person (student teacher/learner).</i></p> <p><b>Course description:</b>  <i>The course focuses on professional ethics and culturally competent</i></p>	
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	<p><i>practices; continued professional development, promotion/advocacy, core characteristics of the artistically literate person (student teacher/learner).</i></p> <p><b>Core and transferable skills and cross cutting issues, including equity and inclusion:</b> Student teachers will be taken through;</p> <ul style="list-style-type: none"> <li><i>a. Cultural issues</i></li> <li><i>b. Gender issues in sport</i></li> <li><i>c. Equity and Inclusivity— including Gender and SEN/Disability</i></li> <li><i>d. Professional values and attitudes</i></li> <li><i>e. Cross-cutting— problem solving, physical literacy, digital literacy, open-mindedness.</i></li> <li><i>f. Core Values— honesty, integrity, cooperation, perseverance and grit, teamwork responsible citizenry, respect for others, etc.</i></li> </ul> <p><b>Introduction to the Course CLOs / CLIs</b></p> <p><b>1.5</b> Ask Tutors in each group to read the CLOs and CLIs from their respective course manuals and discuss in their course groups for feedback.</p>	<p><i>practices; continued professional development, promotion/advocacy, core characteristics of the artistically literate person (student teacher/learner).</i></p> <p><b>Core and transferable skills and cross cutting issues, including equity and inclusion:</b> Student teachers will be taken through;</p> <ul style="list-style-type: none"> <li><i>a. Cultural issues</i></li> <li><i>b. Gender issues in sport</i></li> <li><i>c. Equity and Inclusivity— including Gender and SEN/Disability</i></li> <li><i>d. Professional values and attitudes</i></li> <li><i>e. Cross-cutting— problem solving, physical literacy, digital literacy, open-mindedness.</i></li> <li><i>f. Core Values— honesty, integrity, cooperation, perseverance and grit, teamwork responsible citizenry, respect for others, etc.</i></li> </ul> <p><b>Introduction to the Course CLOs / CLIs</b></p> <p><b>1.5</b> Read the CLOs and CLIs from your course manual and discuss in your course group for feedback.</p>	
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	<p><b>E.g.</b>  <b>Music &amp; Dance:</b>  <b>Introduction and Familiarisation of Advanced Music Technology course</b>  <b>CLO:</b>  <i>Demonstrate comprehensive content knowledge in traditional and non-traditional ICT resources (i-Box, Internet and ICT), music notation and programming software, equipment and facilities; maintenance and repairing of such musical instruments for teaching and learning of Music and Dance. (NTS 2c &amp; 2d, NTECF p16.</i></p> <p><b>CLI:</b></p> <ol style="list-style-type: none"> <li><b>a.</b> <i>Mention any five (5) traditional and non-traditional resources (T-TEL resources, i-Box, Internet search engines, etc.,) for teaching and learning Music and Dance.</i></li> <li><b>b.</b> <i>Explain how you will set-up a workstation for music programming.</i></li> <li><b>c.</b> <i>Name five (1) icons on the Finale Menu and explain their functions.</i></li> </ol> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course</b></p>	<p><b>E.g.</b>  <b>Music &amp; Dance:</b>  <b>Introduction and Familiarisation of Advanced Music Technology course</b>  <b>CLO:</b>  <i>Demonstrate comprehensive content knowledge in traditional and non-traditional ICT resources (i-Box, Internet and ICT), music notation and programming software, equipment and facilities; maintenance and repairing of such musical instruments for teaching and learning of Music and Dance. (NTS 2c &amp; 2d, NTECF p16.</i></p> <p><b>CLI:</b></p> <ol style="list-style-type: none"> <li><b>a.</b> <i>Mention any five (5) traditional and non-traditional resources (T-TEL resources, i-Box, Internet search engines, etc.,) for teaching and learning Music and Dance.</i></li> <li><b>b.</b> <i>Explain how you will set-up a workstation for music programming.</i></li> <li><b>c.</b> <i>Name five (1) icons on the Finale Menu and explain their functions.</i></li> </ol> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course</b></p>	
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	<p><b>CLO:</b> <i>Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking. (NTS 1b, 2c &amp; 2e; NTECF 16, 21, 38,41)</i></p> <p><b>CLI:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></li> <li><b>b.</b> <i>Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i></li> </ul> <p><b>PE / Music &amp; Dance:</b> <b>Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p> <p><b>CLO:</b> <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>CLI:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the school setting</i></li> </ul>	<p><b>CLO:</b> <i>Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking. (NTS 1b, 2c &amp; 2e; NTECF 16, 21, 38,41)</i></p> <p><b>CLI:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></li> <li><b>b.</b> <i>Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i></li> </ul> <p><b>PE / Music &amp; Dance:</b> <b>Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p> <p><b>CLO:</b> <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>CLI:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the school setting</i></li> </ul>	
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	<p><i>(e.g., classroom; duties, such as playtime)</i></p> <p><b>b.</b> <i>Maintains professional relationships including respect of student teacher boundaries in and out of the school setting.</i></p> <p><b>c.</b> <i>Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p><b>Assessment components to be undertaken in each subject</b></p> <p><b>1.6</b> Ask tutors to read through the two assessment components <b>(Component 1: Subject Project-30% &amp; Component 2: Subject Portfolio- 30%)</b> from their course manuals and discuss their alignment with the NTEAP (where applicable), outline their implications and develop strategies for implementation.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Introduction and Familiarisation of Advanced Music Technology course.</b></p>	<p><i>(e.g., classroom; duties, such as playtime)</i></p> <p><b>b.</b> <i>Maintains professional relationships including respect of student teacher boundaries in and out of the school setting.</i></p> <p><b>c.</b> <i>Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p><b>Assessment components to be undertaken in each subject</b></p> <p><b>1.6</b> Read through the assessment components <b>(Component 1: Subject Project-30% &amp; Component 2: Subject Portfolio- 30%)</b> from your course manual and discuss their alignment with the NTEAP (where applicable), outline their implications and develop strategies for implementation.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Introduction and Familiarisation of Advanced Music Technology course.</b></p>	
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	<p><b>(Subject Project)</b></p> <p><i>a. Notate a 16-measure melody using Finale in a simple quadruple time in key G major with five (5) dynamic markings (CLO 1).</i></p> <p><i>b. Perform the notated music. (CLO 1)</i></p> <p><i>c. Child Study (CLO 4)</i></p> <p><b>(Subject Portfolio)</b></p> <p><i>a. Scores of the notated music.</i></p> <p><i>b. Reports on Video Analysis.</i></p> <p><i>c. Reflective Journals etc.</i></p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course.</b></p> <p><b>(Subject Project)</b></p> <p><i>Develop two (2) game adaptations and select the most appropriate method(s) and justify how such adaptation fosters gender balance selection and inclusion (CLO 2).</i></p> <p><b>(Subject Portfolio)</b></p> <p><i>a. Self-recording checklist</i></p> <p><i>b. Reflective report (at least 200 words)</i></p> <p><b>PE / Music &amp; Dance: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p> <p><b>(Subject Project)</b></p>	<p><b>(Subject Project)</b></p> <p><i>a. Notate a 16-measure melody using Finale in a simple quadruple time in key G major with five (5) dynamics markings. (CLO 1)</i></p> <p><i>b. Perform the notated music. (CLO1)</i></p> <p><i>c. Child Study (CLO 4)</i></p> <p><b>(Subject Portfolio)</b></p> <p><i>a. Scores of the notated music.</i></p> <p><i>b. Reports on Video Analysis.</i></p> <p><i>c. Reflective Journals etc.</i></p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course.</b></p> <p><b>(Subject Project)</b></p> <p><i>Develop two (2) game adaptations and select the most appropriate method(s) and justify how such adaptation fosters gender balance selection and inclusion (CLO 2).</i></p> <p><b>(Subject Portfolio)</b></p> <p><i>a. Self-recording checklist</i></p> <p><i>b. Reflective report (at least 200 words)</i></p> <p><b>PE / Music &amp; Dance: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p> <p><b>(Subject Project)</b></p>	
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	<p><i>Identify 3 advocacy strategies and show how they can be employed in promoting PEMD.</i> Addresses CLO 2.</p> <p><b>(Subject Portfolio)</b></p> <ul style="list-style-type: none"> <li><i>a. Written report on advocacy strategies to promote PEMD.</i></li> <li><i>b. Artefacts, equipment, materials</i></li> <li><i>c. Further reading resources.</i></li> <li><i>d. Other written Reports</i></li> <li><i>e. Photographs/videos, etc.</i></li> </ul> <p><b>1(b) Introduction to Lesson 1</b></p> <p><b>1.7</b> Ask Tutors to read and discuss in their course groupings, the description and purpose of lesson 1 including LOs and LIs to have a general overview, and share with the larger group for feedback.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Introduction and Familiarisation of Advanced Music Technology course.</b></p> <p><b>Lesson Description:</b></p> <ul style="list-style-type: none"> <li><i>a. Introduction to the course manual for the semester, and the general expectations for student teachers on the course—(i) Where learning is going. (ii)</i></li> </ul>	<p><i>Identify 3 advocacy strategies and show how they can be employed in promoting PEMD. (CLO 2).</i></p> <p><b>(Subject Portfolio)</b></p> <ul style="list-style-type: none"> <li><i>a. Written report on advocacy strategies to promote PEMD.</i></li> <li><i>b. Artefacts, equipment and materials.</i></li> <li><i>c. Further reading resources.</i></li> <li><i>d. Other written reports.</i></li> <li><i>e. Photographs/videos, etc.</i></li> </ul> <p><b>1(b) Introduction to Lesson 1</b></p> <p><b>1.7</b> Read and discuss in your course group, the lesson description and purpose of lesson 1, LOs and LIs to have a general overview and share with the larger group for feedback.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Introduction and Familiarisation of Advanced Music Technology course.</b></p> <p><b>Lesson Description:</b></p> <ul style="list-style-type: none"> <li><i>a. Introduction to the course manual for the semester, and the general expectations for student teachers on the course—(i) Where learning is going. (ii)</i></li> </ul>	
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	<p><i>Where learner is right now. (iii) How to get there.</i></p> <p><b>b.</b> <i>Tutors need to share clear goals/standards and learning indicators with student teachers.</i></p> <p><b>c.</b> <i>Clarifying and negotiating learning intentions and criteria for success.</i></p> <p><b>d.</b> <i>Student teachers must have a clear picture of the success criteria/expectations against which they are being measured.</i></p> <p><b>e.</b> <i>Success criteria are linked to learning indicators.</i></p> <p><b>f.</b> <i>This helps the tutor and student teachers eventually make judgements about the quality of the teaching and learning that took place in the course.</i></p> <p><b>LO:</b> Demonstrate understanding and comprehensive content knowledge issues concerning advanced music technology in the teaching and learning process. NTS 2c &amp; 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 &amp; 5.</p> <p><b>LI:</b> <b>a.</b> Mention three PA gadgets for the classroom.</p>	<p><i>Where learner is right now. (iii) How to get there.</i></p> <p><b>b.</b> <i>Tutors need to share clear goals/standards and learning indicators with student teachers.</i></p> <p><b>c.</b> <i>Clarifying and negotiating learning intentions and criteria for success.</i></p> <p><b>d.</b> <i>Student teachers must have a clear picture of the success criteria/expectations against which they are being measured.</i></p> <p><b>e.</b> <i>Success criteria are linked to learning indicators.</i></p> <p><b>f.</b> <i>This helps the tutor and student teachers eventually make judgements about the quality of the teaching and learning that took place in the course.</i></p> <p><b>LO:</b> Demonstrate understanding and comprehensive content knowledge issues concerning advanced music technology in the teaching and learning process. NTS 2c &amp; 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 &amp; 5.</p> <p><b>LI:</b> <b>a.</b> Mention three PA gadgets for the classroom.</p>	
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	<p><b>b.</b> Mention three search engines for music and dance research.</p> <p><b>c.</b> Describe three notation or programming software.</p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course.</b></p> <p><b>Lesson Description:</b> This lesson exposes student teachers to the course manual and its usage.</p> <p><b>a.</b> Introduction to the course manual for the semester, and the general expectations for student teachers on the course—(i) Where learning is going. (ii) Where learner is right now. (iii) How to get there.</p> <p><b>b.</b> Tutor needs to share clear goals/standards and learning indicators with student teachers.</p> <p><b>c.</b> Clarifying and negotiating learning intentions and criteria for success.</p> <p><b>d.</b> Student teachers must have a clear picture of the success criteria/expectations against which they are being measured.</p> <p><b>e.</b> Success criteria are linked to learning indicators.</p>	<p><b>b.</b> Mention three search engines for music and dance research.</p> <p><b>c.</b> Describe three notation or programming software.</p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course.</b></p> <p><b>Lesson Description:</b> This lesson exposes student teachers to the course manual and its usage.</p> <p><b>a.</b> Introduction to the course manual for the semester, and the general expectations for student teachers on the course—(i) Where learning is going. (ii) Where learner is right now. (iii) How to get there.</p> <p><b>b.</b> Tutor needs to share clear goals/standards and learning indicators with student teachers.</p> <p><b>c.</b> Clarifying and negotiating learning intentions and criteria for success.</p> <p><b>d.</b> Student teachers must have a clear picture of the success criteria/expectations against which they are being measured.</p> <p><b>e.</b> Success criteria are linked to learning indicators.</p>	
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	<p><b>LO:</b> Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</p> <p><b>LI:</b></p> <ol style="list-style-type: none"> <li>a. Exceed grade level expectations (GLE) and mastery of life skill attributes.</li> <li>b. Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross disciplinary connections.</li> </ol> <p><b>PE / Music &amp; Dance: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p> <p><b>Lesson Description:</b></p> <ol style="list-style-type: none"> <li>a. Introduction to the course manual for the semester, and the general expectations for student teachers on the course—(i) Where learning is going. (ii) Where learner is right now. (iii) How to get there.</li> <li>b. Tutor needs to share clear goals/standards and learning indicators with student teachers.</li> <li>c. Clarifying and negotiating learning intentions and criteria for success.</li> </ol>	<p><b>LO:</b> Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</p> <p><b>LI:</b></p> <ol style="list-style-type: none"> <li>a. Exceed grade level expectations (GLE) and mastery of life skill attributes.</li> <li>b. Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross disciplinary connections.</li> </ol> <p><b>PE / Music &amp; Dance: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p> <p><b>Lesson Description:</b></p> <ol style="list-style-type: none"> <li>a. Introduction to the course manual for the semester, and the general expectations for student teachers on the course—(i) Where learning is going. (ii) Where learner is right now. (iii) How to get there.</li> <li>b. Tutor needs to share clear goals/standards and learning indicators with student teachers.</li> <li>c. Clarifying and negotiating learning intentions and criteria for success.</li> </ol>	
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	<p><b>d.</b> Student teachers must have a clear picture of the success criteria/expectations against which they are being measured.</p> <p><b>e.</b> Success criteria are linked to learning indicators</p> <p><b>LO:</b> Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</p> <p><b>LI:</b></p> <p><b>a.</b> Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime)</p> <p><b>b.</b> Maintains professional relationships including respect of student teacher boundaries in and out of the school setting.</p> <p><b>c.</b> Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</p> <p><b>1.8</b> Ask Tutors to identify and discuss in their course groups, the distinctive aspects of lesson 1 and share with the larger group for clarification and feedback.</p>	<p><b>d.</b> Student teachers must have a clear picture of the success criteria/expectations against which they are being measured.</p> <p><b>e.</b> Success criteria are linked to learning indicators.</p> <p><b>LO:</b> Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</p> <p><b>LI:</b></p> <p><b>a.</b> Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime)</p> <p><b>b.</b> Maintains professional relationships including respect of student teacher boundaries in and out of the school setting.</p> <p><b>c.</b> Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</p> <p><b>1.8</b> Identify and discuss in your course group, the distinctive aspects of lesson 1 and share with the larger group for clarification and feedback.</p>	
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	<p><b>E.g.</b>  <b>Music &amp; Dance: Introduction and Familiarisation of Advanced Music Technology course.</b>  Class Discussion on the introductory specifications of the course manual.</p> <p><b>Themes include:</b></p> <ol style="list-style-type: none"> <li><b>a.</b> Classroom Public Addressing System gadgets</li> <li><b>b.</b> Search engines and setting up audio and video conferencing.</li> <li><b>c.</b> Setting the tone and rules of the Course.</li> <li><b>d.</b> Feedback on Supported Teaching in Schools</li> </ol> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course</b>  Class Discussion on the introductory specifications of the course manual.</p> <p><b>These include</b></p> <ol style="list-style-type: none"> <li><b>a.</b> Application of movement / principles, and strategies in performing and coaching non-contact Athletics (II)</li> <li><b>b.</b> Application of movement/principles, and strategies in performing and coaching non-contact Individual/Target Sports</li> <li><b>c.</b> Application of movement/principles, and strategies in</li> </ol>	<p><b>E.g.</b>  <b>Music &amp; Dance: Introduction and Familiarisation of Advanced Music Technology course.</b>  Class Discussion on the introductory specifications of the course manual.</p> <p><b>Themes include:</b></p> <ol style="list-style-type: none"> <li><b>a.</b> Classroom Public Addressing System gadgets</li> <li><b>b.</b> Search engines and setting up audio and video conferencing.</li> <li><b>c.</b> Setting the tone and rules of the Course.</li> <li><b>d.</b> Feedback on Supported Teaching in Schools</li> </ol> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course</b>  Class Discussion on the introductory specifications of the course manual.</p> <p><b>These include</b></p> <ol style="list-style-type: none"> <li><b>a.</b> Application of movement / principles, and strategies in performing and coaching non-contact Athletics (II)</li> <li><b>b.</b> Application of movement/principles, and strategies in performing and coaching non-contact Individual/Target Sports</li> <li><b>c.</b> Application of movement/principles, and strategies in</li> </ol>	
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	<p>performing and coaching full-contact martial arts sports</p> <p><b>d.</b> Application of movement/principles, and strategies in performing and coaching full-contact traditional wrestling sports</p> <p><b>PEMD: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b> <i>Class Discussion on the introductory specifications of the course manual.</i></p> <p><b>a.</b> <i>Introduction and familiarisation of Professional Development and Advocacy in PES-MD course</i></p> <p><b>b.</b> <i>Strategies for promoting and advocating for Physical Education, Sports, Music, and Dance</i></p> <p><b>c.</b> <i>Organization, management and administration of physical activity, sport, music, and dance culminating festival.</i></p> <p><b>1.9</b> Ask Tutors to identify possible challenging areas in teaching of the concepts in lesson 1 of their respective courses and share with the larger group for clarification.</p>	<p>performing and coaching full-contact martial arts sports</p> <p><b>d.</b> Application of movement/principles, and strategies in performing and coaching full-contact traditional wrestling sports</p> <p><b>PEMD: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b> <i>Class Discussion on the introductory specifications of the course manual.</i></p> <p><b>a.</b> <i>Introduction and familiarisation of Professional Development and Advocacy in PES-MD course</i></p> <p><b>b.</b> <i>Strategies for promoting and advocating for Physical Education, Sports, Music, and Dance</i></p> <p><b>c.</b> <i>Organization, management and administration of physical activity, sport, music, and dance culminating festival.</i></p> <p><b>1.9</b> Identify possible challenging areas in teaching of the concepts in lesson 1 of your course and share with the larger group for clarification.</p>	
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	<p><b>E.g.</b>  <b>Music &amp; Dance:</b>  <b>Introduction and Familiarisation of Advanced Music Technology course.</b></p> <p>a. <i>Identification of the different icons on the interfaces of the different music software.</i></p> <p>b. <i>Extracting and exporting saved works from the music software to a different format e.g., MS Word or pdf.</i></p> <p>c. <i>The use of the different music software</i></p> <p><b>Suggested Solutions:</b></p> <p>a. <i>Use of collegial learning approach during PD Sessions</i></p> <p>b. <i>Constant practice on the music software.</i></p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course</b>  <i>The ability and dexterity of a tutor to perform all the full and Non-Contact Sports</i></p> <p><b>Suggested Solutions:</b>  <i>Making use of resource persons from the community, sister institution and or from among the student teachers.</i></p> <p><b>PE / Music &amp; Dance:</b>  <b>Introduction and familiarisation of Professional Development</b></p>	<p><b>E.g.</b>  <b>Music &amp; Dance:</b>  <b>Introduction and Familiarisation of Advanced Music Technology course.</b></p> <p>a. <i>Identification of the different icons on the interfaces of the different music software.</i></p> <p>b. <i>Extracting and exporting saved works from the music software to a different format e.g., MS Word or pdf.</i></p> <p>c. <i>The use of the different music software</i></p> <p><b>Suggested Solutions:</b></p> <p>a. <i>Use of collegial learning approach during PD Sessions</i></p> <p>b. <i>Constant practice on the music software.</i></p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course</b>  <i>The ability and dexterity of a tutor to perform all the full and Non-Contact Sports</i></p> <p><b>Suggested Solutions:</b>  <i>Making use of resource persons from the community, sister institution and or from among the student teachers.</i></p> <p><b>PE / Music &amp; Dance:</b>  <b>Introduction and familiarisation of Professional Development</b></p>	
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	<p><b>and Advocacy in PES-MD course manual.</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Cultural beliefs</i></li> <li><b>b.</b> <i>Religious barriers</i></li> <li><b>c.</b> <i>Lack of creativity</i></li> <li><b>d.</b> <i>Misconceptions about PEMD</i></li> </ul> <p><b>Suggested Solution:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Discussion and addressing of Misconceptions about PEMD.</i></li> <li><b>b.</b> <i>Creating opportunities for student teachers' creative skills development.</i></li> <li><b>c.</b> <i>Avoidance of gender and religious abusive languages and practices in teaching.</i></li> </ul> <p><b>Note SL:</b> <i>Ask tutors to take note of the relevant concepts and plan for their teaching as they go through the PD session.</i></p>	<p><b>and Advocacy in PES-MD course manual.</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Cultural beliefs</i></li> <li><b>b.</b> <i>Religious barriers</i></li> <li><b>c.</b> <i>Lack of creativity</i></li> <li><b>d.</b> <i>Misconceptions about PEMD</i></li> </ul> <p><b>Suggested Solution:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Discussion and addressing of Misconceptions about PEMD.</i></li> <li><b>b.</b> <i>Creating opportunities for student teachers' creative skills development.</i></li> <li><b>c.</b> <i>Avoidance of gender and religious abusive languages and practices in teaching.</i></li> </ul>	
<p><b>As this course is dealing with supporting and /or assessing the Professional Teaching Portfolio Development and /or Classroom Enquiry and Action Research Project Report writing. Tutors should be provided with guidance on what to do including</b></p>	<p><b>1.10</b> Ask tutors to discuss the components of a <b>subject portfolio</b> and the need for its development by student teachers.</p> <p><b>E.g.</b></p> <p><b>Components</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Course assignments</i></li> <li><b>b.</b> <i>written reports on projects</i></li> <li><b>c.</b> <i>revisions and work samples</i></li> <li><b>d.</b> <i>student self-assessments</i></li> <li><b>e.</b> <i>reflections on own works. etc</i></li> </ul>	<p><b>1.10</b> Discuss the components of a <b>subject portfolio</b> and the need for its development by student teachers.</p> <p><b>E.g.</b></p> <p><b>Components</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Course assignments</i></li> <li><b>b.</b> <i>written reports on projects</i></li> <li><b>c.</b> <i>revisions and work samples</i></li> <li><b>d.</b> <i>student self-assessments</i></li> <li><b>e.</b> <i>reflections on own works. etc</i></li> </ul>	

<p><b>organisation of Post Intern Seminar.</b></p>	<p><b>The need for</b>  <i>It offers the student teacher tangible evidence to show for their academic achievements as well as their participation in class and group assignments.</i></p> <p><b>1.11</b> Lead tutors to discuss how they will prepare student teachers for NTC'S <b>Professional Teaching Portfolio (PTP) Assessment</b> in the world of work as beginning teachers.</p> <p><b>E.g.</b>  <b>Articles to be included</b></p> <ol style="list-style-type: none"> <li>a. Sample Videos of their teaching</li> <li>b. Statement of teaching philosophy</li> <li>c. Evaluations</li> <li>d. Sample lesson plans</li> <li>e. Report on Classroom Innovations (e.g., creation of TLRS, new methods)</li> <li>f. Relevant photographs</li> <li>g. Teaching honours and/or awards</li> <li>h. Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad)</li> <li>i. Continuous Professional Development (CPD), Education/Workshops completed</li> </ol> <p><b>Benefits</b></p> <ol style="list-style-type: none"> <li>a. Promotion</li> </ol>	<p><b>The need for</b>  <i>It offers the student teacher tangible evidence to show for their academic achievements as well as their participation in class and group assignments.</i></p> <p><b>1.11</b> Discuss how you will prepare student teachers for NTC'S <b>Professional Teaching Portfolio (PTP) Assessment</b> in the world of work as beginning teachers.</p> <p><b>E.g.</b>  <b>Articles to be included</b></p> <ol style="list-style-type: none"> <li>a. Sample videos of their teaching</li> <li>b. Statement of teaching philosophy</li> <li>c. Evaluations</li> <li>d. Sample lesson plans</li> <li>e. Report on Classroom Innovations (e.g., creation of TLRS, new methods)</li> <li>f. Relevant photographs</li> <li>g. Teaching honours and/or awards</li> <li>h. Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad)</li> <li>i. Continuous Professional Development (CPD), Education/Workshops completed.</li> </ol> <p><b>Benefits</b></p> <ol style="list-style-type: none"> <li>a. Promotion</li> </ol>	
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	<ul style="list-style-type: none"> <li>b. Professional development</li> <li>c. Reference material</li> <li>d. Encourages the "scholarship of teaching" as teachers begin to engage in classroom research.</li> <li>e. Keeps a record of a teacher's accomplishments</li> </ul> <p><b>1.12</b> Ask Tutors to discuss how they will assist student teachers to complete their Classroom Enquiry and Action Research (CEAR) with reference to Activities 8.2.3.1-4 from the Year 3 School Placement Handbook (STS Handbook) Pgs. 99-100</p> <p><b>E.g.</b> <b>Select a Focus</b></p> <ul style="list-style-type: none"> <li>a. <i>know what you want to investigate (Research Problem/Topic)</i></li> <li>b. <i>develop some questions about the area you have identified</i></li> <li>c. <i>Establish a plan to answer the question.</i></li> </ul> <p><b>Data Collection</b> <i>Administering of Instruments: Tests, conducting surveys and interviews and examining documents.</i></p>	<ul style="list-style-type: none"> <li>b. Professional development</li> <li>c. Reference material</li> <li>d. Encourages the "scholarship of teaching" as teachers begin to engage in classroom research.</li> <li>e. Keeps a record of a teacher's accomplishments</li> </ul> <p><b>1.12</b> Discuss how you will assist student teachers to conduct a Classroom Enquiry and Action Research (CEAR) with reference to Activities 8.2.3.1-4 from the Year 3 School Placement Handbook (STS Handbook) pgs. 99-100.</p> <p><b>E.g.</b> <b>Select a Focus</b></p> <ul style="list-style-type: none"> <li>a. <i>know what you want to investigate (Research Problem/Topic)</i></li> <li>b. <i>develop some questions about the area you have identified</i></li> <li>c. <i>Establish a plan to answer the question.</i></li> </ul> <p><b>Data Collection</b> <i>Administering of Instruments: Tests, conducting surveys and interviews and examining documents.</i></p>	
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	<p><b>Data Analysis and Interpretation</b> <i>Analyse and interpret in order to arrive at a decision.</i></p> <p><b>Take Action</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>continue the intervention</i></li> <li><b>b.</b> <i>disband the intervention</i></li> <li><b>c.</b> <i>modify the intervention in some way(s) - when necessary.</i></li> </ul> <p><b>1.13</b> Ask Tutors to discuss how they will receive post-internship feedback from student teachers in this lesson with reference to the School Placement Handbook, Year 3, Pg: 114-117</p> <p>E.g.</p> <ul style="list-style-type: none"> <li><b>a.</b> Class management</li> <li><b>b.</b> GESI responsiveness</li> <li><b>c.</b> Classroom Innovations and TLRs</li> <li><b>d.</b> Teaching Philosophy</li> <li><b>e.</b> Use of ICT tools in teaching (Benefits and Challenges)</li> <li><b>f.</b> Teaching Portfolio Development</li> <li><b>g.</b> NTS</li> <li><b>h.</b> Classroom Enquiry and AR</li> </ul>	<p><b>Data Analysis and Interpretation</b> <i>Analyse and interpret in order to arrive at a decision.</i></p> <p><b>Take Action</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>continue the intervention</i></li> <li><b>b.</b> <i>disband the intervention</i></li> <li><b>c.</b> <i>modify the intervention in some way(s) - when necessary.</i></li> </ul> <p><b>1.13</b> Discuss how you will receive post-internship feedback from student teachers in this lesson with reference to School Placement Handbook, Year 3, Pg: 114- 117.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li><b>a.</b> Class management</li> <li><b>b.</b> GESI responsiveness</li> <li><b>c.</b> Classroom Innovations and TLRs</li> <li><b>d.</b> Teaching Philosophy</li> <li><b>e.</b> Use of ICT tools in teaching (Benefits and Challenges)</li> <li><b>f.</b> Teaching Portfolio Development</li> <li><b>g.</b> NTS</li> <li><b>h.</b> Classroom Enquiry and AR</li> </ul>	
<p><b><i>For each session remember this is the final semester before Students start teaching provide prompts to help support this transition for</i></b></p>	<p><b>1.15</b> Ask Tutors to discuss ways they will provide support for beginning teachers on planning, giving regards for GESI, CCI, ICT etc.</p>	<p><b>1.15</b> Discuss ways you will provide support for beginning teachers on planning, giving regards for GESI, CCI, ICT etc.</p>	

<p><b>planning and give regard for GESI, CCI, ICT etc</b></p>	<p><b>E.g.</b></p> <ul style="list-style-type: none"> <li><b>a.</b> Reminding student teachers to be mindful of GESI issues during the delivery of lessons (learners with hearing impairment, different cultural inclinations, stutterers, introverts etc).</li> <li><b>b.</b> Reminding student teachers to review their teaching philosophy to suit the context of practice.</li> <li><b>c.</b> Reminding student teachers to always link their lesson with the <b>National Teachers Standard.</b></li> <li><b>d.</b> Asking student teachers to address misconceptions about male and female participation in some traditional and global games.</li> <li><b>e.</b> Letting student teachers ensure mixed ability grouping with attention to gender roles and stereotyping.</li> <li><b>f.</b> Reminding student teachers to use audio-visual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching and appraising physical activities</li> </ul>	<p><b>E.g.</b></p> <ul style="list-style-type: none"> <li><b>a.</b> Reminding student teachers to be mindful of GESI issues during the delivery of lessons (learners with hearing impairment, different cultural inclinations, stutterers, introverts etc).</li> <li><b>b.</b> Reminding student teachers to review their teaching philosophy to suit the context of practice.</li> <li><b>c.</b> Reminding student teachers to always link their lesson with the <b>National Teachers Standard.</b></li> <li><b>d.</b> Asking student teachers to address misconceptions about male and female participation in some traditional and global games.</li> <li><b>e.</b> Letting student teachers ensure mixed ability grouping with attention to gender roles and stereotyping.</li> <li><b>f.</b> Reminding student teachers to use audio-visual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching and appraising physical activities</li> </ul>	
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	<p><i>and musical concepts.</i></p> <p><b>g.</b> <i>Asking student teachers to use low-cost teaching and learning resources from the environment in teaching.</i></p> <p><b>h.</b> <i>Asking students to tap into the expertise of resource persons in their community of teaching.</i></p> <p><b>i.</b> <i>Asking Student teachers to be reflective practitioners.</i></p>	<p><i>and musical concepts.</i></p> <p><b>g.</b> <i>Asking student teachers to use low-cost teaching and learning resources from the environment in teaching.</i></p> <p><b>h.</b> <i>Asking students to tap into the expertise of resource persons in their community of teaching.</i></p> <p><b>i.</b> <i>Asking Student teachers to be reflective practitioners.</i></p>	
<p><b>2 Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>● Identification and discussion of new learning,</li> <li>● potential barriers to learning for student teachers or students,</li> <li>● new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><b>2.1</b> Ask Tutors to identify and discuss key concepts in lesson 1 in their respective course groupings.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction and Familiarisation of Advanced Music Technology course.</b></p> <p><b>a.</b> <i>Class discussion on the entire course:</i></p> <p><b>i.</b> <i>Course Goal and Description</i></p> <p><b>ii.</b> <i>Course Learning Outcomes</i></p> <p><b>iii.</b> <i>Course Content i.e., all topics for the semester.</i></p> <p><b>iv.</b> <i>Teaching and Learning Activities to achieve the CLOs.</i></p> <p><b>v.</b> <i>References and Reading Materials.</i></p>	<p><b>2.1.</b> Identify and discuss key concepts in lesson 1 in your course groupings.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction and Familiarisation of Advanced Music Technology Course.</b></p> <p><b>a.</b> <i>Class Discussion on the entire course:</i></p> <p><b>i.</b> <i>Course goal and description</i></p> <p><b>ii.</b> <i>Course learning outcomes</i></p> <p><b>iii.</b> <i>Course Content i.e., all topics for the semester.</i></p> <p><b>iv.</b> <i>Teaching and learning activities to achieve the clos.</i></p> <p><b>v.</b> <i>References and reading materials.</i></p> <p><b>vi.</b> <i>Teaching and learning resources for the lessons.</i></p>	15 mins

	<p><b>vi.</b> <i>Teaching and Learning Resources for the lessons.</i></p> <p><b>b.</b> <i>Identification of music software</i></p> <p><b>i.</b> <i>Finale</i></p> <p><b>ii.</b> <i>Sibelius</i></p> <p><b>iii.</b> <i>Cubase etc.</i></p> <p><b>c.</b> <i>Designing success criteria for assessing content standard and indicators.</i></p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course.</b></p> <p><b>a.</b> <i>Class discussion on the entire course:</i></p> <p><b>i.</b> <i>How to use the manual</i></p> <p><b>ii.</b> <i>Course Details (Topics in the course)</i></p> <p><b>iii.</b> <i>Key Contextual Factors</i></p> <p><b>iv.</b> <i>Core and transferable skills and cross cutting issues, including equity and inclusion.</i></p> <p><b>v.</b> <i>Teaching and Learning strategies</i></p> <p><b>vi.</b> <i>Required reading and reference list.</i></p> <p><b>vii.</b> <i>Teaching and Learning Resources.</i></p> <p><b>viii.</b> <i>Embedded Assessments in the Course (Of, For and As learning) and their alignment with the NTEAP. (i.e.,</i></p>	<p><b>b.</b> <i>Identification of music software</i></p> <p><b>i.</b> <i>Finale</i></p> <p><b>ii.</b> <i>Sibelius</i></p> <p><b>iii.</b> <i>Cubase etc.</i></p> <p><b>c.</b> <i>Designing success criteria for assessing content standard and indicators.</i></p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course.</b></p> <p><b>a.</b> <i>Class Discussion on The Entire Course:</i></p> <p><b>i.</b> <i>How to use the manual</i></p> <p><b>ii.</b> <i>Course Details (Topics in The Course)</i></p> <p><b>iii.</b> <i>Key Contextual Factors</i></p> <p><b>iv.</b> <i>Core and transferable skills and cross cutting issues, including equity and inclusion.</i></p> <p><b>v.</b> <i>Teaching and learning strategies</i></p> <p><b>vi.</b> <i>Required reading and reference list.</i></p> <p><b>vii.</b> <i>Teaching and learning resources.</i></p> <p><b>viii.</b> <i>Embedded assessments in the course (Of, For and As learning) and their alignment with the NTEAP. (I.E Self-Journal Writing, Group work Tasks Etc.)</i></p>	
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	<p><i>Self-Journal writing, group work tasks etc.)</i></p> <p><b>b.</b> <i>Developing game adaptations and selecting the most appropriate method(s) for training the mentioned adaptations.</i></p> <p><b>c.</b> <i>Justifying how adaptation fosters gender balances selection and inclusion.</i></p> <p><b>PE / Music &amp; Dance: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p> <p><b>a.</b> <i>Class discussion on the entire course:</i></p> <ul style="list-style-type: none"> <li><b>i.</b> <i>Course goal and description</i></li> <li><b>ii.</b> <i>Course learning outcomes</i></li> <li><b>iii.</b> <i>Course content i.e., all topics for the semester.</i></li> <li><b>iv.</b> <i>Teaching and Learning activities to achieve the clos.</i></li> <li><b>v.</b> <i>References and reading materials.</i></li> <li><b>vi.</b> <i>Teaching and learning resources for the lessons.</i></li> </ul> <p><b>b.</b> <i>Discussing professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the school</i></p>	<p><b>b.</b> <i>Developing game adaptations and selecting the most appropriate method(s) for training the mentioned adaptations.</i></p> <p><b>c.</b> <i>Justifying how adaptation fosters gender balances selection and inclusion.</i></p> <p><b>PE / Music &amp; Dance: Introduction and Familiarisation of Professional Development and Advocacy In PES-MD Course Manual.</b></p> <p><b>a.</b> <i>Class discussion on the entire course:</i></p> <ul style="list-style-type: none"> <li><b>i.</b> <i>Course goal and description</i></li> <li><b>ii.</b> <i>Course learning outcomes</i></li> <li><b>iii.</b> <i>Course content i.e., all topics for the semester.</i></li> <li><b>iv.</b> <i>Teaching and learning activities to achieve the clos.</i></li> <li><b>v.</b> <i>References and reading materials.</i></li> <li><b>vi.</b> <i>Teaching and learning resources for the lessons.</i></li> </ul> <p><b>b.</b> <i>Discussing professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the school setting (e.g.,</i></p>	
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	<p><i>setting (e.g., classroom, duties, playtime etc.)</i></p> <p><b>2.2</b> Ask Tutors to identify potential barriers to learning for student teachers in the delivery of lesson 1 of their respective course manuals.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction and Familiarisation of Advanced Music Technology course.</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Lack of personal laptops for hands-on practice.</i></li> <li><b>b.</b> <i>Unfamiliarity of student teachers with music software.</i></li> <li><b>c.</b> <i>Inadequate knowledge in rudiments of music to aid notation with music notation software.</i></li> <li><b>d.</b> <i>Inadequate ICT skills for navigation on the computer.</i></li> </ul> <p><b>Suggested Solutions:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Putting student teachers into groups with those with laptops for easy access and peer teaching. Also encourage the use of mobile phones for hands-on notation practice.</i></li> </ul>	<p><i>classroom, duties, playtime etc.)</i></p> <p><b>2.2</b> Identify potential barriers to learning for student teachers in the delivery of lesson 1 of your course manual.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction and Familiarisation of Advanced Music Technology course.</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Lack of personal laptops for hands-on practice.</i></li> <li><b>b.</b> <i>Unfamiliarity of student teachers with music software.</i></li> <li><b>c.</b> <i>Inadequate knowledge in rudiments of music to aid notation with music notation software.</i></li> <li><b>d.</b> <i>Inadequate ICT skills for navigation on the computer.</i></li> </ul> <p><b>Suggested Solutions:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Putting student teachers into groups with those with laptops for easy access and peer teaching. Also encourage the use of mobile phones for hands-on notation practice.</i></li> </ul>	
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	<p><b>b.</b> <i>Guide student teachers carefully to identify different music software.</i></p> <p><b>c.</b> <i>Ensuring systematic presentation of lessons to equip student teachers to the rudiments of music to aid notation using different music notation software</i></p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course</b> <i>Lack of training equipment like table tennis for non-contact sports activities.</i></p> <p><b>Suggested Solutions:</b></p> <p><b>a.</b> <i>Encouraging student teachers to have their personal training equipment.</i></p> <p><b>b.</b> <i>Use of improvised equipment from low or no cost materials from the environment. E.g., Roll-on ball for Table Tennis</i></p> <p><b>PE / Music &amp; Dance: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p> <p><b>a.</b> <i>Cultural beliefs</i></p> <p><b>b.</b> <i>Religious barriers</i></p> <p><b>c.</b> <i>Lack of creativity</i></p> <p><b>d.</b> <i>Misconceptions about PEMD</i></p>	<p><b>b.</b> <i>Guide student teachers carefully to identify different music software.</i></p> <p><b>c.</b> <i>Ensuring systematic presentation of lessons to equip student teachers to the rudiments of music to aid notation using music notation software</i></p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course</b> <i>Lack of training equipment, like table tennis for non-contact sports activities.</i></p> <p><b>Suggested Solutions:</b></p> <p><b>a.</b> <i>Encouraging student teachers to have their personal training equipment</i></p> <p><b>b.</b> <i>Use of improvised equipment from low or no cost materials from the environment. E.g., Roll-on ball for Table Tennis</i></p> <p><b>PE / Music &amp; Dance: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p> <p><b>a.</b> <i>Cultural beliefs</i></p> <p><b>b.</b> <i>Religious barriers</i></p> <p><b>c.</b> <i>Lack of creativity</i></p> <p><b>d.</b> <i>Misconceptions about PEMD</i></p>	
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	<p><b>Suggested Solution:</b></p> <ul style="list-style-type: none"> <li><i>a. Discussion and addressing of Misconceptions about PEMD.</i></li> <li><i>b. Creating opportunities for student teachers' creative skills development.</i></li> <li><i>c. Avoidance of gender and religious abusive languages and practices in teaching.</i></li> </ul> <p><b>2.3</b> Ask tutors to identify and discuss concepts or pedagogies they would adopt in their lessons (addressing GESI related issues) which need to be explored and share with the larger group.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction and Familiarisation of Advanced Music Technology course.</b></p> <ul style="list-style-type: none"> <li><i>a. Assigning leadership roles to both male and female students (as applicable) to do analysis of documentaries on <b>Advanced Music Technology</b> accessed from YouTube through the use of i-Box, and other ICT devices</i></li> <li><i>b. Organising class discussions and class presentations considering divers</i></li> </ul>	<p><b>Suggested Solution:</b></p> <ul style="list-style-type: none"> <li><i>a. Discussion and addressing of Misconceptions about PEMD.</i></li> <li><i>b. Creating opportunities for student teachers' creative skills development.</i></li> <li><i>c. Avoidance of gender and religious abusive languages and practices in teaching.</i></li> </ul> <p><b>2.3</b> Identify and discuss concepts or pedagogies you will adopt in your lesson (addressing GESI related issues) which need to be explored and share with the larger group.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction and Familiarisation of Advanced Music Technology course.</b></p> <ul style="list-style-type: none"> <li><i>a. Assigning leadership roles to both male and female students (as applicable) to do analysis of documentaries on <b>Advanced Music Technology</b> accessed from YouTube through the use of i-Box, and other ICT devices</i></li> <li><i>b. Organising class discussions and class presentations considering divers</i></li> </ul>	
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	<p><i>abilities of learners (GESI).</i></p> <p><b>c.</b> <i>Reviewing Art Music and Pop Music Videos through panel discussions in class, (arrange for sign language interpreter(s) as appropriate).</i></p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course.</b></p> <p><b>a.</b> <i>Using class discussions to introduce new topics and assigning leadership roles to both male and female students (as applicable) to engage student teachers in small group works and presentations</i></p> <p><b>b.</b> <i>Engage small groups in discussions to demonstrate knowledge and understanding of concepts through panel discussions in class, (arrange for sign language interpreter(s) as appropriate).</i></p> <p><b>PE / Music &amp; Dance: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p>	<p><i>abilities of learners (GESI).</i></p> <p><b>c.</b> <i>Reviewing Art Music and Pop Music Videos through panel discussions in class, (arrange for sign language interpreter(s) as appropriate).</i></p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course.</b></p> <p><b>a.</b> <i>Using class discussions to introduce new topics and assigning leadership roles to both male and female students (as applicable) to engage student teachers in small group works and presentations</i></p> <p><b>b.</b> <i>Engage small groups in discussions to demonstrate knowledge and understanding of concepts through panel discussions in class, (arrange for sign language interpreter(s) as appropriate).</i></p> <p><b>PE / Music &amp; Dance: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p>	
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	<p><i>a. Class discussion to introduce new topics and assigning leadership roles to both male and female students (as applicable) to engage student teachers in small group work and presentations.</i></p> <p><i>b. Using Think-Pair-Share strategy to enable student teachers to collaborate and refine their works for class presentation (using sign language interpreter(s) as appropriate).</i></p>	<p><i>a. Class discussion to introduce new topics and assigning leadership roles to both male and female students (as applicable) to engage student teachers in small group work and presentations.</i></p> <p><i>b. Using Think-Pair-Share strategy to enable student teachers to collaborate and refine their works for class presentation (using sign language interpreter(s) as appropriate).</i></p>	
<p><b>3.Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>● Reading and discussion of the teaching and learning activities</li> <li>● Noting, addressing, and explaining areas where tutors may require clarification</li> <li>● Noting opportunities for making <i>explicit</i> links to the Basic School Curriculum.</li> <li>● Noting opportunities for integrating: GESI</li> </ul>	<p><b>3.1</b> Ask Tutors to read and discuss the teaching and learning activities from their respective course manuals, link them to the basic school Creative Arts and Physical Education curricular and share across groups for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction and Familiarisation of Advanced Music Technology course.</b></p> <p><i>a. In groups, student teachers will identify PA gadgets for the classroom, identify music and dance search engines and music notation</i></p>	<p><b>3.1.</b> Read and discuss the teaching and learning activities from your course manual, link them to the basic school Creative Arts and Physical Education curricular and share across group for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction and Familiarisation of Advanced Music Technology course.</b></p> <p><i>a. In groups, student teachers will identify PA gadgets for the classroom, identify music and dance search engines and music notation</i></p>	

<p>responsiveness and ICT</p> <ul style="list-style-type: none"> <li>● and 21<sup>st</sup> C skills</li> <li>● Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>● Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Youtube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>● Tutors should be expected to have</li> </ul>	<p><i>programming software, linking this to learners' creative works or compositions in the Basic School Creative Arts Curriculum.</i></p> <p><i>b. Group presentation on PA gadgets for the classroom, identification of music and dance search engines and music notation programming software by student teachers.</i></p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course.</b></p> <p><i>a. Class discussion of how attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i></p> <p><i>b. Group discussions on the use of adaptations to influence physical activity levels, inclusion, and gender balance and summarisation of Key messages on ideas on a FLIP CHART for Class Presentation</i></p> <p><b>PE / Music &amp; Dance: Introduction and</b></p>	<p><i>programming software, linking this to learners' creative works or compositions in the Basic School Creative Arts Curriculum.</i></p> <p><i>b. Group presentation on PA gadgets for the classroom, identification of music and dance search engines and music notation programming software by student teachers.</i></p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course.</b></p> <p><i>a. Class discussion of how attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i></p> <p><i>b. Group discussions on the use of adaptations to influence physical activity levels, inclusion, and gender balance and summarisation of Key messages on ideas on a FLIP CHART for Class Presentation</i></p> <p><b>PE / Music &amp; Dance: Introduction and</b></p>	
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<p>a plan for the next lesson for student teachers</p>	<p><b>familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p> <p><i>Small groups discussions and class presentation on:</i></p> <ul style="list-style-type: none"> <li><i>a. Ethical and culturally relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime)</i></li> <li><i>b. How to maintain professional relationships including respect of student teacher boundaries in and out of the school setting.</i></li> <li><i>c. Verbal and nonverbal skills that reflect cultural competence toward all colleagues and learners</i></li> </ul> <p><b>NB: SL/HOD</b>  <i>Assistance may be sought from Subject leads and or experts for clarification.</i></p> <p><b>3.2</b> Ask Tutors to discuss how they will make their lessons Gender responsive and integrate ICT into the delivery of lesson 1 of their respective courses.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction and Familiarisation of</b></p>	<p><b>familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p> <p><i>Small groups discussions and class presentation on:</i></p> <ul style="list-style-type: none"> <li><i>a. Ethical and culturally relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime)</i></li> <li><i>b. How to maintain professional relationships including respect of student teacher boundaries in and out of the school setting.</i></li> <li><i>c. Verbal and nonverbal skills that reflect cultural competence toward all colleagues and learners</i></li> </ul> <p><b>3.2</b> Discuss how you will make your lesson Gender responsive and integrate ICT into the delivery of lesson 1 of your course.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction and Familiarisation of</b></p>	
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	<p><b>Advanced Music Technology course.</b></p> <ul style="list-style-type: none"> <li><i>a. Ensure both males and females have equal opportunity to practice how to use the music software on a computer.</i></li> <li><i>b. Pay critical attention to ethical issues on stereotyping student teachers during the lesson.</i></li> <li><i>c. Accessing audio-visual documentaries through i-Box, ICT resources and YouTube.</i></li> <li><i>d. Using music and dance search engines and music notation programming software.</i></li> </ul> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course.</b></p> <ul style="list-style-type: none"> <li><i>a. Using adaptations to influence, inclusion, and gender balance games.</i></li> <li><i>b. Using ICT tools such as mobile phones, Computers (Laptops or PCs) etc to access non-contact sports for analysis.</i></li> </ul> <p><b>PE / Music &amp; Dance: Introduction and familiarisation of</b></p>	<p><b>Advanced Music Technology course.</b></p> <ul style="list-style-type: none"> <li><i>a. Ensure both males and females have equal opportunity to practice how to use the music software on a computer.</i></li> <li><i>b. Pay critical attention to ethical issues on stereotyping student teachers during the lesson.</i></li> <li><i>c. accessing audio-visual documentaries through i-Box, ICT resources and YouTube.</i></li> <li><i>d. using music and dance search engines and music notation programming software.</i></li> </ul> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course.</b></p> <ul style="list-style-type: none"> <li><i>a. Using adaptations to influence inclusion, and gender balance games.</i></li> <li><i>b. Using ICT tools such as mobile phones, computers (Laptops or PCs) etc. to access non-contact sports for analysis.</i></li> </ul> <p><b>PE / Music &amp; Dance: Introduction and familiarisation of</b></p>	
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	<p><b>Professional Development and Advocacy in PES-MD course manual.</b></p> <ul style="list-style-type: none"> <li><i>a. Adopting mix groupings in forming smaller groups for tasks and presentations.</i></li> <li><i>b. Using the mobile phone and audio-visual gadgets to enhance lesson delivery.</i></li> </ul> <p><b>3.3</b> Ask Tutors to outline and discuss how they will develop core and transferable skills (in lesson 1 of the course manual) in student teachers during the delivery of the lesson.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction and Familiarisation of Advanced Music Technology course.</b></p> <p><i>Student teachers will develop critical thinking and problem solving, innovation and collaboration skills through exploring music software in groups.</i></p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course.</b>  <i>Acquisition of problem solving, social and collaboration skills through involvement in sports activities in groups.</i></p>	<p><b>Professional Development and Advocacy in PES-MD course manual.</b></p> <ul style="list-style-type: none"> <li><i>a. Adopting mix groupings in forming smaller groups for tasks and presentations.</i></li> <li><i>b. Using the mobile phone and audio-visual gadgets to enhance lesson delivery.</i></li> </ul> <p><b>3.3.</b> Outline and discuss how you will develop core and transferable skills (in lesson 1 of the course manual) in student teachers during the delivery of the lesson.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction and Familiarisation of Advanced Music Technology course.</b></p> <p><i>Student teachers will develop critical thinking and problem solving, innovation and collaboration skills through exploring music software in groups.</i></p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course.</b>  <i>Acquisition of problem solving, social and collaboration skills through involvement in sports activities in groups.</i></p>	
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	<p><b>PE / Music &amp; Dance: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b>  <i>Student teachers will acquire critical thinking skills, social skills and communication skills through group tasks and presentations.</i></p> <p><b>3.4</b> Ask Tutors to identify and discuss the continuous assessment opportunities in lesson 1 and align them to the NTEAP (as appropriate).</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction and Familiarisation of Advanced Music Technology course (Small Group Assignment)</b>  <i>E.g., What definitions are associated with the Finale software: e.g., File Menu, Edit Menu, Window Menu, View Menu, Utilities Menu, Articulation Tool, Chord Tool, Clef Tool</i></p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Small group assignment tasks</i></li> <li><b>b.</b> <i>Small group presentation tasks</i></li> <li><b>c.</b> <i>Reflection-connection and application</i></li> </ul>	<p><b>PE / Music &amp; Dance: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b>  <i>Student teachers will acquire critical thinking skills, social skills and communication skills through group tasks and presentations.</i></p> <p><b>3.4</b> Identify and discuss the continuous assessment opportunities in lesson 1 and align them to the NTEAP (as appropriate).</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction and Familiarisation of Advanced Music Technology course (Small Group Assignment)</b>  <i>E.g., What definitions are associated with the Finale software: e.g., File Menu, Edit Menu, Window Menu, View Menu, Utilities Menu, Articulation Tool, Chord Tool, Clef Tool</i></p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Small group assignment tasks</i></li> <li><b>b.</b> <i>Small group presentation tasks</i></li> <li><b>c.</b> <i>Reflection-connection and application</i></li> </ul>	
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	<p><b>(Small group presentation tasks)</b> Mention two 2 game adaptations and select the most appropriate method(s) and justify how such adaptation fosters gender balance selection and inclusion.</p> <p><b>PE / Music &amp; Dance: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p> <ul style="list-style-type: none"> <li><b>a.</b> Reflection-connection and application.</li> <li><b>b.</b> Small group assignment tasks</li> <li><b>c.</b> Small group presentation tasks</li> </ul> <p><b>(Small group presentation tasks)</b> State and explain four (4) professional behaviours of a teacher, ethical and culturally relevant in the school setting.</p> <p><b>3.5</b> Ask tutors to discuss the teaching and learning resources of lesson 1 in their course manuals and suggest GESI responsive teaching and learning resources. Explain how the resources could be used in the delivery of the lesson and share with the larger group.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Introduction and</b></p>	<p><b>(Small group presentation tasks)</b> Mention two 2 game adaptations and select the most appropriate method(s) and justify how such adaptation fosters gender balance selection and inclusion.</p> <p><b>PE / Music &amp; Dance: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p> <ul style="list-style-type: none"> <li><b>a.</b> Reflection-connection and application.</li> <li><b>b.</b> Small group assignment tasks</li> <li><b>c.</b> Small group presentation tasks</li> </ul> <p><b>(Small group presentation tasks)</b> State and explain four (4) professional behaviours of a teacher, ethical and culturally relevant in the school setting.</p> <p><b>3.5</b> Discuss the teaching and learning resources of lesson 1 in your course manual and suggest GESI responsive teaching and learning resources. Explain how the resources could be used in the delivery of the lesson and share with the larger group.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Introduction and</b></p>	
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	<p><b>Familiarisation of Advanced Music Technology course</b></p> <ul style="list-style-type: none"> <li>a. <i>Laptop and its accessories for notating, programming and playing back MP3 and MP4 files.</i></li> <li>b. <i>Use of Speaker boxes to make sound louder for persons with hearing impairment.</i></li> <li>c. <i>Music notation software</i></li> <li>d. <i>Music programming software</i></li> <li>e. <i>Videos on how to use music notation software</i></li> </ul> <p><i>Video on introduction to finale</i>  <a href="http://www.youtube.com/watch?v=Hd2CG86lj4">http://www.youtube.com/watch?v=Hd2CG86lj4</a>  Accessed on 27th Oct. 2021</p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course</b></p> <ul style="list-style-type: none"> <li>a. <i>Tennis court</i></li> <li>b. <i>Tennis balls</i></li> <li>c. <i>Table tennis board and balls, Snooker</i></li> <li>d. <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i></li> </ul> <p><i>Video of a table tennis game</i></p>	<p><b>Familiarisation of Advanced Music Technology course</b></p> <ul style="list-style-type: none"> <li>a. <i>Laptop and its accessories for notating, programming and playing back MP3 and MP4 files.</i></li> <li>b. <i>Use of Speaker boxes to make sound louder for persons with hearing impairment.</i></li> <li>c. <i>Music notation software</i></li> <li>d. <i>Music programming software.</i></li> <li>e. <i>Videos on how to use music notation software</i></li> </ul> <p><i>Video on introduction to finale</i>  <a href="http://www.youtube.com/watch?v=Hd2CG86lj4">http://www.youtube.com/watch?v=Hd2CG86lj4</a>  Accessed on 27th Oct. 2021</p> <p><b>PE: Introduction and familiarisation of Practice and Coaching Full and Non-Contact Sports course</b></p> <ul style="list-style-type: none"> <li>a. <i>Tennis court</i></li> <li>b. <i>Tennis balls</i></li> <li>c. <i>Table tennis board and balls, Snooker</i></li> <li>d. <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files</i></li> </ul> <p><i>Video of a table tennis game</i></p>	
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	<p><a href="https://www.youtube.com/watch?v=yr1Qj7nhVpA">https://www.youtube.com/watch?v=yr1Qj7nhVpA</a> Accessed on 27th Oct. 2021</p> <p>Video of women playing tennis</p> <p><a href="https://www.youtube.com/watch?v=hRydTS4kCaE">https://www.youtube.com/watch?v=hRydTS4kCaE</a> Accessed on 27th Oct. 2021</p> <p><b>PE / Music &amp; Dance: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p> <ul style="list-style-type: none"> <li>a. NTS hand book</li> <li>b. PEMD policy documents</li> <li>c. PEMD course manual</li> </ul> <p><b>NB: SL</b> <i>Let Tutors outline planned activities for this lesson and share with the larger group.</i></p> <p><i>In the case of unresolved issues consult the subject writing leads.</i></p>	<p><a href="https://www.youtube.com/watch?v=yr1Qj7nhVpA">https://www.youtube.com/watch?v=yr1Qj7nhVpA</a> Accessed on 27th Oct. 2021</p> <p>Video of women playing tennis</p> <p><a href="https://www.youtube.com/watch?v=hRydTS4kCaE">https://www.youtube.com/watch?v=hRydTS4kCaE</a> Accessed on 27th Oct. 2021</p> <p><b>PE / Music &amp; Dance: Introduction and familiarisation of Professional Development and Advocacy in PES-MD course manual.</b></p> <ul style="list-style-type: none"> <li>a. NTS hand book</li> <li>b. PEMD policy documents</li> <li>c. PEMD course manual</li> </ul>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>a. Tutors need to identify critical friends to observe lessons and report at next session</li> <li>b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p><b>4.1</b> Ask Tutors to invite a critical friend to observe during lesson delivery to provide feedback and report at the next session.</p> <p><b>4.2</b> Ask tutors to outline any outstanding issues relating to their respective lessons per their course groups for clarification.</p> <p><b>4.3</b> With a gender responsive approach,</p>	<p><b>4.1</b> Invite a critical friend to observe during lesson delivery to provide feedback and report at the next session.</p> <p><b>4.2</b> Outline any outstanding issues relating to your lesson for clarification.</p> <p><b>4.3</b> Do a recap of the session for reflection.</p>	<p>15 mins</p>

	<p>ask Tutors from each course group to do a recap of the session for reflection.</p> <p><b>4.4</b> Task Tutors to read lesson 2 in their course manuals for the next session and visit the following link for prior information before next PD.</p> <p><a href="http://en.wikipedia.org/wiki/Finale_(computer_program)">http://en.wikipedia.org/wiki/Finale_(computer_program)</a></p> <p><b>NB</b> <i>Subject lead's support may be sought for further assistance.</i></p>	<p><b>4.4</b> Read lesson 2 in your course manual for the next session.</p>	
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<b>Age Levels/s:</b> <b>JHS Education</b>	<b>Name of Subject/s:</b> 1. Advanced Music Technology 2. Practice and Coaching Full & Non- Contact Sports 3. Professional Development and Advocacy in PES and M & D
<b>Lesson Title:</b> 1. Introduction to Simple Entry in Finale 2. Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3). 3. Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)	

#### Tutor PD Session for Lesson 2 in the Course Manual

<b>Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.</b>	<b>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the sessions.</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>
<b>Introduction to the session</b> <ul style="list-style-type: none"> <li>➤ Review prior learning</li> <li>➤ A critical friend to share findings for a short discussion and lessons learned</li> <li>➤ Reading and discussion of the introductory sections of the lesson up to and including</li> </ul>	Ice-breaker: <b><i>“Where is one place you would love to travel to and why?”</i></b> Each Tutor can be given an opportunity. <b>1.1</b> Ask Tutors to discuss with their elbow partners what lessons they learnt from PD session 1 and share their observations and recommendations with the larger group. <b>1.2</b> Ask course Tutors with their critical friends to share their	Ice-breaker: <b><i>“Where is one place you would love to travel to and why?”</i></b> <b>1.1</b> Discuss with your elbow partner what lessons you learnt from PD session 1 and share your observations and recommendations with the larger group. <b>1.2</b> With your critical friend, share your experiences and	20 mins

<p>learning outcomes and indicators</p> <p>➤ Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>experiences and observations from the delivery of lesson 1 with the larger group for discussion.</p> <p><b>1.3</b> Put Tutors into their respective course groups to read the lesson description and purpose of lesson 2 from their respective course manuals to have a general overview of the lesson.</p> <p><b>E.g.</b>  <b>Music: Introduction to Simple Entry in Finale.</b>  <b>Lesson description:</b>  <i>The lesson focuses on drawing attention to Icons of the Tools' pallet, Tool names, their functions and how student teachers will input notation in Finale by Simple Entry Method.</i></p> <p><b>Purpose:</b>  <i>To draw student teachers' attention to Finale software Tools and practice Simple Entry procedure.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3).</b>  <b>Lesson description:</b>  <i>This lesson exposes student teachers to non-contact athletics sports including</i></p>	<p>observations from the delivery of lesson 1 with the larger group for discussion.</p> <p><b>1.3</b> Sit in your course groups and read the lesson description and purpose of lesson 2 from your course manual to have a general overview of the lesson.</p> <p><b>E.g.</b>  <b>Music: Introduction to Simple Entry in Finale.</b>  <b>Lesson description:</b>  <i>The lesson focuses on drawing attention to Icons of the Tools' pallet, Tool names, their functions and how student teachers will input notation in Finale by Simple Entry Method.</i></p> <p><b>Purpose:</b>  <i>To draw student teachers' attention to Finale software Tools and practice Simple Entry procedure.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3).</b>  <b>Lesson description:</b>  <i>This lesson exposes student teachers to non-contact athletics sports including</i></p>	
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	<p><i>running sprints, middle distance, long distance and marathon.</i></p> <p><b>Purpose:</b> <i>To let student teachers, know the content to be covered and how the content can provide opportunity for developing core values, physical literacy and core competencies through participation in non-contact athletics sports.</i></p> <p><b>PEMD: Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA).</b></p> <p><b>Lesson description:</b> <i>This lesson exposes student teachers to Behavioural and School-based strategies for promoting and advocating PEMD.</i></p> <p><b>Purpose:</b> <i>To let student teachers, know about behavioural and School-based strategies for promoting and advocating PEMD and how the strategies can be applied in the planning and implementation of the PEMD Festival of Professional Development and Advocacy (PEMDFPDA).</i></p> <p><b>1.4</b> Ask Tutors to read and discuss the LOs and LIs</p>	<p><i>running sprints, middle distance, long distance and marathon.</i></p> <p><b>Purpose:</b> <i>To let student teachers, know the content to be covered and how the content can provide opportunity for developing core values, physical literacy and core competencies through participation in non-contact athletics sports.</i></p> <p><b>PEMD: Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA).</b></p> <p><b>Lesson description:</b> <i>This lesson exposes student teachers to Behavioural and School-based strategies for promoting and advocating PEMD.</i></p> <p><b>Purpose:</b> <i>To let student teachers, know about behavioural and School-based strategies for promoting and advocating PEMD and how the strategies can be applied in the planning and implementation of the PEMD Festival of Professional Development and Advocacy (PEMDFPDA).</i></p> <p><b>1.4</b> Read and discuss the LOs and LIs of lesson 2</p>	
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	<p>of lesson 2 from their respective course manuals and share with the larger group for feedback.</p> <p><b>E.g.</b>  <b>Music: Introduction to Simple Entry in Finale.</b>  <b>LO:</b>  <i>Demonstrate comprehensive content knowledge on definitions on Finale software tools and how student teachers will use them to notate musical score for their teaching and learning in the classroom. NTS 2c &amp; 2d, NTECF p16.</i></p> <p><b>LI:</b></p> <ol style="list-style-type: none"> <li><b>a.</b> <i>Mention at least four (4) Tools in Finale and explain their functions.</i></li> <li><b>b.</b> <i>Describe process of creating a new document in Finale, and how you will retrieve it the next time.</i></li> <li><b>c.</b> <i>Describe the functions of the following tools: Articulation Tool, Special Tools Tool and Page Layout Tool.</i></li> </ol> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3).</b>  <b>LO:</b>  <i>Demonstrate understanding of life skills</i></p>	<p>from your course manual and share with the larger group for feedback.</p> <p><b>E.g.</b>  <b>Music: Introduction to Simple Entry in Finale.</b>  <b>LO:</b>  <i>Demonstrate comprehensive content knowledge on definitions on Finale software tools and how student teachers will use them to notate musical score for their teaching and learning in the classroom. NTS 2c &amp; 2d, NTECF p16.</i></p> <p><b>LI:</b></p> <ol style="list-style-type: none"> <li><b>a.</b> <i>Mention at least four (4) Tools in Finale and explain their functions.</i></li> <li><b>b.</b> <i>Describe process of creating a new document in Finale, and how you will retrieve it the next time.</i></li> <li><b>c.</b> <i>Describe the functions of the following tools: Articulation Tool, Special Tools Tool and Page Layout Tool.</i></li> </ol> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3).</b>  <b>LO:</b>  <i>Demonstrate understanding of life skills and attributes</i></p>	
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	<p><i>and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking</i></p> <p><b>LI:</b></p> <p><b>a.</b> <i>Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></p> <p><b>b.</b> <i>Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross disciplinary connections.</i></p> <p><b>PEMD: Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA).</b></p> <p><b>LO:</b></p> <p><i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LI:</b></p> <p><b>a.</b> <i>Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime)</i></p> <p><b>b.</b> <i>Maintains professional relationships including respect of student</i></p>	<p><i>and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking</i></p> <p><b>LI:</b></p> <p><b>a.</b> <i>Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></p> <p><b>b.</b> <i>Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross disciplinary connections.</i></p> <p><b>PEMD: Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA).</b></p> <p><b>LO:</b></p> <p><i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LI:</b></p> <p><b>a.</b> <i>Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime).</i></p> <p><b>b.</b> <i>Maintains professional relationships including respect of student</i></p>	
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	<p><i>teacher boundaries in and out of the school setting.</i></p> <p><b>c.</b> <i>Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p><b>1.5</b> Ask Tutors to identify and discuss important and distinctive aspects of lesson 2 from their course manuals.</p> <p><b>E.g.</b>  <b>Music: Introduction to Simple Entry in Finale.</b>  <i>Demonstrating the steps of opening a new document in Finale, and inputting the notes using the SIMPLE ENTRY tool.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3).</b>  <i>Introducing student teachers to the Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics sports.</i></p> <p><b>PEMD: Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional</b></p>	<p><i>teacher boundaries in and out of the school setting.</i></p> <p><b>c.</b> <i>Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p><b>1.5</b> Identify and discuss important and distinctive aspects of lesson 2 from your course manual.</p> <p><b>E.g.</b>  <b>Music: Introduction to Simple Entry in Finale.</b>  <i>Demonstrating the steps of opening a new document in Finale, and inputting the notes using the SIMPLE ENTRY tool.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3).</b>  <i>Introducing student teachers to the Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics sports.</i></p> <p><b>PEMD: Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional Development</b></p>	
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	<p><b>Development and Advocacy (PEMD-FPDA).</b>  <i>Introducing student teachers to the Behavioural and School-based strategies for promoting and advocating for PEMD.</i></p> <p><b>NB SL/HOD</b>  <i>Prompt Tutors to have a plan for their lessons as the PD session goes on.</i></p>	<p><b>and Advocacy (PEMD-FPDA).</b>  <i>Introducing student teachers to the Behavioural and School-based strategies for promoting and advocating for PEMD.</i></p>	
<p><b>As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development and/or Classroom Enquiry and Action Research Project Report writing. Tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.</b></p>	<p><b>1.6</b> Ask Tutors to brainstorm how they can support student teachers in identifying learners' needs, reviewing related literature and use of appropriate research design in developing the write-up of their classroom enquiry and action research.</p> <p><b>E.g.</b>  <b>Identifying learners' Needs</b>  <i>i. Action research arises from a problem, dilemma, or ambiguity in the situation in which practitioners find themselves. It may be at the level of a general concern, a perceived need, or a course-related problem. For example:</i></p> <p><i>a. The female learners seem to have great difficulty in participating in drumming during music lesson.</i></p>	<p><b>1.6.</b> Brainstorm how you can support student teachers in identifying learners' needs, reviewing related literature and using appropriate research design in developing their write-up of their classroom enquiry and action research.</p> <p><b>E.g.</b>  <b>Identifying learners' Needs</b>  <i>i. Action research arises from a problem, dilemma, or ambiguity in the situation in which practitioners find themselves. It may be at the level of a general concern, a perceived need, or a course-related problem. For example:</i></p> <p><i>a. The female learners seem to have great difficulty in participating in drumming during music lesson.</i></p>	

	<p>b. <i>Assignments submitted by learners in PE are mostly reproduced/copied work from friends.</i></p> <p>c. <i>The learners have great challenge in reading simple sentences.</i></p> <p>ii. <i>Conduct pre-intervention class performance, exercise, test etc. and mark for evidence that the problem existed in the classroom.</i></p> <p>iii. <i>Diagnosis of the problem –</i></p> <p>a. <i>Description of the study area.</i></p> <p>b. <i>Statement of the problem</i></p> <p>c. <i>Purpose (It should seek to bring about a change)</i></p> <p>d. <i>Objective(s) of the study.</i></p> <p>e. <i>Research Questions</i></p> <p>f. <i>Scope of the study/Delimitation of the study.</i></p> <p>g. <i>Limitations of the study (challenges faced)</i></p> <p><b>Literature Review</b></p> <p>a. <i>Define or identify the general topic, issue, or area of concern providing a context for the review.</i></p> <p>b. <i>Point out overall trends; conflicts in theory,</i></p>	<p>b. <i>Assignments submitted by learners in PE are mostly reproduced/copied work from friends.</i></p> <p>c. <i>The learners have great challenge in reading simple sentences.</i></p> <p>ii. <i>Conduct pre-intervention class performance, exercise, test etc. and mark for evidence that the problem existed in the classroom.</i></p> <p>iii. <i>Diagnosis of the problem –</i></p> <p>a. <i>Description of the study area.</i></p> <p>b. <i>Statement of the problem</i></p> <p>c. <i>Purpose (It should seek to bring about a change)</i></p> <p>d. <i>Objective(s) of the study.</i></p> <p>e. <i>Research Questions</i></p> <p>f. <i>Scope of the study/Delimitation of the study.</i></p> <p>g. <i>Limitations of the study (challenges faced)</i></p> <p><b>Literature Review</b></p> <p>a. <i>Define or identify the general topic, issue, or area of concern providing a context for the review.</i></p> <p>b. <i>Point out overall trends; conflicts in theory,</i></p>	
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	<p><i>methodology, evidence, and conclusions; or gaps in research; or a single problem or new perspective.</i></p> <p>c. <i>Establish the writer’s point of view for the review, the criteria to be used for analysing and comparing literature, and the organization of the review; and, when necessary, state why certain literature is or is not included.</i></p> <p><b>Methodology</b>  <i>A research design guides decisions on how and when to collect data, what data to gather and from whom and how to analyse the data. It is usually made up of:</i></p> <p>i. <i>Design of the study</i>  ii. <i>Population of the study</i>  iii. <i>Sample size and sampling technique</i>  iv. <i>Data collection instrument(s) (observation, interview guide, document analysis etc.</i>  v. <i>Intervention</i>  a. <i>Description of step-by-step implementation of the intervention.</i>  b. <i>Description of period of implementation</i>  vi. <i>Post-intervention.</i>  a. <i>Description of Post intervention data collection</i></p>	<p><i>methodology, evidence, and conclusions; or gaps in research; or a single problem or new perspective.</i></p> <p>c. <i>Establish the writer’s point of view for the review, the criteria to be used for analysing and comparing literature, and the organization of the review; and, when necessary, state why certain literature is or is not included.</i></p> <p><b>Methodology</b>  <i>A research design guides decisions on how and when to collect data, what data to gather and from whom and how to analyse the data. It is usually made up of:</i></p> <p>i. <i>Design of the study</i>  ii. <i>Population of the study</i>  iii. <i>Sample size and sampling technique</i>  iv. <i>Data collection instrument(s) (observation, interview guide, document analysis etc.</i>  v. <i>Intervention</i>  a. <i>Description of step-by-step implementation of the intervention.</i>  b. <i>Description of period of implementation</i>  vi. <i>Post-intervention.</i>  a. <i>Description of Post intervention data collection</i></p>	
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	<p>b. Analysis and discussion of post-intervention data collected.</p> <p>c. Conducting post-intervention class exercises, tests, etc. and marking. Examination of marked post-intervention marked class exercises, tests, etc. and collating results and presenting.</p> <p>vii. Comparing Post and Pre- intervention results and interpretation.</p> <p><b>NB: Refer to the STS Handbook. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year 3, 2020/2021, Page 44-50).</b></p>	<p>b. Analysis and discussion of post-intervention data collected.</p> <p>c. Conducting post-intervention class exercises, tests, etc. and marking. Examination of marked post-intervention marked class exercises, tests, etc. and collating results and presenting.</p> <p>vii. Comparing Post and Pre-intervention results and interpretation.</p> <p><b>NB: Refer to the STS Handbook. (Four-Year Bachelor of Education Degree, Supported Teaching in School Placement Handbook, Year 3, 2020/2021, Page 44-50).</b></p>	
<p><b>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</b></p>	<p><b>1.7.</b> Guide Tutors to discuss how they can use this course to prepare student teachers for the world of work as beginning teachers by drawing their attention to CCT, GESI, ICT etc.</p> <p>E.g.</p> <p>i. Equipping student teachers with requisite skills to ensure equal opportunity for persons with SEN to ask and answer questions during</p>	<p><b>1.7</b> Discuss how you can use this course to prepare student teachers for the world of work as beginning teachers by drawing their attention to CCT, GESI, ICT etc.</p> <p>E.g.</p> <p>i. Equipping student teachers with requisite skills to ensures equal opportunity is given to persons with SEN to ask and answer questions during Music &amp; Dance and PE lessons.</p>	

	<p><i>Music &amp; Dance and PE lessons.</i></p> <p><i>ii. Equipping student teachers with needed skills to ensure equal participation of male and female during role play or demonstrations in traditional games (in both males dominated or female dominated games).</i></p> <p><i>iii. Give constrictive feedback to both male and female in Music and PE lessons and avoid stereotyping.</i></p> <p><i>iv. Use ICT tools such as TVs, mobile phones, computers, music combos etc to project visuals and enhance sound.</i></p> <p><i>v. Ensure mixed seating and grouping in Music and PE lesson.</i></p> <p><i>vi. Avoid giving preferential treatment to one sex.</i></p> <p><i>vii. Ensure both the brilliant and the weak understand your lesson.</i></p> <p><i>viii. Avoid using gender bias teaching and learning resources.</i></p>	<p><i>ii. Ensure equal participation of male and female during role play or demonstrations in traditional games (in both males dominated or female dominated games).</i></p> <p><i>iii. Give constrictive feedback to both male and female in Music and PE lessons and avoid stereotyping.</i></p> <p><i>iv. Use ICT tools such as TVs, mobile phones, computers, music combos etc to project visuals and enhance sound.</i></p> <p><i>v. Ensure mixed seating and grouping in Music and PE lesson.</i></p> <p><i>vi. Avoid giving preferential treatment to one sex.</i></p> <p><i>vii. Ensure both the brilliant and the weak understand your lesson.</i></p> <p><i>viii. Avoid using gender bias teaching and learning resources.</i></p>	
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<p><b>2 Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>➤ Identification and discussion of new learning,</li> <li>➤ potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<p><b>2.1</b> Ask Tutors to identify key concepts in lesson two (2) from their respective course manuals, discuss and share with the larger group as appropriate.</p> <p><b>E.g.</b>  <b>Music: Introduction to Simple Entry in Finale.</b>  <i>Introduction to Basic Finale pallet Tools.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3).</b>  <i>Analysing the connection between core competences, core values, physical literacy, life skills and entrepreneurial skills in limited-contact Sports</i></p> <p><b>PEMD: Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA).</b>  Introducing student teachers to the <i>Behavioural and School based strategies for promoting and advocating PEMD.</i></p> <p><b>2.2</b> Ask tutors to identify and discuss possible barriers to the new learning in lesson 2 in</p>	<p><b>2.1</b> Identify key concepts in lesson two (2) from your manual, discuss and share with the larger group as appropriate.</p> <p><b>E.g.</b>  <b>Music: Introduction to Simple Entry in Finale.</b>  <i>Introduction to Basic Finale pallet Tools.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3).</b>  <i>Analysing the connection between core competences, core values, physical literacy, life skills and entrepreneurial skills in limited-contact Sports</i></p> <p><b>PEMD: Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA).</b>  Introducing student teachers to the <i>Behavioural and School based strategies for promoting and advocating PEMD.</i></p> <p><b>2.2</b> Identify and discuss possible barriers to the new learning in lesson 2 in your course groups.</p>	<p>15 mins</p>
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	<p>their respective course groupings.</p> <p><b>E.g.</b> <b>Music: Introduction to Simple Entry in Finale.</b></p> <ul style="list-style-type: none"> <li><i>i. Lack of computers and laptops for students' use.</i></li> <li><i>ii. Lack of appropriate music software.</i></li> <li><i>iii. Lack of keyboard instrument</i></li> <li><i>iv. Adequate attention for Students with SEN;</i></li> <li><i>v. Lack of Playback equipment.</i></li> <li><i>vi. Poor internet accessibility.</i></li> </ul> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3).</b></p> <ul style="list-style-type: none"> <li><i>i. Lack of key sporting equipment.</i></li> <li><i>ii. Students with SEN</i></li> <li><i>iii. Playback equipment.</i></li> <li><i>iv. Internet accessibility.</i></li> </ul> <p><b>PEMD: Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA).</b></p> <ul style="list-style-type: none"> <li><i>i. Lack of adequate knowledge about</i></li> </ul>	<p><b>E.g.</b> <b>Music: Introduction to Simple Entry in Finale.</b></p> <ul style="list-style-type: none"> <li><i>i. Lack of computers and laptops for students' use.</i></li> <li><i>ii. Lack of appropriate music software.</i></li> <li><i>iii. Lack of keyboard instrument</i></li> <li><i>iv. Adequate attention for Students with SEN;</i></li> <li><i>v. Lack of Playback equipment.</i></li> <li><i>vi. Poor internet accessibility.</i></li> </ul> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3).</b></p> <ul style="list-style-type: none"> <li><i>i. Lack of key sporting equipment.</i></li> <li><i>ii. Students with SEN</i></li> <li><i>iii. Playback equipment.</i></li> <li><i>iv. Internet accessibility.</i></li> </ul> <p><b>PEMD: Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA).</b></p> <ul style="list-style-type: none"> <li><i>i. Lack of adequate knowledge about advocacy strategies.</i></li> </ul>	
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	<p><i>advocacy strategies.</i></p> <p>ii. <i>Absence or inadequate reading materials.</i></p> <p><b>2.3</b> Lead Tutors to identify and discuss pedagogies they will adopt in the delivering of lesson 2 which need to be explored and shared with the larger group for discussion and feedback.</p> <p><b>E.g.</b>  <b>Music: Introduction to Simple Entry in Finale.</b>  <i>Using demonstration method to explain Simple Entry in Finale.</i></p> <p><i>Use of mixed-ability grouping during lesson.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3).</b>  <i>Small Groupings to ensure participation by all students in performing and coaching non-contact athletics.</i></p> <p><i>Use of demonstrations to develop coaching skills in student teachers</i></p> <p><b>PEMD: Applying behavioural and School-based strategies for</b></p>	<p>ii. <i>Absence or inadequate reading materials.</i></p> <p><b>2.3</b> Identify and discuss pedagogies you will adopt in the delivering of lesson 2 which need to be explored and shared with the larger group for discussion and feedback.</p> <p><b>E.g.</b>  <b>Music: Introduction to Simple Entry in Finale.</b>  <i>Using demonstration method to explain Simple Entry in Finale.</i></p> <p><i>Use of mixed-ability grouping during lesson.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3).</b>  <i>Small Groupings to ensure participation by all students in performing and coaching non-contact athletics.</i></p> <p><i>Use of demonstrations to develop coaching skills in student teachers</i></p> <p><b>PEMD: Applying behavioural and School-based strategies for</b></p>	
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	<p><b>planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA).</b>  <i>Using radio reporting and talking point strategy by small groups to describe their advocacy strategies in class.</i></p>	<p><b>planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA).</b>  <i>Using radio reporting and talking point strategy by small groups to describe their advocacy strategies in class.</i></p>	
<p><b>3.Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>➤ Reading and discussion of the teaching and learning activities</li> <li>➤ Noting, addressing, and explaining areas where tutors may require clarification</li> <li>➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum</li> <li>➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous</li> </ul>	<p><b>3.1</b> Ask Tutors to read and discuss the teaching and learning activities of lesson two (2) from their respective course manuals, link them to the basic school curriculum and share with the larger group for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music: Introduction to Simple Entry in Finale.</b></p> <ul style="list-style-type: none"> <li>i. <i>Discussing the basic Finale pallet TOOLS interactively.</i></li> <li>ii. <i>Demonstration of the steps of opening a new document in Finale, and inputting the notes in SIMPLE ENTRY by just clicking on the note at the appropriate line or space.</i></li> </ul> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3)</b></p>	<p><b>3.1</b> Read and discuss the teaching and learning activities of lesson two (2) from your manuals, link them to the basic school curriculum and share with the larger group for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music: Introduction to Simple Entry in Finale.</b></p> <ul style="list-style-type: none"> <li>i. <i>Discussing the basic Finale pallet TOOLS interactively.</i></li> <li>ii. <i>Demonstration of the steps of opening a new document in Finale, and inputting the notes in SIMPLE ENTRY by just clicking on the note at the appropriate line or space.</i></li> </ul> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3)</b></p>	40 mins

<p>assessment to support student teacher learning, subject specific examples should be provided for SL/HoD</p> <p>➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>Identifying game adaptations for practising the skills below.</i></p> <ul style="list-style-type: none"> <li><i>a. core competences,</i></li> <li><i>b. core values,</i></li> <li><i>c. physical literacy,</i></li> <li><i>d. life skills and</i></li> <li><i>e. entrepreneurial skills.</i></li> </ul> <p><b>PEMD: Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA).</b> <i>Student teachers work in same small groups as in lesson 1 and continue to elaborate and expand on the analysis of the connection between</i></p> <ul style="list-style-type: none"> <li><i>a. strategies,</i></li> <li><i>b. lists 1 &amp; 2</i></li> </ul> <p><i>Use the list student teachers prepared in lesson 1 (i.e., list 1 and list 2).</i></p> <p><b>3.2.</b> Ask tutors, in groups of two (where applicable), to discuss and share with the larger group how student teachers will develop the core transferable skills stipulated for this lesson in the course manuals and address ICT and GESI issues in both the B. Ed. and the Basic school curricula. NTS 1a, 1b, 2c, 3f, 3g.</p>	<p><i>Identifying game adaptations for practising the skills below.</i></p> <ul style="list-style-type: none"> <li><i>a. core competences,</i></li> <li><i>b. core values,</i></li> <li><i>c. physical literacy,</i></li> <li><i>d. life skills and</i></li> <li><i>e. entrepreneurial skills.</i></li> </ul> <p><b>PEMD: Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA).</b> <i>Student teachers work in same small groups as in lesson 1 and continue to elaborate and expand on the analysis of the connection between</i></p> <ul style="list-style-type: none"> <li><i>a. strategies,</i></li> <li><i>b. lists 1 &amp; 2</i></li> </ul> <p><i>Use the list student teachers prepared in lesson 1 (i.e., list 1 and list 2).</i></p> <p><b>3.2.</b> Discuss and share with the larger group how student teachers will develop the core transferable skills stipulated for this lesson in the course manual and address GESI issues in both the B. Ed. and the Basic school curricula. NTS 1a, 1b, 2c, 3f, 3g.</p>	
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	<p><b>E.g.</b>  <b>Music: Introduction to Simple Entry in Finale.</b>  <i>a. Use of IT tool (the use of a laptop/mobile phone to show videos from YouTube, the use of PowerPoint presentations by student-teachers to present group works, etc)</i></p> <p><i>b. Ensure mixed ability and gender seating and grouping during lesson and activities.</i></p> <p><i>c. Student teachers will acquire assessment skills, social skills, communication skills, reflection and honesty, critical thinking and problem solving, innovation and collaboration skills through group work, demonstrations and group presentation.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3).</b>  <i>a. Use of computer, projector, mobile phones etc for video analysis to develop the ICT skills of student teachers.</i></p> <p><i>b. Avoid using gender bias teaching and</i></p>	<p><b>E.g.</b>  <b>Music: Introduction to Simple Entry in Finale.</b>  <i>a. Use of IT tool (the use of a laptop/mobile phone to show videos from YouTube, the use of PowerPoint presentations by student-teachers to present group works, etc)</i></p> <p><i>b. Ensure mixed ability and gender seating and grouping during lesson and activities.</i></p> <p><i>c. Student teachers will acquire assessment skills, social skills, communication skills, reflection and honesty, critical thinking and problem solving, innovation and collaboration skills through group work, demonstrations and group presentation.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3).</b>  <i>a. Use of computer, projector, mobile phones etc for video analysis to develop the ICT skills of student teachers.</i></p> <p><i>b. Avoid using gender bias teaching and</i></p>	
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	<p><i>learning resources and pedagogies.</i></p> <p><i>c. Physical literacy, Life skills, Communication skills, Leadership and self-discipline/responsibility skills will be developed through student teachers' involvement in physical activities.</i></p> <p><b>PEMD: Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA).</b></p> <p><i>a. Using ICT tools to document and save planned activities on the laptop computer, on the mobile phones and on the internet.</i></p> <p><i>b. Ensure mixed seating and grouping in planning and implementing PEMD Festival.</i></p> <p><i>c. Student teachers will develop Critical thinking, problem solving, innovation and collaboration skills through working in groups to develop, plan and implement PEMD festival for professional</i></p>	<p><i>learning resources and pedagogies.</i></p> <p><i>c. Physical literacy, Life skills, Communication skills, Leadership and self-discipline/responsibility skills will be developed through student teachers' involvement in physical activities.</i></p> <p><b>PEMD: Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA).</b></p> <p><i>a. Using ICT tools to document and save planned activities on the laptop computer, on the mobile phones and on the internet.</i></p> <p><i>b. Ensure mixed seating and grouping in planning and implementing PEMD Festival.</i></p> <p><i>c. Student teachers will develop Critical thinking, problem solving, innovation and collaboration skills through working in groups to develop, plan and implement PEMD festival for</i></p>	
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	<p><i>development and advocacy.</i></p> <p>3.3. Ask Tutors to read and discuss the assessment components of Lesson 2 from the Course Manual and align with the NTEAP</p> <p><b>E.g.</b>  <b>Music: Introduction to Simple Entry in Finale.</b>  <i>Reflection –Student teachers reflect on the new things they have learnt in the lesson.</i></p> <p><b>Group Assignment -</b>  <i>Describe how you will teach beginners in JHS 3, the Finale software.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3).</b>  <b>Small group assignment –</b>  <i>Explain how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i></p> <p><b>PEMD: Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional</b></p>	<p><i>professional development and advocacy.</i></p> <p><b>3.3.</b> Read and discuss the assessment components of Lesson 2 from the Course Manual and align with the NTEAP</p> <p><b>E.g.</b>  <b>Music: Introduction to Simple Entry in Finale.</b>  <i>Reflection –Student teachers reflect on the new things they have learnt in the lesson.</i></p> <p><b>Group Assignment -</b>  <i>Describe how you will teach beginners in JHS 3, the Finale software.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports (NOTE: This is lesson 1 of 3).</b>  <b>Small group assignment –</b>  <i>Explain how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i></p> <p><b>PEMD: Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional Development</b></p>	
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	<p><b>Development and Advocacy (PEMD-FPDA).</b></p> <p><b><i>Small group presentation tasks-</i></b>  <i>Identify 3 advocacy strategies and show how they can be employed in the culminating festival and beyond.</i></p> <p><b>3.4</b> Ask tutors in their groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts in Lesson 2.</p> <p><b>E.g.</b>  <b>Music: Introduction to Simple Entry in Finale.</b></p> <ol style="list-style-type: none"> <li>a. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</li> <li>b. Computers (Laptops or PCs) that has Finale Software installed.</li> <li>c. Finale Software</li> <li>d. LCD Projector and Screen</li> </ol> <p><b>YouTube video on the introduction to Simple Entry in Finale.</b>  <a href="https://www.youtube.com/watch?v=BTl-gNKQj2gale">https://www.youtube.com/watch?v=BTl-gNKQj2gale</a>  - YouTube  <b>Accessed on the 7<sup>th</sup> November, 2021.</b></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact</b></p>	<p><b>and Advocacy (PEMD-FPDA).</b></p> <p><b><i>Small group presentation tasks-</i></b>  <i>Identify 3 advocacy strategies and show how they can be employed in the culminating festival and beyond.</i></p> <p><b>3.4.</b> In your group, identify and discuss the appropriate resources needed for the teaching and learning of the concepts in Lesson 2.</p> <p><b>E.g.</b>  <b>Music: Introduction to Simple Entry in Finale.</b></p> <ol style="list-style-type: none"> <li>a. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</li> <li>b. Computers (Laptops or PCs) that has Finale Software installed.</li> <li>c. Finale Software</li> <li>d. LCD Projector and Screen</li> </ol> <p><b>YouTube video on the introduction to Simple Entry in Finale.</b>  <a href="https://www.youtube.com/watch?v=BTl-gNKQj2gale">https://www.youtube.com/watch?v=BTl-gNKQj2gale</a>  - YouTube  <b>Accessed on the 7<sup>th</sup> November, 2021.</b></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II)</b></p>	
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	<p><b>athletics (II) sports (NOTE: This is lesson 1 of 3).</b></p> <ul style="list-style-type: none"> <li>a. <i>Playing field</i></li> <li>b. <i>Goal balls and various equipment as needed for limited contact sports</i></li> </ul> <p><b>PEMD: Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA).</b></p> <ul style="list-style-type: none"> <li>a. <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i></li> <li>b. <i>Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing, and reviewing performances)</i></li> <li>c. <i>Cones, markers, whistles, stop watches, hoola hoops, stadiometer, bathroom scale, skinfold callipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, Place mats, playing field, goals balls etc</i></li> </ul>	<p><b>sports (NOTE: This is lesson 1 of 3).</b></p> <ul style="list-style-type: none"> <li>a. <i>Playing field</i></li> <li>b. <i>Goal balls and various equipment as needed for limited contact sports</i></li> </ul> <p><b>PEMD: Applying behavioural and School-based strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA).</b></p> <ul style="list-style-type: none"> <li>a. <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i></li> <li>b. <i>Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing, and reviewing performances)</i></li> <li>c. <i>Cones, markers, whistles, stop watches, hoola hoops, stadiometer, bathroom scale, skinfold callipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, Place mats, playing field, goals balls etc</i></li> </ul>	
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	<p><b>NB: SL</b>  <i>Encourage tutors to make adequate preparation for the delivery of this lesson.</i></p> <p><i>In the case of unresolved issues consult the subject writing leads.</i></p>		
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>➤ Tutors should Identifying critical friends to observe lessons and report at next session</li> <li>➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p><b>4.1</b> Ask tutors to outline any outstanding issues relating to their respective lessons per their course groups for clarification.</p> <p><b>4.2</b> Ask a Tutor from each course group to do a recap of the session.</p> <p><b>4.3</b> Remind tutors to read lesson 3 in their course manuals for the next session.</p> <p><b>4.4</b> Remind Tutors to invite a critical friend to observe during lesson delivery to provide feedback.</p> <p><b>NB</b>  <i>Subject lead's support may be sought for further assistance.</i></p>	<p><b>4.1</b> Outline any outstanding issues relating to your lesson per your course group for clarification.</p> <p><b>4.2</b> Do a recap of the session.</p> <p><b>4.3</b> Read lesson 3 in your course manual for the next session.</p> <p><b>4.4</b> Invite a critical friend to observe during lesson delivery to provide feedback.</p>	15 mins

<b>Age Levels/s:</b> JHS Education	<b>Name of Subject/s:</b> 1. Advanced Music Technology 2. Practice And Coaching of Full and Non-Contact Sports 3. Professional Development and Advocacy in PES-MD
<b>Lesson Title:</b> 1. Introduction to Speedy Entry in Finale 2. Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics) 3. Applying environmental policy and effective partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)	

### Tutor PD Session for Lesson 3 in the Course Manual

<b>Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.</b>	<b>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>
<b>1 Introduction to the session</b> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including	Icebreaker: Toli. <i>Pre-inform a tutor to give a Toli.</i>  1.1 Engage Tutors to share the interesting things they learnt during PD session 2 with the larger group  1.2 Ask Tutors and critical friends to share their experiences in the delivery of lesson 2 with the larger group.	1.1 Share your interesting things you learnt in PD session 2 with the larger group  1.2 With your critical friend, share your experiences with the larger group regarding the delivery of lesson 2	20 Mins

<p>learning outcomes and indicators</p> <p>➤ Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.3 Ask Tutors to sit in their respective course groups and read the introductory aspects of lesson 3 including the description and purpose of the lesson from their course manuals.</p> <p><b>Music &amp; Dance:</b> <b>Introduction to Speedy Entry in Finale</b></p> <p><b>Lesson description</b> <i>The lesson focuses on drawing attention to Icons of the Tools’ pallet, Tool names, their functions and how student teachers will input notation in Finale by Speedy Entry Method.</i></p> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <p><b>Lesson description</b> <i>This lesson exposes student teachers to non-contact athletics sports including running sprints, middle distance, long distance and marathon. Tutors select 2 non-contact athletics sports and create opportunities for practice and coaching while applying movement principles and strategies to develop core values and competencies, physical literacy, and address cross-cutting issues. This lesson</i></p>	<p>1.3 Sit in your course group and read the introductory aspects of lesson 3 including the description and purpose of the lesson from your course manual</p> <p><b>Music &amp; Dance:</b> <b>Introduction to Speedy Entry in Finale</b></p> <p><b>Lesson description</b> <i>The lesson focuses on drawing attention to Icons of the Tools’ pallet, Tool names, their functions and how student teachers will input notation in Finale by Speedy Entry Method.</i></p> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <p><b>Lesson description</b> <i>This lesson exposes student teachers to non-contact athletics sports including running sprints, middle distance, long distance and marathon. Tutors select 2 non-contact athletics sports and create opportunities for practice and coaching while applying movement principles and strategies to develop core values and competencies, physical literacy, and address cross-cutting issues. This lesson will span over 3 period for the two selected sports.</i></p>	
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	<p><i>will span over 3 period for the two selected sports.</i></p> <p><b>PES-MD: Applying environmental policy and effective Partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p>	<p><b>PES-MD: Applying environmental policy and effective Partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p>	
	<p><b>Lesson description</b>  <i>This lesson exposes student teachers to environmental policy and effective partnerships as approaches to consider in organisation and implementation of the PEMD festival of professional development and advocacy. Student teachers examine list one and list two critically and determine which items are supported and facilitated by environmental policy and effective partnerships. Student teachers explore environmental policy documents and examples of effective partnerships that can help in the organization and implementation of the PEMD festival of professional development and advocacy.</i></p> <p>1.4 Ask Tutors to read and discuss the LOs and LIs of lesson 3 and share their findings across course groups for feedback.</p>	<p><b>Lesson description</b>  <i>This lesson exposes student teachers to environmental policy and effective partnerships as approaches to consider in organisation and implementation of the PEMD festival of professional development and advocacy. Student teachers examine list one and list two critically and determine which items are supported and facilitated by environmental policy and effective partnerships. Student teachers explore environmental policy documents and examples of effective partnerships that can help in the organization and implementation of the PEMD festival of professional development and advocacy.</i></p> <p>1.4 Read and discuss the LOs and LIs of lesson 3 and share their findings across course groups for feedback.</p>	

	<p><b>E.g.</b>  <b>Music &amp; Dance:</b>  <b>Introduction to Speedy Entry in Finale</b>  <b>LO:</b>  <i>Demonstrate comprehensive content knowledge on definitions on Finale software tools and how student teachers will use them to notate musical score for their teaching and learning in the classroom.</i>  <i>NTS 2c &amp; 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 &amp; 5.</i></p> <p><b>LIs:</b></p> <ol style="list-style-type: none"> <li>a. Mention at least four (4) Tools in <i>Finale</i> and explain their functions.</li> <li>b. Describe process of creating a new document in <i>Finale</i>, and how you will retrieve it the next time.</li> <li>c. Describe the functions of the following tools: Articulation Tool, Special Tools Tool and Page Layout Tool</li> </ol> <p><b>E.g.</b>  <b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p>	<p><b>E.g.</b>  <b>Music &amp; Dance:</b>  <b>Introduction to Speedy Entry in Finale</b>  <b>LO:</b>  <i>Demonstrate comprehensive content knowledge on definitions on Finale software tools and how student teachers will use them to notate musical score for their teaching and learning in the classroom.</i>  <i>NTS 2c &amp; 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 &amp; 5.</i></p> <p><b>LIs:</b></p> <ol style="list-style-type: none"> <li>a. Mention at least four (4) Tools in <i>Finale</i> and explain their functions.</li> <li>b. Describe process of creating a new document in <i>Finale</i>, and how you will retrieve it the next time.</li> <li>c. Describe the functions of the following tools: Articulation Tool, Special Tools Tool and Page Layout Tool</li> </ol> <p><b>E.g.</b>  <b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p>	
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<p>As this course is dealing with supporting and/ or assessing the Professional Teaching Portfolio Development and/ or Classroom Enquiry and Action Research Project Report writing, tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.</p>	<p><b>LO:</b> Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</p> <p><b>LIs:</b></p> <ol style="list-style-type: none"> <li>a. <i>Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></li> <li>b. <i>Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross disciplinary connections</i></li> </ol> <p><b>E.g.</b> <b>PES-MD: Applying environmental policy and effective partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><b>LO:</b> <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LIs:</b></p> <ol style="list-style-type: none"> <li>a. <i>Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all</i></li> </ol>	<p><b>LO:</b> Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</p> <p><b>LIs:</b></p> <ol style="list-style-type: none"> <li>a. <i>Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></li> <li>b. <i>Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross disciplinary connections</i></li> </ol> <p><b>E.g.</b> <b>PES-MD: Applying environmental policy and effective partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><b>LO:</b> <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LIs:</b></p> <ol style="list-style-type: none"> <li>a. <i>Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all</i></li> </ol>	
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	<p><i>aspects of practice in the school setting (e.g., classroom; duties, such as playtime)</i></p> <p><i>b. Maintains professional relationships including respect of student teacher boundaries in and out of the school setting</i></p> <p><i>c. Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p>1.5 Ask Tutors to identify and discuss in their course groups, the distinctive aspects of lesson 3 and share with the larger group for clarification and feedback.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Introduction to Speedy Entry in Finale</b> <i>Interactive discussion of the Speedy Entry Figures and how to open a new document in Finale</i></p> <p><b>E.g.</b> <b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b> <i>The role of sports in the development of: core</i></p>	<p><i>aspects of practice in the school setting (e.g., classroom; duties, such as playtime)</i></p> <p><i>b. Maintains professional relationships including respect of student teacher boundaries in and out of the school setting</i></p> <p><i>c. Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p>1.5 Identify and discuss in your course groups, the distinctive aspects of lesson 3 and share with the larger group for clarification and feedback.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Introduction to Speedy Entry in Finale</b> <i>Interactive discussion of the Speedy Entry Figures and how to open a new document in Finale</i></p> <p><b>E.g.</b> <b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b> <i>The role of sports in the development of: core</i></p>	
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	<p><i>competences, core values, physical literacy, life skills and entrepreneurial skills.</i></p> <p><b>E.g.</b>  <b>PES-MD: Applying environmental policy and effective partnership strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><i>How environmental policy influences effective partnerships in promoting and advocating PEMD</i></p> <p>1. 6. Ask Tutors to identify possible challenging areas in teaching of the concepts in lesson 3 of their respective courses and share with the larger group for clarification.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction to Speedy Entry in Finale</b>  <i>Lack of computers and laptop, lack of appropriate software, lack of keyboard instrument, Students with SEN; Playback equipment, and internet connectivity</i></p> <p><b>E.g.</b>  <b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <p><i>Lack of key equipment, Students with SEN; playback equipment and</i></p>	<p><i>competences, core values, physical literacy, life skills and entrepreneurial skills.</i></p> <p><b>E.g.</b>  <b>PES-MD: Applying environmental policy and effective partnership strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><i>How environmental policy influences effective partnerships in promoting and advocating PEMD</i></p> <p>1.6. Identify possible challenging areas in teaching of the concepts in lesson 3 of your respective courses and share with the larger group for clarification.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction to Speedy Entry in Finale</b>  <i>Lack of computers and laptop, lack of appropriate software, lack of keyboard instrument, Students with SEN; Playback equipment, and internet connectivity</i></p> <p><b>E.g.</b>  <b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <p><i>Lack of key equipment, Students with SEN; playback equipment and internet</i></p>	
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	<p><i>internet accessibility and non-familiarisation with all the sports disciplines</i></p> <p><b>E.g.</b>  <b>PES-MD: Applying environmental policy and effective partnership strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b>  <i>Class Size, Lack of key equipment to set up culturally relevant areas to suit the lesson, Students with SEN; Playback equipment and internet accessibility</i></p>	<p><i>accessibility and non-familiarisation with all the sports disciplines</i></p> <p><b>E.g.</b>  <b>PES-MD: Applying environmental policy and effective partnership strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b>  <i>Class Size, Lack of key equipment to set up culturally relevant areas to suit the lesson, Students with SEN; Playback equipment and internet accessibility</i></p>	
<p><i>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</i></p>	<p>1.7 Lead tutors to discuss how they will guide student-teachers to collect data for their classroom enquiry and action research  <i>Administering of Instruments</i>  <b>Areas of focus include:</b></p> <ol style="list-style-type: none"> <li>a. <i>Data collection and its importance to research</i></li> <li>b. <i>Categories of data (qualitative and quantitative etc.) and the instruments used to collect them should be explored</i></li> <li>c. <i>How to carry out Tests, conducting surveys and interviews as well as examining documents.</i></li> </ol>	<p>1.7 In your groups discuss how you will guide student-teachers to collect data for their classroom enquiry and action research</p> <p><b>Areas of focus include:</b></p> <ol style="list-style-type: none"> <li>a. <i>Data collection and its importance to research</i></li> <li>b. <i>Categories of data (qualitative and quantitative etc.) and the instruments used to collect them should be explored</i></li> <li>c. <i>How to carry out Tests, conducting surveys and interviews as well as examining documents.</i></li> </ol>	

<p><b>2 Concept Development (New learning likely to arise in lesson/s):</b></p> <p>➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<p>2.1 In their course groups, ask Tutors to outline and discuss new concepts in lesson 3.</p> <p><b>E.g.</b>  <b>Music &amp; Dance:</b>  <b>Introduction to Speedy Entry in Finale</b></p> <ol style="list-style-type: none"> <li>a. <i>Identification of advanced finale tools</i></li> <li>b. <i>Discussion of speedy entry figures</i></li> <li>c. <i>Demonstrating the steps in opening a new document in finale and inputting notes</i></li> <li>d. <i>Discussing data collection and relevance in CEAR.</i></li> </ol> <p><b>E.g.</b>  <b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <ol style="list-style-type: none"> <li>a. <i>Mentioning non-contact sports discussion their characteristics</i></li> <li>b. <i>Using self-journal to analyse how practice and coaching develop core competencies, core values, physical literacy, life skills and entrepreneurial skills</i></li> </ol>	<p>2.1 In your course groups, outline and discuss new concepts in lesson 3.</p> <p><b>E.g.</b>  <b>Music &amp; Dance:</b>  <b>Introduction to Speedy Entry in Finale</b></p> <ol style="list-style-type: none"> <li>a. <i>Identification of advanced finale tools</i></li> <li>b. <i>Discussion of speedy entry figures</i></li> <li>c. <i>Demonstrating the steps in opening a new document in finale and inputting notes</i></li> <li>d. <i>Discussing data collection and relevance in CEAR.</i></li> </ol> <p><b>E.g.</b>  <b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <ol style="list-style-type: none"> <li>a. <i>Mentioning non-contact sports discussion their characteristics</i></li> <li>b. <i>Using self-journal to analyse how practice and coaching develop core competencies, core values, physical literacy, life skills and entrepreneurial skills</i></li> <li>c. <i>Discussing the relevance of data collection in CEAR</i></li> </ol>	
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	<p><i>c. Discussing the relevance of data collection in CEAR</i></p> <p><b>E.g.</b>  <b>PES-MD: Applying environmental policy and effective partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><i>a. Reviewing how environmental policy influences PEMD</i></p> <p><i>b. Discussing how physical environment encourages or inhibit PEMD</i></p> <p><i>c. Discussing strategies to change the negative influences of environmental policies on PEMD</i></p> <p>2.2 Ask tutors to outline and discuss potential barriers to learning for student teachers in lesson 3 of their respective courses and share across groups for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction to Speedy Entry in Finale</b></p> <p><i>a. Students without WAEC SSSCE Music background</i></p>	<p><b>E.g.</b>  <b>PES-MD: Applying environmental policy and effective partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><i>a. Reviewing how environmental policy influences PEMD</i></p> <p><i>b. Discussing how physical environment encourages or inhibit PEMD</i></p> <p><i>c. Discussing strategies to change the negative influences of environmental policies on PEMD</i></p> <p>2.2 In your course groups, outline and discuss potential barriers to learning for student teachers in lesson 3 of their respective courses and share across groups for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction to Speedy Entry in Finale</b></p> <p><i>a. Students without WAEC SSSCE Music background</i></p>	
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	<p><i>b. Class Size</i>  <i>c. Lack of computers and laptop</i>  <i>d. lack of appropriate software</i>  <i>e. lack of keyboard instrument</i>  <i>f. Students with SEN</i>  <i>g. Playback equipment and</i>  <i>h. internet accessibility.</i></p> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <p><i>a. Class Size</i>  <i>b. Limited interest and capacity to play sports</i>  <i>c. Lack of key equipment</i>  <i>d. Lack of training to handle students with SEN</i>  <i>e. Lack of facilities and</i>  <i>f. internet accessibility.</i></p> <p><b>E.g.</b>  <b>PES-MD: Applying environmental policy and effective partnership strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><i>a. Lack of interest in studying the subject combination</i></p>	<p><i>b. Class Size</i>  <i>c. Lack of computers and laptop</i>  <i>d. lack of appropriate software</i>  <i>e. lack of keyboard instrument</i>  <i>f. Students with SEN</i>  <i>g. Playback equipment and</i>  <i>h. internet accessibility.</i></p> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <p><i>a. Class Size</i>  <i>b. Limited interest and capacity to play sports</i>  <i>c. Lack of key equipment</i>  <i>d. Lack of training to handle students with SEN</i>  <i>e. Lack of facilities and</i>  <i>f. internet accessibility.</i></p> <p><b>E.g.</b>  <b>PES-MD: Applying environmental policy and effective partnership strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><i>a. Lack of interest in studying the subject combination</i>  <i>b. Lack of advocacy skills</i></p>	
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	<p><i>b. Lack of advocacy skills</i></p> <p><i>c. Influences of environmental policy</i></p> <p>2.3 Ask Tutors to identify concepts or pedagogies they will adopt for the delivery of lesson 3 and share in their course groups for discussion</p> <p><b>E.g.</b></p> <p><b>Music &amp; Dance:</b></p> <p><b>Introduction to Speedy Entry in Finale</b></p> <p><i>a. Panel, group &amp; whole class Analysis of Documentaries: Use of ICT resources and YouTube videos in identifying, discussing and demonstrating finale tools, speed entry figures, opening new documents.</i></p> <p><i>b. Class Discussions and Class Presentations.</i></p> <p><i>c. Development of Computer Assessment Skills: MS Excel, SPSS, Atlas-ti, etc.</i></p> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <p><i>a. Class Discussion- to introduce new topics and engage</i></p>	<p><i>c. Influences of environmental policy</i></p> <p>2.3 Identify concepts or pedagogies they will adopt for the delivery of lesson 3 and share in their course groups for discussion</p> <p><b>E.g.</b></p> <p><b>Music &amp; Dance:</b></p> <p><b>Introduction to Speedy Entry in Finale</b></p> <p><i>a. Panel, group &amp; whole class Analysis of Documentaries: Use of ICT resources and YouTube videos in identifying, discussing and demonstrating finale tools, speed entry figures, opening new documents.</i></p> <p><i>b. Class Discussions and Class Presentations.</i></p> <p><i>c. Development of Computer Assessment Skills: MS Excel, SPSS, Atlas-ti, etc.</i></p> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <p><i>a. Class Discussion- to introduce new topics and engage student</i></p>	
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	<p><i>student teachers in small group work and presentations.</i></p> <p><b>b.</b> <i>Small Group Presentation / Discussion: Engage discussions to demonstrate knowledge and understanding the non-contact sports and how practicing and coaching them enable individuals to develop core competencies, core values, physical literacy, life and entrepreneurial skills. Student teachers pair-share their work and then refine them for class presentation.</i></p> <p><b>PES-MD: Applying environmental policy and effective partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><b>a.</b> <i>Class Discussion- to introduce new topics and engage student teachers in small group work and presentations.</i></p> <p><b>b.</b> <i>Small Group Presentation / Discussion: Engage discussions to demonstrate knowledge and understanding of</i></p>	<p><i>teachers in small group work and presentations.</i></p> <p><b>b.</b> <i>Small Group Presentation / Discussion: Engage discussions to demonstrate knowledge and understanding the non-contact sports and how practicing and coaching them enable individuals to develop core competencies, core values, physical literacy, life and entrepreneurial skills. Student teachers pair-share their work and then refine them for class presentation</i></p> <p><b>PES-MD: Applying environmental policy and effective partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><b>a.</b> <i>Class Discussion- to introduce new topics and engage student teachers in small group work and presentations.</i></p> <p><b>b.</b> <i>Small Group Presentation / Discussion: Engage discussions to demonstrate knowledge and understanding of</i></p>	
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	<p><i>the components of the environmental factors and how they positively or negatively influence PEMD. Students pair-share their work and then refine them for class presentation</i></p>	<p><i>the components of the environmental factors and how they positively or negatively influence PEMD. Students pair-share their work and then refine them for class presentation</i></p>	
<p><b>3.Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>➤ Reading and discussion of the teaching and learning activities</li> <li>➤ Noting, addressing, and explaining areas where tutors may require clarification</li> <li>➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum</li> <li>➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least</li> </ul>	<p>3.1 Ask tutors to read and discuss the teaching and learning activities suggested in their respective course manuals, link them to the basic school curriculum and share across course groups for feedback and clarification.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction to Speedy Entry in Finale</b></p> <ol style="list-style-type: none"> <li>a. <i>Revision of the previous lesson</i></li> <li>b. <i>Identification of the advance finale tools</i></li> <li>c. <i>Discussion on the finale tools</i></li> <li>d. <i>Demonstration on how to open new documents and how to input speedy entries</i></li> <li>e. <i>Reflection on the lesson by whole class</i></li> </ol> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <ol style="list-style-type: none"> <li>a. <i>Class discussion on lesson details</i></li> <li>b. <i>Group discussion on how practice and</i></li> </ol>	<p>3.1 Read and discuss the teaching and learning activities suggested in your respective course manuals, link them to the basic school curriculum and share across course groups for feedback and clarification.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Introduction to Speedy Entry in Finale</b></p> <ol style="list-style-type: none"> <li>a. <i>Revision of the previous lesson</i></li> <li>b. <i>Identification of the advance finale tools</i></li> <li>c. <i>Discussion on the finale tools</i></li> <li>d. <i>Demonstration on how to open new documents and how to input speedy entries</i></li> <li>e. <i>Reflection on the lesson by whole class</i></li> </ol> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <ol style="list-style-type: none"> <li>a. <i>Class discussion on lesson details</i></li> <li>b. <i>Group discussion on how practice and</i></li> </ol>	

<p>two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD</p> <p>➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p>Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>coaching of non-contact help to develop core competencies, core values, physical literacy, life skills and entrepreneurial skills</i></p> <p><b>c. Whole class reflection</b></p> <p><b>PES-MD: Applying environmental policy and effective partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><b>a. whole class discussion on the role of urban design, community centres and parks</b></p> <p><b>b. groups presentations on the status of their previous assignment on organization and planning</b></p> <p><b>c. group presentations on the PEMD festival of professional development and advocacy</b></p> <p><b>d. whole class reflection and task for next week</b></p> <p>3.2 Ask Tutors to share with their course groups how they will integrate GESI in the delivery of lesson 3.</p>	<p><i>coaching of non-contact help to develop core competencies, core values, physical literacy, life skills and entrepreneurial skills</i></p> <p><b>c. Whole class reflection</b></p> <p><b>PES-MD: Applying environmental policy and effective partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><b>a. Whole class discussion on the role of urban design, community centres and parks</b></p> <p><b>b. groups presentations on the status of their previous assignment on organization and planning</b></p> <p><b>c. group presentations on the PEMD festival of professional development and advocacy</b></p> <p><b>d. whole class reflection and task for next week</b></p> <p>3.2 Share with your course groups how you will integrate GESI in the delivery of lesson 3.</p>	
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	<p><b>E.g.</b>  <b>Music &amp; Dance:</b>  <b>Introduction to Speedy Entry in Finale</b>  <i>Mixed group discussion on the identification of advanced finale tools, speedy entry figures and demonstration of how to open new documents and input figures</i></p> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b>  <i>Mixed group discussion on how to analyse connections between sports practice, coaching and the development of essentials skills</i></p> <p><b>PES-MD: Applying environmental policy and effective partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b>  <i>Ensure that group leaders during presentations cover all interest groups and abilities</i></p> <p>3.3 Ask Tutors to identify and discuss how they will assist student teachers would develop the 21<sup>st</sup> C skills as they deliver lesson 3</p>	<p><b>E.g.</b>  <b>Music &amp; Dance:</b>  <b>Introduction to Speedy Entry in Finale</b>  <i>Mixed group discussion on the identification of advanced finale tools, speedy entry figures and demonstration of how to open new documents and input figures</i></p> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b>  <i>Mixed group discussion on how to analyse connections between sports practice, coaching and the development of essentials skills</i></p> <p><b>PES-MD: Applying environmental policy and effective partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b>  <i>Ensure that group leaders during presentations cover all interest groups and abilities</i></p> <p>3.3 Identify and discuss how you will assist student teachers to develop the 21<sup>st</sup> C skills as you deliver lesson 3</p>	
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	<p><b>E.g.</b>  <b>Music &amp; Dance:</b>  <b>Introduction to Speedy Entry in Finale</b>  <i>Student teachers will acquire opening and inputting skills, social skills, communication skills, reflection and honesty skills through group work and demonstrating the step-by-step knowledge in data collection required for CEAR.</i></p> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b>  <i>Student teachers will acquire skills required to use self- journal to analyse the connections between practice and coaching of sports and the development of essential life skills. Moreover, they will gain reflection and honesty skills through group work and demonstrate the step-by-step knowledge in data collection required for CEAR</i></p> <p><b>PES-MD: Applying environmental policy and effective partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b>  <i>Student teachers will acquire advocacy skills, public speaking skills.</i></p>	<p><b>E.g.</b>  <b>Music &amp; Dance:</b>  <b>Introduction to Speedy Entry in Finale</b>  <i>Student teachers will acquire opening and inputting skills, social skills, communication skills, reflection and honesty skills through group work and demonstrating the step-by-step knowledge in data collection required for CEAR.</i></p> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b>  <i>Student teachers will acquire skills required to use self- journal to analyse the connections between practice and coaching of sports and the development of essential life skills. Moreover, they will gain reflection and honesty skills through group work and demonstrate the step-by-step knowledge in data collection required for CEAR</i></p> <p><b>PES-MD: Applying environmental policy and effective partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b>  <i>Student teachers will acquire advocacy skills, public speaking skills.</i></p>	
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	<p><i>Moreover, they will gain reflection and honesty skills through group work and demonstrate the step-by-step knowledge in data collection required for CEAR</i></p> <p>3.4 Ask tutors to brainstorm the continuous assessment opportunities in lesson 3, and show how they will apply assessment <b>for, as and of learning</b> in the delivery of lesson.</p> <p><b>E.g.</b> <b>Music &amp; Dance:</b> <b>Introduction to Speedy Entry in Finale</b></p> <ol style="list-style-type: none"> <li>a. Peer assessment: Students share their “3-2-1 Learning strategy” form.</li> <li>b. Reflection: Student teachers reflect on the new things they have learnt in the lesson.</li> <li>c. Small Group Assignment: Students conduct research on the new topic to be studied next week— <i>Formatting and Printing the Score in Finale</i> by looking at the <i>Help Section</i> of the software or google search.</li> </ol> <p><b>PE: Application of moving concepts, principles and strategies in performing</b></p>	<p><i>Moreover, they will gain reflection and honesty skills through group work and demonstrate the step-by-step knowledge in data collection required for CEAR</i></p> <p>3.4 Brainstorm the continuous assessment opportunities in lesson 3, and show how they will apply assessment <b>for, as and of learning</b> in the delivery of lesson.</p> <p><b>E.g.</b> <b>Music &amp; Dance:</b> <b>Introduction to Speedy Entry in Finale</b></p> <ol style="list-style-type: none"> <li>a. Peer assessment: Students share their “3-2-1 Learning strategy” form.</li> <li>b. Reflection: Student teachers reflect on the new things they have learnt in the lesson.</li> <li>c. Small Group Assignment: Students conduct research on the new topic to be studied next week— <i>Formatting and Printing the Score in Finale</i> by looking at the <i>Help Section</i> of the software or google search.</li> </ol> <p><b>PE: Application of moving concepts, principles and strategies in performing</b></p>	
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	<p><b>and coaching non-contact sports ii (athletics)</b></p> <ul style="list-style-type: none"> <li><i>i. Peer assessment: Students share understanding of the success criteria developed for course.</i></li> <li><i>ii. Reflection-connection and application: Student teachers reflect on what they learned, connect what they learned to their personal circumstances or others, and how they intend to apply what they learned in the real world.</i></li> <li><i>iii. Small group assignment tasks</i></li> <li><i>iv. Small group presentation tasks</i></li> </ul> <p><b>PES-MD: Applying environmental policy and effective partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <ul style="list-style-type: none"> <li><i>a. Reflection-connection and application.</i></li> <li><i>b. Small group presentation tasks: to present key updates on preparation towards the PEMD festival of professional development and advocacy</i></li> </ul>	<p><b>and coaching non-contact sports ii (athletics)</b></p> <ul style="list-style-type: none"> <li><i>i. Peer assessment: Students share understanding of the success criteria developed for course.</i></li> <li><i>ii. Reflection-connection and application: Student teachers reflect on what they learned, connect what they learned to their personal circumstances or others, and how they intend to apply what they learned in the real world.</i></li> <li><i>iii. Small group assignment tasks</i></li> <li><i>iv. Small group presentation tasks</i></li> </ul> <p><b>PES-MD: Applying environmental policy and effective partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <ul style="list-style-type: none"> <li><i>a. Reflection-connection and application.</i></li> <li><i>b. Small group presentation tasks: to present key updates on preparation towards the PEMD festival of professional development and advocacy</i></li> </ul>	
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	<p>3.5 Ask Tutors to identify and discuss teaching and learning resources appropriate for the delivery of lesson 3 and share with the larger group for feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance:</b>  <b>Introduction to Speedy Entry in Finale</b></p> <ol style="list-style-type: none"> <li>a. <i>Computer and printers</i></li> <li>b. <i>Mobile apps for notating music.</i></li> <li>c. <i>Sample speedy entry figure sheet.</i></li> <li>d. <i>Sample interview guide, questionnaire</i></li> </ol> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <ol style="list-style-type: none"> <li>a. <i>A sample self-journal</i></li> <li>b. <i>Equipment and facilities for practicing and coaching sports (non-contact)</i></li> <li>c. <i>Computer and printer</i></li> </ol> <p><b>PES-MD: Applying environmental policy and effective Partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p>	<p>3.5 Identify and discuss teaching and learning resources appropriate for the delivery of lesson 3 and share with the larger group for feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance:</b>  <b>Introduction to Speedy Entry in Finale</b></p> <ol style="list-style-type: none"> <li>a. <i>Computer and printers</i></li> <li>b. <i>Mobile apps for notating music.</i></li> <li>c. <i>Sample speedy entry figure sheet.</i></li> <li>d. <i>Sample interview guide, questionnaire</i></li> </ol> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <ol style="list-style-type: none"> <li>a. <i>A sample self-journal</i></li> <li>b. <i>Equipment and facilities for practicing and coaching sports (non-contact)</i></li> <li>c. <i>Computer and printer</i></li> </ol> <p><b>PES-MD: Applying environmental policy and effective partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p>	
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	<p>a. <i>Equipment and facilities (community parks, recreation centres)</i></p> <p>b. <i>Computers and printers</i></p> <p>c. <i>Internet accessibility</i></p>	<p>a. <i>Equipment and facilities (community parks, recreation centres)</i></p> <p>b. <i>Computers and printers</i></p> <p>c. <i>Internet accessibility</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <p>➤ Tutors should Identify critical friends to observe lessons and report at next session</p> <p>➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p><b>4.1</b> Ask Tutors to identify any outstanding issues for clarification or redress.</p> <p><b>4.2</b> Ask a tutor from each course group to recap the activities of this session.</p> <p><b>NB:</b> Remind Tutors to select critical friends to observe their lessons for feedback.</p> <p><i>Remind Tutors to read lesson 4 from their course manuals for the next PD session.</i></p> <p><i>For further clarification, contact the PD writers for assistance. Support.</i></p>	<p><b>4.1</b> Identify any outstanding issues for clarification or redress.</p> <p><b>4.2</b> Recap the lessons of this session.</p> <p><b>NB:</b> Remind Tutors to select critical friends to observe their lessons for feedback.</p> <p><i>Remind Tutors to read lesson 4 from their course manuals for the next PD session.</i></p> <p><i>For further clarification, contact the PD writers for assistance. Support.</i></p>	15 mins

<b>Age Levels/s:</b> JHS Education	<b>Name of Subject/s:</b> 1. Advanced Music Technology 2. Practice and Coaching of Full and Non-Contact Sports 3. Professional Development and Advocacy in Pes-Md
<b>Lesson Title:</b> 1. Formatting and Printing the Score in Finale 2. Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics) 3. Applying environmental policy and effective partnerships strategies for planning and implementing PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)	

#### Tutor PD Session for Lesson 4 in the Course Manual

<b>Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.</b>	<b>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>
<b>1 Introduction to the session</b> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning	<b>Ice Breaker:</b> Ask Tutors to outline some characteristics of a typical African (Ghanaian) community “ <b>Childhood Football game</b> ”.  a. The fat kid was always the goalkeeper. b. The owner of the ball decides who plays. c. If you didn't participate in repairing the ball	<b>Ice Breaker:</b> E.g., Outline some characteristics of a typical African (Ghanaian) community “ <b>Childhood Football game</b> ”.  a. The fat kid was always the goalkeeper. b. The owner of the ball decides who plays. c. If you didn't participate in repairing the ball	20 mins

<p>outcomes and indicators</p> <p>➤ Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>you were given a match ban.</p> <p>d. The guy who was never picked was to fetch the ball from the trees or bush when it got stuck, under the car or tunnel to play in the next game.</p> <p>e. When the owner of the ball gets annoyed, game over.</p> <p>f. When you hit your toes against a stone and you notice blood, you quickly cover the area of injury with sand as a form of first aid and play continues.</p> <p>g. You can't dribble the owner too much; this may lead him to stop the game by taking away his ball.</p> <p>h. No matter how many goals you scored, the winner would be determined by the last team to score.</p> <p>i. No offside.</p> <p>j. There is no referee.</p> <p>k. There is fault only if the fault is serious.</p> <p>l. The 2 best players cannot play in the same team so everyone chooses their players.</p> <p>m. If you are chosen last, it is a humiliation and</p>	<p>you were given a match ban.</p> <p>Outline more .....</p> <p>NB: <b><i>Tutors continue and share their experiences and observations with the larger group.</i></b></p>	
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	<p>you will remain in defence.</p> <p>n. If there is a penalty the goalkeeper is replaced by the best player of the team.</p> <p>o. The best player on the field is always in the same team as the owner of the ball.</p> <p>p. To distinguish the teams, one of the teams pulls off their shirts.</p> <p>q. There is always a house where when the ball fell there, we knew that the game was over. so be careful!!</p> <p>r. Game is over when it is dark and we can barely see the ball, we all disperse in groups teasing one another until we get home to face another punishment from our parents</p> <p><b>1.1</b> Ask Tutors to share their observations during PD session 3 and how it helped them in the delivery of their lessons.</p> <p><b>1.2</b> Ask Tutors and their critical friends to share their experiences and observations during the delivery of lesson 3 with the larger group.</p>	<p><b>1.1</b> Share your observations during PD session 3 and how it helped you in the delivery of your lesson.</p> <p><b>1.2</b> With your critical friend, share your experiences and observations with the larger group regarding the delivery of lesson 3.</p>	
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	<p><b>1.3</b> Ask Tutors to break into their course groups to read the introductory aspects of lesson 4 including the <b>lesson description, purpose, LOs</b> and <b>LIs</b> to have a general overview of the lesson.</p> <p><b>Music &amp; Dance: Formatting and Printing the Score in Finale.</b>  <b>Lesson description:</b>  <i>The lesson focuses on drawing attention to Icons of the Tools' pallet, Tool names, their functions and how student teachers will format notation in Finale.</i></p> <p><b>Purpose:</b>  <i>To draw student teachers' attention to Finale software Tools and practice Formatting and Printing the Score procedures in Finale:</i>  <b>Advanced Finale Software Tools:</b>  <i>Articulation Tool, Expression Tool, Chord Tool, Lyrics Tool, Text Tool, Zoom Tool, Page Layout Tool, Hand Grabber Tool, Mirror Tool, Playback, Repeat Tool, Resize Tool, Selection Tool, Graphics Tool, Note mover Tool, Ossia Tool and Special Tools Tool.</i></p> <p><b>LO:</b>  <i>Demonstrate comprehensive content knowledge on definitions on Finale software tools</i></p>	<p><b>1.3</b> Break into your course groups to read the introductory aspects of lesson 4 including the description and purpose of the lesson.</p> <p><b>Music &amp; Dance: Formatting and Printing the Score in Finale.</b>  <b>Lesson description:</b>  <i>The lesson focuses on drawing attention to Icons of the Tools' pallet, Tool names, their functions and how student teachers will format notation in Finale.</i></p> <p><b>Purpose:</b>  <i>To draw student teachers' attention to Finale software Tools and practice Formatting and Printing the Score procedures in Finale:</i>  <b>Advanced Finale Software Tools:</b>  <i>Articulation Tool, Expression Tool, Chord Tool, Lyrics Tool, Text Tool, Zoom Tool, Page Layout Tool, Hand Grabber Tool, Mirror Tool, Playback, Repeat Tool, Resize Tool, Selection Tool, Graphics Tool, Note mover Tool, Ossia Tool and Special Tools Tool.</i></p> <p><b>LO:</b>  <i>Demonstrate comprehensive content knowledge on definitions on Finale software tools and</i></p>	
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	<p><i>and how student teachers will use them to notate musical score for their teaching and learning in the classroom. NTS 2c &amp; 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 &amp; 5.</i></p> <p><b>LI:</b></p> <ol style="list-style-type: none"> <li><i>a. Mention at least four (4) Tools in Finale and explain their functions.</i></li> <li><i>b. Describe process of creating a new document in Finale, and how you will retrieve it the next time.</i></li> <li><i>c. Describe the functions of the following tools: Articulation Tool, Special Tools Tool and Page Layout Tool.</i></li> </ol> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b></p> <p><b>Lesson description:</b> <i>This lesson exposes student teachers to non-contact athletics sports including running sprints, middle distance, long distance and marathon. Tutors select 2 non-contact athletics sports and create opportunities for practice and coaching while applying movement</i></p>	<p><i>how student teachers will use them to notate musical score for their teaching and learning in the classroom. NTS 2c &amp; 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 &amp; 5.</i></p> <p><b>LI:</b></p> <ol style="list-style-type: none"> <li><i>a. Mention at least four (4) Tools in Finale and explain their functions.</i></li> <li><i>b. Describe process of creating a new document in Finale, and how you will retrieve it the next time.</i></li> <li><i>c. Describe the functions of the following tools: Articulation Tool, Special Tools Tool and Page Layout Tool.</i></li> </ol> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b></p> <p><b>Lesson description:</b> <i>This lesson exposes student teachers to non-contact athletics sports including running sprints, middle distance, long distance and marathon. Tutors select 2 non-contact athletics sports and create opportunities for practice and coaching while applying movement principles and strategies to</i></p>	
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	<p><i>principles and strategies to develop core values and competencies, physical literacy, and address cross-cutting issues. This lesson will span over 3 periods for the two selected sports.</i></p> <p><b>Purpose:</b> <i>To let student teachers, know the content to be covered and how the content can provide opportunity for developing core values, physical literacy and core competencies through participation in non-contact <b>athletics sports</b>.</i></p> <p><b>LO:</b> <i>Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p><b>LI:</b></p> <ul style="list-style-type: none"> <li><i>a. Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></li> <li><i>b. Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i></li> </ul> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development</b></p>	<p><i>develop core values and competencies, physical literacy, and address cross-cutting issues. This lesson will span over 3 periods for the two selected sports.</i></p> <p><b>Purpose:</b> <i>To let student teachers, know the content to be covered and how the content can provide opportunity for developing core values, physical literacy and core competencies through participation in non-contact <b>athletics sports</b>.</i></p> <p><b>LO:</b> <i>Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p><b>LI:</b></p> <ul style="list-style-type: none"> <li><i>a. Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></li> <li><i>b. Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i></li> </ul> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development</b></p>	
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	<p><b>and Advocacy (PEMD-FPDA)</b></p> <p><b>Lesson description</b>  <i>This lesson is intended to engage student teachers in practical rehearse for PEMDFPDA activities as well as continue planning for PEMD-FPDA implementation. Additionally, student teachers are assigned roles as active participants as well organisers in the PEMD-FPDA preparation and implementation process.</i></p> <p><b>Purpose:</b>  <i>To provides student teachers opportunity to rehearse for PEMD-FPDA activities as well as continue planning for PEMD-FPDA implementation. Additionally, to encourage student teachers to assume roles as active participants as well organisers (especially important for development of core values/cross-cutting skills and core competences).</i></p> <p><b>LO:</b>  <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LI:</b>  <i>a. Demonstrates professional behaviour of the highest ethical</i></p>	<p><b>and Advocacy (PEMD-FPDA)</b></p> <p><b>Lesson description</b>  <i>This lesson is intended to engage student teachers in practical rehearse for PEMDFPDA activities as well as continue planning for PEMD-FPDA implementation. Additionally, student teachers are assigned roles as active participants as well organisers in the PEMD-FPDA preparation and implementation process.</i></p> <p><b>Purpose:</b>  <i>To provides student teachers opportunity to rehearse for PEMD-FPDA activities as well as continue planning for PEMD-FPDA implementation. Additionally, to encourage student teachers to assume roles as active participants as well organisers (especially important for development of core values/cross-cutting skills and core competences).</i></p> <p><b>LO:</b>  <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LI:</b>  <i>a. Demonstrates professional behaviour of the highest ethical</i></p>	
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	<p><i>and culturally relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime)</i></p> <p><i>b. Maintains professional relationships including respect of student teacher boundaries in and out of the school setting.</i></p> <p><i>c. Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p><b>1.4</b> Ask Tutors to identify and discuss in their course groups the distinctive aspects of lesson 4 and share with the larger group for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Formatting and Printing the Score in Finale</b>  <i>Demonstrating how <b>Lyrics, Text, Articulation</b> and <b>Expression</b> are added to notation in a score.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b>  <i>Using game adaptations to practise the core and transferrable skills, life</i></p>	<p><i>and culturally relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime)</i></p> <p><i>b. Maintains professional relationships including respect of student teacher boundaries in and out of the school setting.</i></p> <p><i>c. Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p><b>1.4</b> Identify and discuss in your course group the distinctive aspects of lesson 4 and share with the larger group for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Formatting and Printing the Score in Finale</b>  <i>Demonstrating how <b>Lyrics, Text, Articulation</b> and <b>Expression</b> are added to notation in a score.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b>  <i>Using game adaptations to practise the core and transferrable skills, life skills</i></p>	
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	<p><i>skills entrepreneurial skills or physical literacy skills embedded in the lesson content.</i></p> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><i>Updating on preparations toward PEMD festivals of professional development and advocacy and rehearsing and organizing activities and logistics for it.</i></p> <p><b>NB SL/HoD</b></p> <p><i>Remind Tutors to plan their lesson as they go through the PD session.</i></p>	<p><i>entrepreneurial skills or physical literacy skills embedded in the lesson content.</i></p> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><i>Updating on preparations toward PEMD festivals of professional development and advocacy and rehearsing and organizing activities and logistics for it.</i></p>	
<p>As this course is dealing with supporting and/ or assessing the Professional Teaching Portfolio Development and/ or Classroom Enquiry and Action Research Project Report writing, tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.</p>	<p><b>1.5</b> Lead tutors to discuss how they will guide student-teachers on the best ways of organizing and analyzing data to complete their classroom enquiry and action research (CEAR).</p> <p><b>E.g.</b></p> <p><b>Step 1.</b> <i>The researcher needs to transcribe interviews, scan material, type up notes, and sort or arrange the different types of data.</i></p> <p><b>Step 2.</b> <i>The researcher needs to read through the data gathered thoroughly to get a general sense of it and reflect on its overall meaning.</i></p>	<p><b>1.5</b> Discuss how you will guide student-teachers on the best ways of organizing and analyzing data to complete their classroom enquiry and action research (CEAR).</p> <p><b>E.g.</b></p> <p><b>Step 1.</b> <i>The researcher needs to transcribe interviews, scan material, type up notes, and sort or arrange the different types of data.</i></p> <p><b>Step 2.</b> <i>The researcher needs to reads through the data gathered thoroughly to get a general sense of it and reflect on its overall meaning.</i></p>	15 mins

	<p><b>Step 3.</b> The researcher should begin detailed coding and analysing.</p> <ol style="list-style-type: none"> <li>a. code based on previous literature and common sense.</li> <li>b. code what is surprising and unanticipated</li> <li>c. code for the unusual which may be of conceptual interest to readers.</li> </ol> <p>In case of using hand-coding, use highlighting colours, or cut and paste text segments onto cards. The researcher may also use a computer software package to help to code, organize and sort the information.</p> <p><b>Step 4.</b> Codes should be representative of the categories, topic, setting, or people that are part of the analysis.</p> <p><b>Step 5.</b> The researcher should decide how to represent the codes, themes, and descriptions in the narrative. The narrative will summarize the findings from the analysis. This could be a discussion that outlines the project chronologically, a detailed discussion of several themes (including sub-themes, specific illustrations, multiple perspectives from individuals, and quotations), or a discussion with interconnecting themes. Visuals, graphs, figures, or tables are also</p>	<p><b>Step 3.</b> The researcher should begin detailed coding and analysing.</p> <ol style="list-style-type: none"> <li>a. code based on previous literature and common sense.</li> <li>b. code what is surprising and unanticipated</li> <li>c. code for the unusual which may be of conceptual interest to readers.</li> </ol> <p>In case of using hand-coding, use highlighting colours, or cut and paste text segments onto cards. The researcher may also use a computer software package to help to code, organize and sort the information.</p> <p><b>Step 4.</b> Codes should be representative of the categories, topic, setting, or people that are part of the analysis.</p> <p><b>Step 5.</b> The researcher should decide how to represent the codes, themes, and descriptions in the narrative. The narrative will summarize the findings from the analysis. This could be a discussion that outlines the project chronologically, a detailed discussion of several themes (including sub-themes, specific illustrations, multiple perspectives from individuals, and quotations), or a discussion with interconnecting themes. Visuals, graphs, figures, or tables are also</p>	
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	<p><i>useful to support the discussion.</i></p> <p><b>Step 6.</b> <i>This step involves making an interpretation or deriving meaning from the data. Meaning might come from, but is not limited to, lessons learned from the data. Meaning can also be derived when comparing findings to the literature or theories from the literature review.</i></p>	<p><i>useful to support the discussion.</i></p> <p><b>Step 6.</b> <i>This step involves making an interpretation or deriving meaning from the data. Meaning might come from, but is not limited to, lessons learned from the data. Meaning can also be derived when comparing findings to the literature or theories from the literature review.</i></p>	
<p><i>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</i></p>	<p><b>1.6</b> Ask tutors in their course groups to discuss and share with the larger group how they will support student teachers to integrate <b>GESI</b> and <b>ICT</b> and address <b>Cross Cutting Issues (CCI)</b> in the delivery of their lessons as beginning teachers.</p> <p><b>E.g.</b> <b>GESI &amp; CCI:</b> Advice student teachers to:</p> <ul style="list-style-type: none"> <li><b>a.</b> <i>ensure equal opportunity is given to both females and males in asking and answering questions in class.</i></li> <li><b>b.</b> <i>ensure equal participation of both females and males during role play.</i></li> <li><b>c.</b> <i>pay attention to the composition of females and males during group work and assign females students to leadership roles.</i></li> </ul>	<p><b>1.6</b> In your course groups, discuss and share with the larger group how you will support student teachers to integrate <b>GESI</b> and <b>ICT</b> and address <b>Cross Cutting Issues (CCI)</b> in the delivery of their lessons as beginning teachers.</p> <p><b>E.g.</b> <b>GESI &amp; CCI:</b> Advice student teachers to:</p> <ul style="list-style-type: none"> <li><b>a.</b> <i>ensure equal opportunity is given to both females and males in asking and answering questions in class.</i></li> <li><b>b.</b> <i>ensure equal participation of females and males during role play.</i></li> <li><b>c.</b> <i>pay attention to the composition of females and males during group work and assign females students to leadership roles.</i></li> <li><b>d.</b> <i>be patient with females and males</i></li> </ul>	

	<p><i>d. be patient with females and males who may be timid, shy or afraid to speak in class.</i></p> <p><i>e. respect the cultural and religious orientation of learners.</i></p> <p><b>ICT</b></p> <p><i>a. <b>Camera:</b> this can be used to take pictures or videos during musical, drama or sporting activities in which the learners can create memories. They take pictures by using the screen/pin-hole to see the image and can press buttons to zoom in and out (as appropriate) and press another to snap the picture.</i></p> <p><i>b. <b>Computer:</b> The learners are able to do a variety of things with the computer. The learners may learn how to simply log on and off, how to use the internet to search audio-visual music and games.</i></p> <p><i>c. <b>Digital clock:</b> This can be used as ICT tool as the learners have to use buttons to set the clock to the correct time for</i></p>	<p><i>who may be timid, shy or afraid to speak in class.</i></p> <p><i>e. respect the cultural and religious orientation of learners.</i></p> <p><b>ICT</b></p> <p><i>a. <b>Camera:</b> this can be used to take pictures or videos during musical, drama or sporting activities in which the learners can create memories. They take pictures by using the screen/pin-hole to see the image and can press buttons to zoom in and out (as appropriate) and press another to snap the picture.</i></p> <p><i>b. <b>Computer:</b> The learners are able to do a variety of things with the computer. The learners may learn how to simply log on and off, how to use the internet to search audio-visual music and games.</i></p> <p><i>c. <b>Digital clock:</b> This can be used as ICT tool as the learners have to use buttons to set the clock to the correct time for sporting events</i></p>	
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	<p><i>sporting events (racing) and musical performances. It will also help the learners to read the time.</i></p>	<p><i>(racing) and musical performances. It will also help the learners to read the time.</i></p>	
<p><b>2 Concept Development (New learning likely to arise in lesson/s):</b></p> <p>➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<p><b>2.1</b> In their course groups, ask Tutors to outline and discuss new concepts in lesson 4.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Formatting and Printing the Score in Finale</b></p> <ol style="list-style-type: none"> <li><i>a. Simple and speedy entries</i></li> <li><i>b. The use of the advanced Finale Tools (i.e., Tools pallet) associated with <b>Formatting and Printing</b>.</i></li> <li><i>c. Adding Lyrics, Text, Articulation and Expression marks to a notation in a score.</i></li> <li><i>d. Data analysis and interpretation in CEAR.</i></li> </ol> <p><b>E.g.</b>  <b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b></p> <ol style="list-style-type: none"> <li><i>a. The connection between non-contact athletics sports and the core competences embedded in lesson</i></li> </ol>	<p><b>2.1</b> In your course group, outline and discuss new concepts in lesson 4.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Formatting and Printing the Score in Finale</b></p> <ol style="list-style-type: none"> <li><i>a. Simple and speedy entries</i></li> <li><i>b. The use of the advanced Finale Tools (i.e., Tools pallet) associated with <b>Formatting and Printing</b>.</i></li> <li><i>c. Adding Lyrics, Text, Articulation and Expression marks to a notation in a score</i></li> <li><i>d. Data analysis and interpretation in CEAR.</i></li> </ol> <p><b>E.g.</b>  <b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b></p> <ol style="list-style-type: none"> <li><i>a. The connection between non-contact athletics sports and the core competences embedded in lesson</i></li> </ol>	40 mins

	<p><i>4, core values, physical literacy, life skills and entrepreneurial skills.</i></p> <p><b>b.</b> <i>Data analysis and interpretation in CEAR.</i></p> <p><b>E.g.</b>  <b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><b>a.</b> <i>Reports of preparation towards PEMD festival of professional development and advocacy.</i></p> <p><b>b.</b> <i>Organization of logistics and rehearsal for PEMD festival of professional development and advocacy.</i></p> <p><b>c.</b> <i>Discussion on data analysis and interpretation in CEAR.</i></p> <p>2.3 Ask tutors to outline and discuss potential barriers to learning for student teachers in lesson 4 of their respective courses and share across groups for</p>	<p><i>4, core values, physical literacy, life skills and entrepreneurial skills.</i></p> <p><b>b.</b> <i>Data analysis and interpretation in CEAR.</i></p> <p><b>E.g.</b>  <b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><b>a.</b> <i>Reports of preparation towards PEMD festival of professional development and advocacy.</i></p> <p><b>b.</b> <i>Organization of logistics and rehearsal for PEMD festival of professional development and advocacy.</i></p> <p><b>c.</b> <i>Discussion on data analysis and interpretation in CEAR.</i></p> <p>2.3 In your course group, outline and discuss potential barriers to learning for student teachers in lesson 4 of your course and share across groups for</p>	
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	<p>clarification and feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Formatting and Printing the Score in Finale</b></p> <ol style="list-style-type: none"> <li><i>a. Lack of adequate computers and laptop for student teachers' practical lessons.</i></li> <li><i>b. Lack of printers for printing samples of student teachers' notated musical scores.</i></li> <li><i>c. Lack of stationaries for printing</i></li> <li><i>d. lack of appropriate software</i></li> <li><i>e. absence of brails and tactile for Students with SEN (visual and hearing impairment)</i></li> <li><i>f. Lack of sound amplifier for loud playback.</i></li> <li><i>g. Poor internet accessibility.</i></li> </ol> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b></p> <ol style="list-style-type: none"> <li><i>a. Limited interest and capacity to play sports.</i></li> <li><i>b. Lack of training to handle students with SEN.</i></li> </ol>	<p>clarification and feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Formatting and Printing the Score in Finale</b></p> <ol style="list-style-type: none"> <li><i>a. Lack of adequate computers and laptop for student teachers' practical lessons.</i></li> <li><i>b. Lack of printers for printing samples of student teachers' notated musical scores.</i></li> <li><i>c. Lack of stationaries for printing</i></li> <li><i>d. lack of appropriate software</i></li> <li><i>e. absence of brails and tactile for Students with SEN (visual and hearing impairment)</i></li> <li><i>f. Lack of sound amplifier for loud playback.</i></li> <li><i>g. Poor internet accessibility.</i></li> </ol> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b></p> <ol style="list-style-type: none"> <li><i>a. Limited interest and capacity to play sports.</i></li> <li><i>b. Lack of training to handle students with SEN.</i></li> </ol>	
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	<p><i>c. Lack of facilities and equipment for non-contact sports.</i></p> <p><i>d. Poor internet accessibility.</i></p> <p><b>E.g.</b>  <b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><i>a. Lack of interest in studying the subject combination.</i></p> <p><i>b. Lack of advocacy skills</i></p> <p><i>c. Influences of environmental policies.</i></p> <p><i>d. Cultural and religious orientation.</i></p> <p><i>e. Lack of exposure to performances and game/sport competitions.</i></p> <p>2.4 Ask Tutors in their course groupings to identify concepts or pedagogies they will adopt for the delivery of lesson 4 and share with the larger group for discussion.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Formatting and Printing the Score in Finale</b></p> <p><i>a. Panel, group and/or whole class analysis of documentaries.</i></p>	<p><i>c. Lack of facilities and equipment for non-contact sports.</i></p> <p><i>d. Poor internet accessibility.</i></p> <p><b>E.g.</b>  <b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><i>a. Lack of interest in studying the subject combination.</i></p> <p><i>b. Lack of advocacy skills</i></p> <p><i>c. Influences of environmental policies.</i></p> <p><i>d. Cultural and religious orientation.</i></p> <p><i>e. Lack of exposure to performances and game/sport competitions.</i></p> <p>2.4 In your course group, identify concepts or pedagogies you will adopt for the delivery of lesson 4 and share with the larger group for discussion.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Formatting and Printing the Score in Finale</b></p> <p><i>a. Panel, group or whole class analysis of documentaries.</i></p>	
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	<p><i>b. Class discussions and class presentations.</i></p> <p><i>c. Practical activities i.e., <b>Demonstration of Formatting and Printing of a score in Finale by the Tutor and student teachers.</b></i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b></p> <p><i>a. Class Discussion on non-contact sports and how practicing and coaching them enable individuals to develop core competencies, core values, physical literacy, life and entrepreneurial skills. Students pair-share their work and then refine them for class presentation.</i></p> <p><i>b. small group work</i></p> <p><i>c. Small Group Presentation</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><i>a. Small group report and presentations.</i></p> <p><i>b. Group rehearsal.</i></p>	<p><i>b. Class discussions and class presentations.</i></p> <p><i>c. Practical activities i.e., <b>Demonstration of Formatting and Printing of a score in Finale by the Tutor and student teachers.</b></i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b></p> <p><i>a. Class Discussion on non-contact sports and how practicing and coaching them enable individuals to develop core competencies, core values, physical literacy, life and entrepreneurial skills. Students pair-share their work and then refine them for class presentation.</i></p> <p><i>b. small group work</i></p> <p><i>c. Small Group Presentation</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><i>a. Small group report and presentations.</i></p> <p><i>b. Group rehearsal.</i></p>	
<b>3.Planning for teaching, learning</b>	<b>3.1.</b> Ask tutors to read and discuss the	<b>3.1</b> Read and discuss the teaching and learning	

<p><b>and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>➤ Reading and discussion of the teaching and learning activities</li> <li>➤ Noting, addressing, and explaining areas where tutors may require clarification</li> <li>➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum</li> <li>➤ Noting opportunities for integrating: GESI responsiveness and ICT</li> <li>➤ and 21<sup>st</sup> C skills</li> <li>➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD</li> <li>➤ Resources: links to the existing</li> </ul>	<p>teaching and learning activities suggested in their respective course manuals, link them to the basic school curriculum and share with the larger group for feedback and clarification.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Formatting and Printing the Score in Finale</b></p> <ul style="list-style-type: none"> <li><i>a. Class Discussion on Simple and Speedy Entries and the Advanced Tools of Finale associated with Formatting and Printing by referring to the Tools pallet.</i></li> <li><i>b. Discussion on how to add lyrics, texts, <b>articulation</b> and expressions marks in the score using finale.</i></li> <li><i>c. Group practicing demonstration on the scoring of the Schubert extract in SIMPLE or SPEEDY ENTRY (Refer to Schubert extract in lesson 4 of the course manual)</i></li> </ul> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b></p> <ul style="list-style-type: none"> <li><i>a. Group discussion on how to use game</i></li> </ul>	<p>activities suggested in your course manual, link them to the basic school curriculum and share with the larger group for feedback and clarification.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Formatting and Printing the Score in Finale</b></p> <ul style="list-style-type: none"> <li><i>a. Class Discussion on Simple and Speedy Entries and the Advanced Tools of Finale associated with Formatting and Printing by referring to the Tools pallet.</i></li> <li><i>b. Discussion on how to add lyrics, texts, articulation and expressions marks in the score using finale.</i></li> <li><i>c. Group practicing demonstration on the scoring of the Schubert extract in SIMPLE or SPEEDY ENTRY (Refer to Schubert extract in lesson 4 of the course manual)</i></li> </ul> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b></p> <ul style="list-style-type: none"> <li><i>c. Group discussion on how to use game</i></li> </ul>	
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<p>PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p>Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>adaptations to develop core competencies, core values, physical literacy, life skills and entrepreneurial skills.</i></p> <p><b>b. Whole-class-reflection.</b></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><b>a. Whole class discussion on report from groups</b></p> <p><b>b. groups planning and rehearsal</b></p> <p><b>c. Whole-class-reflection and assigning task for the next week.</b></p> <p><b>3.2</b> Ask Tutors to discuss and share with the larger group how they will integrate GESI and develop ICT skills in student teachers during the delivery of lesson 4.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Formatting and Printing the Score in Finale</b> <b>GESI:</b> <i>Mixed ability group demonstration on simple and speedy entry, advanced finale tools and adding lyrics, texts, articulation and</i></p>	<p><i>adaptations to develop core competencies, core values, physical literacy, life skills and entrepreneurial skills.</i></p> <p><b>d. Whole-class-reflection.</b></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><b>a. Whole class discussion on report from groups</b></p> <p><b>b. groups planning and rehearsal</b></p> <p><b>c. Whole-class-reflection and assigning task for the next week.</b></p> <p><b>3.2 .</b> Discuss and share with the larger group how you will integrate GESI and develop ICT skills in student teachers during the delivery of lesson 4.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Formatting and Printing the Score in Finale</b> <b>GESI:</b> <i>Mixed ability group demonstration on simple and speedy entry, advanced finale tools and adding lyrics, texts, articulation and expressions marks in a score.</i></p>	
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	<p><i>expressions marks in a score.</i></p> <p><b>ICT:</b> <i>Student teacher will acquire launching and inputting skills on the female software on the computer.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b></p> <p><b>GESI:</b></p> <p><i>a. Females and males are mixed in classroom seating arrangement for different tasks.</i></p> <p><i>b. Positioning learners in class based on their varies needs and abilities (Learners who need more support sit at the front).</i></p> <p><b>ICT:</b> <i>Use of laptop computers and projector for presentation.</i></p> <p><i>Use of mobile applications for notating musical scores</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p>	<p><b>ICT:</b> <i>Student teacher will acquire launching and inputting skills on the female software on the computer and mobile phone.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b></p> <p><b>GESI:</b></p> <p><i>a. Females and males are mixed in classroom seating arrangement for different tasks.</i></p> <p><i>b. Positioning learners in class based on their varies needs and abilities (Learners who need more support sit at the front).</i></p> <p><b>ICT:</b> <i>Use of laptop computers and projector for presentation.</i></p> <p><i>Use of mobile applications for notating musical scores</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p>	
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	<p><b>GESI:</b> <i>Ensure that group leaders, during presentations, cover all interest groups and abilities.</i></p> <p><i>Assigning leadership roles to both male and female learners</i></p> <p><b>ICT:</b> <i>Using a laptop computer and mobile phone to record and watch rehearsals and performances.</i></p> <p><b>3.3</b> Ask Tutors to discuss and share with the larger group how student teachers would develop the 21<sup>st</sup> C skills stipulated in lesson 4 of their respective course manual.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Formatting and Printing the Score in Finale</b> <i>Student teachers will acquire Assessment skills, social skills, communication skills, reflection and honesty, Critical thinking and problem solving, innovation and collaboration skills through group work and demonstrating the step-by-step knowledge in data analysis required for CEAR.</i></p>	<p><b>GESI:</b> <i>Ensure that group leaders, during presentations, cover all interest groups and abilities.</i></p> <p><i>Assigning leadership roles to both male and female learners</i></p> <p><b>ICT:</b> <i>Using a laptop computer and mobile phone to record and watch rehearsals and performances.</i></p> <p><b>3.3</b> Discuss and share with the larger group how student teachers would develop the 21<sup>st</sup> C skills stipulated in lesson 4 of your course manual.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Formatting and Printing the Score in Finale</b> <i>Student teachers will acquire Assessment skills, social skills, communication skills, reflection and honesty, Critical thinking and problem solving, innovation and collaboration skills through group work and demonstrating the step-by-step knowledge in data analysis required for CEAR.</i></p>	
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	<p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b></p> <p><i>Student teachers will acquire physical literacy, communication skills, leadership, self-discipline/responsibility, critical thinking and problem solving, innovation and collaboration skills in analyzing in groups the connections between practice and coaching of sports and the development of essential life skills and demonstrate the step-by-step knowledge in data analysis required for CEAR.</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><i>Student teachers will acquire advocacy and public speaking skills as they rehearse and perform. Moreover, they will gain reflection and honesty skills through group work and demonstrate the step-by-step knowledge in data analysis required for CEAR.</i></p>	<p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b></p> <p><i>Student teachers will acquire physical literacy, communication skills, leadership, self-discipline/responsibility, critical thinking and problem solving, innovation and collaboration skills in analyzing in groups the connections between practice and coaching of sports and the development of essential life skills and demonstrate the step-by-step knowledge in data analysis required for CEAR.</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><i>Student teachers will acquire advocacy and public speaking skills as they rehearse and perform. Moreover, they will gain reflection and honesty skills through group work and demonstrate the step-by-step knowledge in data analysis required for CEAR.</i></p>	
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	<p><b>3.4</b> Ask tutors to brainstorm the continuous assessment opportunities in lesson 4, and show how they will apply them in the delivery of the lesson.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Formatting and Printing the Score in Finale</b>  <i>a. Peer assessment</i>  <i>b. Reflection</i>  <i>c. Small Group Assignment</i>  <b>(E.g., Small Group Assignment)</b>  <i>Conduct research on the new topic to be studied next week— Formatting and Printing the Score in Finale by looking at the Help Section of the software or google search.</i></p> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <p><i>a. Peer assessment</i>  <i>b. Reflection-connection and application: Student teachers reflect on what they learned, connect what they learned to their personal circumstances or others, and how they intend to apply what they learned in the real world.</i>  <i>c. Small group assignment tasks</i></p>	<p><b>3.4</b> Brainstorm the continuous assessment opportunities in lesson 4, and show how you will apply them in the delivery of the lesson.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Formatting and Printing the Score in Finale</b>  <i>a. Peer assessment</i>  <i>b. Reflection</i>  <i>c. Small Group Assignment (E.g., Small Group Assignment)</i>  <i>Conduct research on the new topic to be studied next week— Formatting and Printing the Score in Finale by looking at the Help Section of the software or google search.</i></p> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <p><i>a. Peer assessment</i>  <i>b. Reflection-connection and application: Student teachers reflect on what they learned, connect what they learned to their personal circumstances or others, and how they intend to apply what they learned in the real world.</i>  <i>c. Small group assignment tasks</i></p>	
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	<p><i>d. Small group presentation tasks</i></p> <p><b>(E.g., Small group assignment tasks)</b>  <i>State and explain 5 attributes of life skills of the physical education teacher in the basic schools.</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><i>a. Reflection-connection and application.</i>  <i>b. Small group presentation tasks.</i></p> <p><b>(E.g., Small group presentation)</b>  <i>Small group presentation on key updates on preparation towards the PEMD festival of professional development and advocacy.</i></p> <p><b>3.5</b> Ask Tutors to identify and discuss the teaching and learning resources appropriate for the delivery of lesson 4 and share with the larger group for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Formatting and Printing the Score in Finale</b></p>	<p><i>d. Small group presentation tasks</i></p> <p><b>(E.g., Small group assignment tasks)</b>  <i>State and explain 5 attributes of life skills of the physical education teacher in the basic schools.</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><i>c. Reflection-connection and application.</i>  <i>d. Small group presentation tasks.</i></p> <p><b>(E.g., Small group presentation)</b>  <i>Small group presentation on key updates on preparation towards the PEMD festival of professional development and advocacy.</i></p> <p><b>3.5</b> Identify and discuss the teaching and learning resources appropriate for the delivery of lesson 4 and share with the larger group for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Formatting and Printing the Score in Finale</b></p>	
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	<p><b>a.</b> Computers (Laptops or PCs) that has Finale Software installed.</p> <p><b>b.</b> LCD Projector and Screen</p> <p><b>c.</b> Printers</p> <p><b>d.</b> Sample Schubert extract</p> <p><b>e.</b> Printers</p> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <p><b>a.</b> A sample self-journal</p> <p><b>b.</b> Equipment and facilities for game adaptation</p> <p><b>c.</b> Computers (Laptops or PCs) and Projector</p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><b>a.</b> Equipment and facilities (community parks, recreation centers, musical instruments, costumes, public address system etc.)</p> <p><b>b.</b> Computers (Laptops or PCs) and Projector.</p> <p><b>c.</b> Internet accessibility.</p> <p><b>NB</b> <b>SL/HOD</b> Ensure Tutors have a plan for the delivery of lesson 4.</p>	<p><b>a.</b> Computers (Laptops or PCs) that has Finale Software installed.</p> <p><b>b.</b> LCD Projector and Screen</p> <p><b>c.</b> Printers</p> <p><b>d.</b> Sample Schubert extract</p> <p><b>e.</b> Printers</p> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <p><b>a.</b> A sample self-journal</p> <p><b>b.</b> Equipment and facilities for game adaptation</p> <p><b>c.</b> Computers (Laptops or PCs) and Projector</p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><b>a.</b> Equipment and facilities (community parks, recreation centers, musical instruments, costumes, public address system etc.)</p> <p><b>b.</b> Computers (Laptops or PCs) and Projector.</p> <p><b>c.</b> Internet accessibility.</p>	
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<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>➤ Tutors should Identify critical friends to observe lessons and report at next session</li> <li>➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p><b>4.1</b> Ask Tutors to identify any outstanding issues for clarification or redress.</p> <p><b>4.2</b> Ask a tutor from each course group to recap the activities of the session.</p> <p><b>NB: SL/HOD</b> <i>Remind Tutors to select a critical friend to observe their lessons for feedback.</i></p> <p><i>Remind Tutors to read lesson 5 from their course manuals for the next PD session.</i></p> <p><i>Remind tutors to contact the PD writers for assistance/support and further clarification.</i></p>	<p><b>4.1.</b> Identify any outstanding issues for clarification or redress.</p> <p><b>4.2</b> Recap the activities of this session.</p> <p><b>NB:</b> <i>select a critical friend to observe your lesson for feedback.</i></p> <p><i>Remind Tutors to read lesson 5 from their course manuals for the next PD session.</i></p> <p><i>For further clarification, contact the PD writers for assistance/Support.</i></p>	<p>15 mins</p>
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<b>Age Levels/s:</b> <b>JHS Education</b>	<b>Name of Subject/s:</b> 1. Advanced Music Technology 2. Practice and Coaching Full & Non- Contact Sports 3. Professional Development and Advocacy in PES -M D
<b>Lesson Title:</b> 1. Setting up a Project Studio 2. Application of movement concepts, principles, and strategies in performing and coaching limited-contact <b>individual and target sports (NOTE: This is lesson 1 of 2).</b> 3. Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II	

**Tutor PD Session for Lesson 5 in the Course Manual**

<b>Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.</b>	<b>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>
<p><b>1 Introduction to the session</b></p> <ul style="list-style-type: none"> <li>➤ Review prior learning</li> <li>➤ A critical friend to share findings for a short discussion and lessons learned</li> <li>➤ Reading and discussion of the introductory sections of the lesson up to and including learning</li> </ul>	<p>Start the PD Session with an ice-breaker. E.g., <b><i>What's the best piece of advice you' have ever been given?</i></b> <i>You may Pre-inform a Tutor to do the narration.</i></p> <p>1.1 Ask Tutors to discuss with their elbow partner what lessons they learnt from PD session 4.</p> <p>1.1.2 Ask tutors to share with the larger</p>	<p>Start the PD Session with an ice-breaker. E.g., <b><i>What's the best piece of advice you have ever been given?</i></b></p> <p>1.1 Discuss with your elbow partner what lessons you learnt from PD session 4.</p> <p>1.1.2 Share with the larger group what</p>

<p>outcomes and indicators</p> <p>➤ Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>group what their friends shared with them.</p> <p><b>1.2</b> Ask course Tutors with their critical friends to share their experiences and observations from the delivery of lesson 4 with the larger group for discussion.</p> <p><b>1.3</b> Put Tutors into their respective course groups to read the lesson description, LOs and LIs of lesson 5 from their respective course manuals to have a general overview of the lesson.</p> <p><b>E.g.</b>  <b>Music: Setting up a Project Studio.</b>  <b>Description:</b>  <i>The lesson focuses on explaining what a project studio is and introduces students’ teachers to the hardware and software programmes required for a project studio setup. In addition, the lesson will discuss the functions of the items for a project studio setup and describe the processes and connections involved in setting up a project studio. Moreover, the lesson will also be guiding student teachers to install DAW’s, VST’s and sound drivers on a computer.</i></p>	<p>your friends shared with you.</p> <p><b>1.2</b> With your critical friend, share your experiences and observations from the delivery of lesson 4 with the larger group for discussion.</p> <p><b>1.3</b> Sit in your course group and read the lesson description, LOs and LIs of lesson 5 from your course manual to have a general overview of the lesson.</p> <p><b>E.g.</b>  <b>Music: Setting up a Project Studio.</b>  <b>Description:</b>  <i>The lesson focuses on explaining what a project studio is and introduces students’ teachers to the hardware and software programmes required for a project studio setup. In addition, the lesson will discuss the functions of the items for a project studio setup and describe the processes and connections involved in setting up a project studio. Moreover, the lesson will also be guiding student teachers to install DAW’s, VST’s and sound drivers on a computer.</i></p>
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	<p><b>LO:</b> <i>Demonstrate a comprehensive knowledge in defining what a project studio is and identify the hardware and software programmes needed for a project studio setup.</i></p> <p><b>LI:</b></p> <ol style="list-style-type: none"> <li><i>i. Explain what a project studio is.</i></li> <li><i>ii. Mention at least four hardware items needed for a project studio setup.</i></li> <li><i>iii. Mention two software programmes needed for a project studio setup CLO</i></li> <li><i>iv. What is an audio interface?</i></li> </ol> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b> <b>Description:</b> <i>This lesson exposes student teachers to non-contact individual/target sports disciplines including local archery and golf. Tutors select 1non-contact individual/target sports and create opportunities for practice and coaching while applying movement principles and strategies to develop core values and</i></p>	<p><b>LO:</b> <i>Demonstrate a comprehensive knowledge in defining what a project studio is and identify the hardware and software programmes needed for a project studio setup.</i></p> <p><b>LI:</b></p> <ol style="list-style-type: none"> <li><i>i. Explain what a project studio is.</i></li> <li><i>ii. Mention at least four hardware items needed for a project studio setup.</i></li> <li><i>iii. Mention two software programmes needed for a project studio setup CLO</i></li> <li><i>iv. What is an audio interface?</i></li> </ol> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b> <b>Description:</b> <i>This lesson exposes student teachers to non-contact individual/target sports disciplines including local archery and golf. Tutors select 1non-contact individual/target sports and create opportunities for practice and coaching while applying movement principles and strategies to develop core values and competencies, physical</i></p>
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	<p><i>competencies, physical literacy, and address cross-cutting issues. This lesson will span over 4 periods for the two selected sports.</i></p> <p><b>LO:</b> <i>Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p><b>LI:</b></p> <ul style="list-style-type: none"> <li><i>i. Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></li> <li><i>ii. Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i></li> </ul> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II.</b> <b>Description:</b> <i>This is the second rehearsal and planning lesson intended to engage student teachers in practise and planning for PEMD-FPDA implementation. Student teachers practise their assigned roles as active participants as well organisers for the PEMD-</i></p>	<p><i>literacy, and address cross-cutting issues. This lesson will span over 4 periods for the two selected sports.</i></p> <p><b>LO:</b> <i>Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p><b>LI:</b></p> <ul style="list-style-type: none"> <li><i>i. Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></li> <li><i>ii. Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i></li> </ul> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II.</b> <b>Description:</b> <i>This is the second rehearsal and planning lesson intended to engage student teachers in practise and planning for PEMD-FPDA implementation. Student teachers practise their assigned roles as active participants as well organisers for the PEMD-</i></p>
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	<p><i>FPDA preparation and implementation process.</i></p> <p><b>LO:</b> <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LI:</b></p> <ul style="list-style-type: none"> <li><i>i. Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime)</i></li> <li><i>ii. Maintains professional relationships including respect of student teacher boundaries in and out of the school setting</i></li> <li><i>iii. Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></li> </ul> <p><b>1.4</b> Ask Tutors to identify and discuss important and distinctive aspects of lesson 5 from their respective course manuals.</p> <p><b>E.g.</b> <b>Music: Setting up a Project Studio.</b></p>	<p><i>FPDA preparation and implementation process.</i></p> <p><b>LO:</b> <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LI:</b></p> <ul style="list-style-type: none"> <li><i>i. Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime)</i></li> <li><i>ii. Maintains professional relationships including respect of student teacher boundaries in and out of the school setting</i></li> <li><i>iii. Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners</i></li> </ul> <p><b>1.4</b> Identify and discuss important and distinctive aspects of lesson 5 from your course manual.</p> <p><b>E.g.</b> <b>Music: Setting up a Project Studio.</b></p>
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	<p><i>Discussing studio project and the functions of the items in it.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b>  <i>Elaborating and expanding on the analysis of the connection between</i></p> <ul style="list-style-type: none"> <li><i>i. core competences,</i></li> <li><i>ii. core values,</i></li> <li><i>iii. physical literacy,</i></li> <li><i>iv. life skills and</i></li> <li><i>v. entrepreneurial skills.</i></li> </ul> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II.</b>  <i>Rehearsing and arranging/organising activities and logistics for the PEMD-FPDA</i></p> <p><b>1.5</b> In their course groups, ask Tutors to outline possible barriers to the delivery of this 5<sup>th</sup> lessons.</p> <p><b>E.g. Music: Setting up a Project Studio.</b></p> <ul style="list-style-type: none"> <li><i>i. lack of computers</i></li> <li><i>ii. lack of Headphones</i></li> <li><i>iii. lack of MIDI Keyboards</i></li> </ul>	<p><i>Discussing studio project and the functions of the items in it.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b>  <i>Elaborating and expanding on the analysis of the connection between</i></p> <ul style="list-style-type: none"> <li><i>i. core competences,</i></li> <li><i>ii. core values,</i></li> <li><i>iii. physical literacy,</i></li> <li><i>iv. life skills and</i></li> <li><i>v. entrepreneurial skills.</i></li> </ul> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II.</b>  <i>Rehearsing and arranging/organising activities and logistics for the PEMD-FPDA</i></p> <p><b>1.5</b> Outline possible barriers to the delivery of this 5th lessons.</p> <p><b>E.g. Music: Setting up a Project Studio.</b></p> <ul style="list-style-type: none"> <li><i>i. lack of computers</i></li> <li><i>ii. lack of Headphones</i></li> <li><i>iii. lack of MIDI Keyboards</i></li> </ul>
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	<p>iv. <i>lack of Digital audio workstations</i></p> <p>v. <i>lack of Virtual Studio Technologies Students with SEN; Playback equipment Mirror Room and internet accessibility.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b></p> <p>i. <i>Class Size</i></p> <p>ii. <i>Students with SEN</i></p> <p>iii. <i>Playback equipment</i></p> <p>iv. <i>internet accessibility.</i></p> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II.</b></p> <p>i. <i>Class Size</i></p> <p>ii. <i>Students with SEN</i></p> <p>iii. <i>Playback equipment</i></p> <p>iv. <i>internet accessibility.</i></p>	<p>iv. <i>lack of Digital audio workstations</i></p> <p>v. <i>lack of Virtual Studio Technologies Students with SEN; Playback equipment Mirror Room and internet accessibility.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b></p> <p>v. <i>Class Size</i></p> <p>vi. <i>Students with SEN</i></p> <p>vii. <i>Playback equipment</i></p> <p>viii. <i>internet accessibility.</i></p> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II.</b></p> <p>v. <i>Class Size</i></p> <p>vi. <i>Students with SEN</i></p> <p>vii. <i>Playback equipment</i></p> <p>viii. <i>internet accessibility.</i></p>
<p><b>As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development and/or Classroom Enquiry and Action Research Project</b></p>	<p><b>1.6</b> Ask Tutors to discuss how they will orient student teachers on how to relate with members of the communities they will be practicing in as beginning teachers and share their ideas with the larger group.</p>	<p><b>1.6</b> Discuss how you will orient student teachers on how to relate with members of the communities they will be practicing in as beginning teachers and share your ideas with the larger group.</p>

<p><b>Report writing. Tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.</b></p>	<p><b>E.g.</b></p> <p><b>a.</b> <i>Encourage student teachers to always make the chiefs, opinion leaders, assembly members, religious leaders etc their first point of call anytime they enter into any community in their professional career.</i></p> <p><b>b.</b> <i>Remind student teachers to note their roles as agents of change in the school, community and country.</i></p> <p><b>c.</b> <i>Encourage student teachers to engage positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice. NTS 1e.</i></p> <p><b>d.</b> <i>Advice student teachers to be good examples in the communities they find themselves because learners learn lesson, shape their lives and gain inspirations from the attitudes of teachers.</i></p> <p><b>e.</b> <i>Encourage student teachers to use resource persons in their teaching communities to support</i></p>	<p><b>E.g.</b></p> <p><b>a.</b> <i>Encourage student teachers to always make the chiefs, opinion leaders, assembly members, religious leaders etc their first point of call anytime they enter into any community in their professional career.</i></p> <p><b>b.</b> <i>Remind student teachers to note their roles as agents of change in the school, community and country.</i></p> <p><b>c.</b> <i>Encourage student teachers to engage positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice. NTS 1e.</i></p> <p><b>d.</b> <i>Advice student teachers to be good examples in the communities they find themselves because learners learn lesson, shape their lives and gain inspirations from the attitudes of teachers.</i></p> <p><b>e.</b> <i>Encourage student teachers to use resource persons in their teaching communities to support the teaching and</i></p>
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	<p><i>the teaching and learning as these personnel serve as point of contact to obtain extra information and skills pertaining specific concept or task.</i></p>	<p><i>learning as these personnel serve as point of contact to obtain extra information and skills pertaining specific concept or task.</i></p>
<p><b><i>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</i></b></p>	<p><b>1.7</b> Ask Tutors to discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc.</p> <p><b>a.</b> <i>Teach respect for difference in class.</i></p> <p><b>b.</b> <i>Use gender neutral languages where/when appropriate, i.e., you can alter the language within your lessons to help expand learners' perspectives beyond gender stereotype. E.g., you can challenge learners' expectation by including a female drummer or female sound engineer or female organist a male African dancer or male secretary or nurse and other professions associated with a particular gender in your lesson.</i></p> <p><b>c.</b> <i>Let learners sit or Group learners intentionally by creating dynamic seating arrangement or</i></p>	<p><b>1.7</b> Discuss and provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc.</p> <p><b>a.</b> <i>Teach respect for difference in class.</i></p> <p><b>b.</b> <i>Use gender neutral languages where/when appropriate, i.e., you can alter the language within your lessons to help expand learners' perspectives beyond gender stereotype. E.g., you can challenge learners' expectation by including a female drummer or female sound engineer or female organist a male African dancer or male secretary or nurse and other professions associated with a particular gender in your lesson.</i></p> <p><b>c.</b> <i>Let learners sit or Group learners intentionally by creating dynamic seating arrangement or grouping for male and female.</i></p>

	<p><i>grouping for male and female.</i></p> <p><b>d.</b> <i>Use ICT tools, strategies and resources such as TV, public address system, computer, laptop, music combo, mobile phones etc. to support the teaching and learning in PEMD.</i></p> <p><b>e.</b> <i>Use group work approach to help learners develop social, collaboration, communication and critical thinking skills.</i></p>	<p><b>d.</b> <i>Use ICT tools, strategies and resources such as TV, public address system, computer, laptop, music combo, mobile phones etc. to support the teaching and learning in PEMD.</i></p> <p><b>e.</b> <i>Use group work approach to help learners develop social, collaboration, communication and critical thinking skills.</i></p>
<p><b>2 Concept Development (New learning likely to arise in lesson/s) :</b></p> <p>➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the</p>	<p>2.1. Ask tutors to read and identify new concepts in lesson 5 from their respective course manuals and share with the larger group for discussion.</p> <p><b>E.g.</b>  <b>Music: Setting up a Project Studio.</b>  <i>ITEMS required to setup a project studio and their Functions.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b>  <i>Analysis of the connection between</i></p>	<p>2.1 Read and identify new concepts in lesson 5 from your course manual and share with the larger group for discussion.</p> <p><b>E.g.</b>  <b>Music: Setting up a Project Studio.</b>  <i>ITEMS required to setup a project studio and their Functions.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b>  <i>Analysis of the connection between</i>  <b>a.</b> <i>core competences,</i></p>

<p>issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<ul style="list-style-type: none"> <li><i>a. core competences,</i></li> <li><i>b. core values,</i></li> <li><i>c. physical literacy,</i></li> <li><i>d. life skills and</i></li> <li><i>e. entrepreneurial skills.</i></li> </ul> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II.</b>  <i>Group rehearsal and arrangement/organisation of activities and logistics for the PEMD-FPDA.</i></p> <p>2.2. Asks tutors to outline potential barriers to learning for student teachers during the delivery of lesson 5 per their respective course manuals and share with the larger group for feedback.</p> <p><b>E.g. Music: Setting up a Project Studio.</b></p> <ul style="list-style-type: none"> <li><i>a. Lack of computers</i></li> <li><i>b. Lack of Headphones</i></li> <li><i>c. Lack of MIDI Keyboards</i></li> <li><i>d. Lack of Digital audio workstations</i></li> <li><i>e. Lack of Virtual Studio Technologies</i></li> <li><i>f. Lack of braille for Students with SEN</i></li> <li><i>g. Lack of Playback equipment</i></li> <li><i>h. Lack of Mirror Room for rehearsals of dance and traditional games</i></li> </ul>	<ul style="list-style-type: none"> <li><i>b. core values,</i></li> <li><i>c. physical literacy,</i></li> <li><i>d. life skills and</i></li> <li><i>e. entrepreneurial skills.</i></li> </ul> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II.</b>  <i>Group rehearsal and arrangement/organisation of activities and logistics for the PEMD-FPDA.</i></p> <p>2.2. Outline potential barriers to learning for student teachers during the delivery of lesson 5 per your course manual and share with the larger group for feedback</p> <p><b>E.g. Music: Setting up a Project Studio.</b></p> <ul style="list-style-type: none"> <li><i>a. Lack of computers</i></li> <li><i>b. Lack of Headphones</i></li> <li><i>c. Lack of MIDI Keyboards</i></li> <li><i>d. Lack of Digital audio workstations</i></li> <li><i>e. Lack of Virtual Studio Technologies</i></li> <li><i>f. Lack of braille for Students with SEN</i></li> <li><i>g. Lack of Playback equipment</i></li> <li><i>h. Lack of Mirror Room for rehearsals of dance and traditional games.</i></li> <li><i>i. Lack of or poor internet accessibility.</i></li> </ul>
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	<p><i>i. Lack of or poor internet accessibility.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b></p> <ul style="list-style-type: none"> <li><i>a. Class Size</i></li> <li><i>b. Lack of key equipment</i></li> <li><i>c. Students with SEN</i></li> <li><i>d. Internet accessibility.</i></li> </ul> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II.</b></p> <ul style="list-style-type: none"> <li><i>a. Lack of exposure to and opportunities to participate in Traditional genres and musical games.</i></li> <li><i>b. Cultural and religious restrictions in participating in some music, dance and games.</i></li> </ul> <p>2.3 In their course groupings, ask Tutors to identify and discuss concepts or pedagogies being introduced in the lesson which need to be explored for discussion and clarification.</p>	<p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b></p> <ul style="list-style-type: none"> <li><i>a. Class Size</i></li> <li><i>b. Lack of key equipment</i></li> <li><i>c. Students with SEN</i></li> <li><i>d. Internet accessibility.</i></li> </ul> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II.</b></p> <ul style="list-style-type: none"> <li><i>a. Lack of exposure to and opportunities to participate in Traditional genres and musical games.</i></li> <li><i>b. Cultural and religious restrictions in participating in some music, dance and games.</i></li> </ul> <p>2.3 In your group, identify and discuss concepts or pedagogies being introduced in the lesson which need to be explored for discussion and clarification.</p>
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	<p><b>E.g.</b>  <b>Music: Setting up a Project Studio.</b></p> <ol style="list-style-type: none"> <li><i>a. Group discussion on project studio.</i></li> <li><i>b. Class discussion on the items required for a project studio.</i></li> <li><i>c. Demonstration of project studio items setup and connections.</i></li> <li><b>d. Software installations:</b>  <i>guiding students to install DAW's, VST's and sound drivers.</i></li> <li><i>e. Hands-on practice of project studio setup and connections.</i></li> </ol> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b></p> <ol style="list-style-type: none"> <li><i>a. Class Discussion</i></li> <li><i>b. Small Discussion</i></li> <li><i>c. Group Presentation</i></li> </ol> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II.</b></p> <ol style="list-style-type: none"> <li><i>a. Class Discussion</i></li> <li><i>b. Small Discussion</i></li> <li><i>c. Group Presentation</i></li> </ol>	<p><b>E.g.</b>  <b>Music: Setting up a Project Studio.</b></p> <ol style="list-style-type: none"> <li><i>a. Group discussion on project studio.</i></li> <li><i>b. Class discussion on the items required for a project studio.</i></li> <li><i>c. Demonstration of project studio items setup and connections.</i></li> <li><b>d. Software installations:</b>  <i>guiding students to install DAW's, VST's and sound drivers.</i></li> <li><i>e. Hands-on practice of project studio setup and connections.</i></li> </ol> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b></p> <ol style="list-style-type: none"> <li><i>a. Class Discussion</i></li> <li><i>b. Small Discussion</i></li> <li><i>c. Group Presentation</i></li> </ol> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II.</b></p> <ol style="list-style-type: none"> <li><i>a. Class Discussion</i></li> <li><i>b. Small Discussion</i></li> <li><i>c. Group Presentation</i></li> </ol>
<p><b>3.Planning for teaching, learning and assessment</b></p>	<p><b>3.1.</b> In their course groups ask Tutors to read, discuss and share the teaching and</p>	<p><b>3.4</b> In your course groups read, discuss and share the teaching and learning activities per</p>

<p><b>activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>➤ Reading and discussion of the teaching and learning activities</li> <li>➤ Noting, addressing, and explaining areas where tutors may require clarification</li> <li>➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum</li> <li>➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning , subject specific examples should be provided for SL/HoD</li> <li>➤ Resources: links to the existing PD Themes, for example, action research, questioning and to</li> </ul>	<p>learning activities per their course manuals, link them to the basic school curriculum and identify areas that need clarification for discussion and feedback.</p> <p><b>E.g.</b>  <b>Music: Setting up a Project Studio.</b>  <i>Class Discussion on what a project studio is and the functions of the items in a project studio.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b></p> <p><i>Elaborating and expanding on the analysis of the connection between</i></p> <ol style="list-style-type: none"> <li>a. core competences,</li> <li>b. core values,</li> <li>c. physical literacy,</li> <li>d. life skills and</li> <li>e. entrepreneurial skills.</li> </ol> <p><i>And identification of additional game adaptations for practising the skills earlier mentioned.</i></p> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II.</b></p>	<p>your course manual, link them to the basic school curriculum and identify areas that need clarification for discussion and feedback.</p> <p><b>E.g.</b>  <b>Music: Setting up a Project Studio.</b>  <i>Class Discussion on what a project studio is and the functions of the items in a project studio.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b></p> <p><i>Elaborating and expanding on the analysis of the connection between</i></p> <ol style="list-style-type: none"> <li>4 core competences,</li> <li>5 core values,</li> <li>6 physical literacy,</li> <li>7 life skills and</li> <li>8 entrepreneurial skills.</li> </ol> <p><i>And identification of additional game adaptations for practising the skills earlier mentioned.</i></p> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II.</b></p>
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<p>other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>Rehearsal and arrangement/organisation of activities and logistics for the PEMD-FPDA</i></p> <p><b>3.2</b> Ask Tutors to suggest how they will integrate ICT and GESI responsiveness and develop the 21<sup>st</sup> century skills in student teachers during the delivery of lesson 5.</p> <p><b>E.g.</b> <b>Music: Setting up a Project Studio.</b></p> <p><b>i.</b> Use ICT tools such as</p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Computer</i></li> <li><b>b.</b> <i>Headphones</i></li> <li><b>c.</b> <i>Studio monitors</i></li> <li><b>d.</b> <i>Microphones</i></li> <li><b>e.</b> <i>Digital audio workstation</i></li> <li><b>f.</b> <i>XLR cable to connect a microphone to an audio interface</i></li> <li><b>g.</b> <i>Pot filter etc</i></li> </ul> <p><b>ii.</b> <i>All student teachers should be given equal opportunity in setting up the studio and fixing of electrical gadgets. (GESI)</i></p> <p><b>iii.</b> <i>Development of assessment skills, social skills, communication skills, reflection and honesty, critical thinking and problem solving, innovation and collaboration through the involvement in group work, group</i></p>	<p><i>Rehearsal and arrangement/organisation of activities and logistics for the PEMD-FPDA</i></p> <p><b>3.2</b> Suggest how you will integrate ICT and GESI responsiveness and develop the 21<sup>st</sup> century skills in student teachers during the delivery of lesson 5.</p> <p><b>E.g.</b> <b>Music: Setting up a Project Studio.</b></p> <p><b>i.</b> Use ICT tools such as</p> <ul style="list-style-type: none"> <li><b>a.</b> <i>computer</i></li> <li><b>b.</b> <i>Headphones</i></li> <li><b>c.</b> <i>Studio monitors</i></li> <li><b>d.</b> <i>Microphones</i></li> <li><b>e.</b> <i>Digital audio workstation</i></li> <li><b>f.</b> <i>XLR cable to connect a microphone to an audio interface</i></li> <li><b>g.</b> <i>Pot filter etc</i></li> </ul> <p><b>ii.</b> <i>All student teachers should be given equal opportunity in setting up the studio and fixing of electrical gadgets. (GESI)</i></p> <p><b>iii.</b> <i>Development of assessment skills, social skills, communication skills, reflection and honesty, critical thinking and problem solving, innovation and collaboration through the involvement in group work, group discussion, group</i></p>
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	<p><i>discussion, group presentation and peer assessment.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b></p> <p><i>i. Use of lap top and projector for presentation and the use of mobile phones for surfing information online. (ICT)</i></p> <p><i>ii. Involvement of males in female dominated limited contact games and vice versa. (GESI)</i></p> <p><i>iii. Development of physical literacy, life skills, communication skills, leadership, self-discipline/responsibility, critical thinking and problem solving, innovation and collaboration through playing limited contact games, group discussion and group presentation.</i></p> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of</b></p>	<p><i>presentation and peer assessment.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b></p> <p><i>i. Use of lap top and projector for presentation and the use of mobile phones for surfing information online. (ICT)</i></p> <p><i>ii. Involvement of males in female dominated limited contact games and vice versa. (GESI)</i></p> <p><i>iii. Development of physical literacy, life skills, communication skills, leadership, self-discipline/responsibility, critical thinking and problem solving, innovation and collaboration through playing limited contact games, group discussion and group presentation.</i></p> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of</b></p>
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	<p><b>Professional Development and Advocacy (PEMD-FPDA) II.</b></p> <ul style="list-style-type: none"> <li><i>i. Acquisition of basic ICT skills through searching for videos on YouTube, use of projector for group presentations, computer, mobile phone and music combo usage etc. (ICT)</i></li> <li><i>ii. Ensuring mixed ability grouping with attention to gender roles and stereotyping during rehearsal and organisation of items for performance. (GESI)</i></li> <li><i>iii. Acquisition of physical literacy, Life skills, Communication skills, Leadership, self-discipline/responsibility, Critical thinking and problem solving, innovation and collaboration through group performance, subject project work, presentations etc.</i></li> </ul> <p><b>3.3</b> Ask Tutors in their small groups to read the assessment</p>	<p><b>Professional Development and Advocacy (PEMD-FPDA) II.</b></p> <ul style="list-style-type: none"> <li><i>i. Acquisition of basic ICT skills through searching for videos on YouTube, use of projector for group presentations, computer, mobile phone and music combo usage etc. (ICT)</i></li> <li><i>ii. Ensuring mixed ability grouping with attention to gender roles and stereotyping during rehearsal and organisation of items for performance. (GESI)</i></li> <li><i>iii. Acquisition of physical literacy, Life skills, Communication skills, Leadership, self-discipline/responsibility, Critical thinking and problem solving, innovation and collaboration through group performance, subject project work, presentations etc.</i></li> </ul> <p><b>3.3</b> In your group, read the assessment opportunities in lesson 5 from your</p>
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	<p>opportunities in lesson 5 from their respective course manuals and discuss their alignment with the NTEAP (as appropriate).</p> <p><b>E.g.</b>  <b>Music: Setting up a Project Studio.</b></p> <ul style="list-style-type: none"> <li><b>i.</b> Reflection</li> <li><b>ii.</b> Small Group Assignment</li> <li><b>iii.</b> Independent assignment</li> </ul> <p><b>(E.g., Independent assignment)</b></p> <ul style="list-style-type: none"> <li><b>a.</b> Mention at least four hardware items needed for a project studio setup.</li> <li><b>b.</b> Mention two software programmes needed for a project studio setup</li> <li><b>c.</b> What is an audio interface?</li> <li><b>d.</b> Describe the function of four hardware items in a project studio setup.</li> <li><b>e.</b> Describe the function of two software programmes required for a project studio setup.</li> </ul>	<p>course manual and discuss their alignment with the NTEAP (as appropriate).</p> <p><b>E.g.</b>  <b>Music: Setting up a Project Studio.</b></p> <ul style="list-style-type: none"> <li><b>i.</b> Reflection</li> <li><b>ii.</b> Small Group Assignment</li> <li><b>iii.</b> Independent assignment</li> </ul> <p><b>(E.g., Independent assignment)</b></p> <ul style="list-style-type: none"> <li><b>a.</b> Mention at least four hardware items needed for a project studio setup.</li> <li><b>b.</b> Mention two software programmes needed for a project studio setup</li> <li><b>c.</b> What is an audio interface?</li> <li><b>d.</b> Describe the function of four hardware items in a project studio setup.</li> <li><b>e.</b> Describe the function of two software programmes required for a project studio setup.</li> </ul>
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	<p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b></p> <ul style="list-style-type: none"> <li><i>i. Reflection-connection and application- Student teachers reflect on what they learned connect what they learned to their personal circumstances or others, and how they intend to apply what they learned in the real world.</i></li> <li><i>ii. Small group assignment tasks</i></li> <li><i>iii. Small group presentation tasks</i></li> </ul> <p><b>(E.g., Small group assignment tasks)</b>  <i>Explain how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i></p> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II.</b></p> <ul style="list-style-type: none"> <li><i>i. Reflection-connection and application.</i></li> <li><i>ii. Small group assignment tasks</i></li> <li><i>iii. Small group presentation tasks</i></li> </ul>	<p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b></p> <ul style="list-style-type: none"> <li><i>i. Reflection-connection and application- Student teachers reflect on what they learned connect what they learned to their personal circumstances or others, and how they intend to apply what they learned in the real world.</i></li> <li><i>ii. Small group assignment tasks</i></li> <li><i>iii. Small group presentation tasks</i></li> </ul> <p><b>(E.g., Small group assignment tasks)</b>  <i>Explain how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i></p> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II.</b></p> <ul style="list-style-type: none"> <li><i>i. Reflection-connection and application.</i></li> <li><i>ii. Small group assignment tasks</i></li> <li><i>iii. Small group presentation tasks</i></li> </ul>
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	<p><b>(E.g., Small group assignment tasks)</b>  <i>Identify 3 advocacy strategies and show how they can be employed in the culminating festival and beyond.</i></p> <p><b>NB: LS/HOD</b>  <i>Prompt Tutors to remind student teachers to submit their subject project and subject portfolio on the last day (Friday) of the 5<sup>th</sup> week for marking and onward submission of continuous assessment scores in week 6.</i></p> <p>3.4 Ask tutors in their groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts in Lesson 5.</p> <p><b>E.g.</b>  <b>Music: Setting up a Project Studio.</b></p> <ul style="list-style-type: none"> <li><i>i. Computers (Laptops or PCs).</i></li> <li><i>ii. Audio interface</i></li> <li><i>iii. Studio Monitor</i></li> <li><i>iv. MIDI keyboard</i></li> <li><i>v. MIDI cable</i></li> <li><i>vi. Microphone</i></li> <li><i>vii. Headset</i></li> <li><i>viii. Software package (Cubase 5, Addictive drums, EZkeys, Hypersonic, Asio 4 all drivers)</i></li> <li><i>ix. Studio chair</i></li> <li><i>x. Bass traps</i></li> <li><i>xi. Acoustic panels</i></li> <li><i>xii. Monitor isolation pads</i></li> </ul>	<p><b>(E.g., Small group assignment tasks)</b>  <i>Identify 3 advocacy strategies and show how they can be employed in the culminating festival and beyond.</i></p> <p><b>3.4</b> In your course group, identify and discuss the appropriate resources needed for the teaching and learning of the concepts in Lesson 5.</p> <p><b>E.g.</b>  <b>Music: Setting up a Project Studio.</b></p> <ul style="list-style-type: none"> <li><i>i. Computers (Laptops or PCs).</i></li> <li><i>ii. Audio interface</i></li> <li><i>iii. Studio Monitor</i></li> <li><i>iv. MIDI keyboard</i></li> <li><i>v. MIDI cable</i></li> <li><i>vi. Microphone</i></li> <li><i>vii. Headset</i></li> <li><i>viii. Software package (Cubase 5, Addictive drums, EZkeys, Hypersonic, Asio 4 all drivers)</i></li> <li><i>ix. Studio chair</i></li> <li><i>x. Bass traps</i></li> <li><i>xi. Acoustic panels</i></li> <li><i>xii. Monitor isolation pads</i></li> <li><i>xiii. Studio rack mounts</i></li> </ul>
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	<p><b>xiii.</b> Studio rack mounts  <b>xiv.</b> Midi controller  <b>xv.</b> Snake cables</p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b>  <i>Cones, markers, whistles, stop watches, hoola hoops, stadiometer, bathroom scale, skinfold callipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, Place mats, playing field, goals and balls.</i></p> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II.</b></p> <p><b>i.</b> <i>Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</i></p> <p><b>ii.</b> <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i></p> <p><b>iii.</b> <i>Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing,</i></p>	<p><b>xiv.</b> Midi controller  <b>xv.</b> Snake cables</p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports (NOTE: This is lesson 1 of 2).</b>  <i>Cones, markers, whistles, stop watches, hoola hoops, stadiometer, bathroom scale, skinfold callipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, Place mats, playing field, goals and balls.</i></p> <p><b>PEMD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) II.</b></p> <p><b>i.</b> <i>Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</i></p> <p><b>ii.</b> <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i></p> <p><b>iii.</b> <i>Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing,</i></p>
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	<p><i>and reviewing performances)</i></p> <p><b>NB: SL</b>  <i>Encourage tutors to make adequate preparation for the delivery of this lesson.</i></p> <p><i>In the case of unresolved issues consult the subject writing leads.</i></p>	<p><i>and reviewing performances)</i></p>
<p><b>4. Evaluation and review of session:</b></p> <p><b>a.</b> Tutors should  Identifying critical friends to observe lessons and report at next session</p> <p><b>b.</b> Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p><b>4.1</b> Ask tutors to outline any outstanding issues relating to their respective lessons per their course groups that require clarification.</p> <p><b>4.2</b> Ask a Tutor from each course group to do a recap of the session.</p> <p><b>4.3</b> Remind tutors to read lesson 6 in their course manuals for the next session.</p> <p><b>4.4</b> Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.</p> <p><b>NB</b>  <i>Subject lead's support may be sought for further assistance.</i></p>	<p><b>4.5</b> Outline any outstanding issues relating to your lesson per your course group that require clarification.</p> <p><b>4.6</b> Do a recap of the session.</p> <p><b>4.7</b> Read lesson 6 in your course manual for the next session.</p> <p><b>4.8</b> Invite a critical friend to observe during lesson delivery and provide feedback.</p>

<b>Age Levels/s:</b> JHS Education	<b>Name of Subject/s:</b> 1. Advanced Music Technology 2. Practice And Coaching of Full and Non-Contact Sports 3. Professional Development and Advocacy in Pes-Md
<b>Lesson Title:</b> 1. MIDI/Audio Recording and Editing 2. Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports 3. Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III	

### Tutor PD Session for Lesson 6 in the Course Manual

<b>Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.</b>	<b>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>
<b>1 Introduction to the session</b> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators	Ice breaker: E.g. <b><i>What is your proudest accomplishment?</i></b> <b><i>NB: You may pre-inform some tutors to share their accomplishments.</i></b>  1.1 Engage Tutors to share their experiences and observations during PD session 5 with the larger group.  1.2 Ask Tutors and their critical friends to share their experiences in the delivery of lesson 5 with the larger group.	Ice breaker: E.g. <b><i>What is your proudest accomplishment?</i></b>  <b>1.1</b> Share your experiences and observations during PD session 5 with the larger group.  <b>1.2</b> With your critical friend, share your experiences with the larger group regarding the delivery of lesson 5.	20 mins

<p>➤ Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.3 Ask Tutors to sit in their respective course groups and read the introductory aspects of lesson 6 including the description of the lesson.</p> <p><b>Music &amp; Dance: MIDI/Audio Recording and Editing</b></p> <p><b>Lesson description</b> <i>The lesson explains MIDI and Audio as well as introduces student teachers to how to record MIDI/Audio in Cubase 5 DAW. The lesson describes how MIDI tracks can be created to record VSTi's such as Addictive drums, EZ-keys, Hypersonic and how audio tracks can be created to record audio in Cubase 5 DAW. In addition, the lesson demonstrates how MIDI and Audio tracks are in Cubase 5 DAW</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports.</b></p> <p><b>Lesson description:</b> <i>This lesson exposes student teachers to non-contact individual/target sports disciplines including local archery and golf. Tutors select 1 non-contact individual/target sports and create</i></p>	<p><b>1.3</b> In your course group, read the introductory aspects of lesson 6 including the description of the lesson.</p> <p><b>Music &amp; Dance: MIDI/Audio Recording and Editing</b></p> <p><b>Lesson description</b> <i>The lesson explains MIDI and Audio as well as introduces student teachers to how to record MIDI/Audio in Cubase 5 DAW. The lesson describes how MIDI tracks can be created to record VSTi's such as Addictive drums, EZ-keys, Hypersonic and how audio tracks can be created to record audio in Cubase 5 DAW. In addition, the lesson demonstrates how MIDI and Audio tracks are in Cubase 5 DAW</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports.</b></p> <p><b>Lesson description:</b> <i>This lesson exposes student teachers to non-contact individual/target sports disciplines including local archery and golf. Tutors select 1 non-contact individual/target sports and create opportunities for practice and coaching while</i></p>	
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	<p><i>opportunities for practice and coaching while applying movement principles and strategies to develop core values and competencies, physical literacy, and address cross-cutting issues. This lesson will span over 2 period for the one selected sports.</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b></p> <p><b>Lesson description</b>  <i>This is the third and final rehearsal and planning lesson intended to engage student teachers in “Integration Fact Checking” of core skills and competences as well as practise and planning for PEMD-FPDA implementation. Student teachers practise their assigned roles as active participants as well organisers for the Opening Ceremony of the PEMD-FPDA next week.</i></p> <p>1.4 Ask Tutors to read and discuss the LOs and LIs of lesson 6 and share their findings across the course group for feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: MIDI/Audio Recording and Editing</b>  <b>LO:</b></p>	<p><i>applying movement principles and strategies to develop core values and competencies, physical literacy, and address cross-cutting issues. This lesson will span over 2 period for the one selected sports.</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b></p> <p><b>Lesson description</b>  <i>This is the third and final rehearsal and planning lesson intended to engage student teachers in “Integration Fact Checking” of core skills and competences as well as practise and planning for PEMD-FPDA implementation. Student teachers practise their assigned roles as active participants as well organisers for the Opening Ceremony of the PEMD-FPDA next week.</i></p> <p>1.4 Read and discuss the LOs and LIs of lesson 6 and share your findings across the course group for feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: MIDI/Audio Recording and Editing</b>  <b>LO:</b></p>	
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	<p><i>Demonstrate understanding and comprehensive technological knowledge in editing MIDI and Audio in Cubase 5 DAW.</i>  <i>NTS 2c &amp; 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 &amp; 5.</i></p> <p><b>LIs:</b></p> <ol style="list-style-type: none"> <li><i>a. Describe the tools used in editing MIDI in Cubase 5 DAW.</i></li> <li><i>b. Describe the functions of the piano roll in Cubase 5 DAW.</i></li> <li><i>c. Describe the tools used in editing Audio in Cubase 5 DAW.</i></li> </ol> <p><b>E.g.</b>  <b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports</b></p> <p><b>LO:</b>  <i>Practice and monitor organized sports participation as they relate to increase/ decrease in overall physical activity level.</i></p> <p><b>LI:</b>  <i>Perform bicycling, field events, volleyball, Bicycling and field event (high jump), weight lifting</i></p>	<p><i>Demonstrate understanding and comprehensive technological knowledge in editing MIDI and Audio in Cubase 5 DAW.</i>  <i>NTS 2c &amp; 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 &amp; 5.</i></p> <p><b>LIs:</b></p> <ol style="list-style-type: none"> <li><i>a. Describe the tools used in editing MIDI in Cubase 5 DAW.</i></li> <li><i>b. Describe the functions of the piano roll in Cubase 5 DAW.</i></li> <li><i>c. Describe the tools used in editing Audio in Cubase 5 DAW.</i></li> </ol> <p><b>E.g.</b>  <b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports</b></p> <p><b>LO:</b>  <i>Practice and monitor organized sports participation as they relate to increase/ decrease in overall physical activity level.</i></p> <p><b>LI:</b>  <i>Perform bicycling, field events, volleyball, Bicycling and field event (high jump), weight lifting</i></p>	
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	<p><b>E.g.</b>  <b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b></p> <p><b>LO:</b>  <i>Apply knowledge about strategies for promoting and advocating physical education and sports, music, and dance (NTS 2c, e &amp; 3h; NTECF 16, 21)</i></p> <p><b>LIs:</b></p> <ol style="list-style-type: none"> <li>a. <i>Identify 3 advocacy strategies and show how they can be employed in the culminating festival and beyond.</i></li> <li>b. <i>Demonstrate ability to employ at least 2 advocacy/promotion strategy kits in the culminating festival and execute the festival successfully.</i></li> </ol> <p>1.5 Ask Tutors to identify and discuss in their course groups, the distinctive aspects of lesson 6 and share with the larger group for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: MIDI/Audio Recording and Editing</b></p>	<p><b>E.g.</b>  <b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b></p> <p><b>LO:</b>  <i>Apply knowledge about strategies for promoting and advocating physical education and sports, music, and dance (NTS 2c, e &amp; 3h; NTECF 16, 21)</i></p> <p><b>LIs:</b></p> <ol style="list-style-type: none"> <li>a. <i>Identify 3 advocacy strategies and show how they can be employed in the culminating festival and beyond.</i></li> <li>b. <i>Demonstrate ability to employ at least 2 advocacy/promotion strategy kits in the culminating festival and execute the festival successfully.</i></li> </ol> <p>1.5 In your course group identify and discuss the distinctive aspects of lesson 6 and share with the larger group for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: MIDI/Audio Recording and Editing</b></p>	
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	<p><i>Discussing and recording MIDI and Audio in Cubase 5 as well as the role of MIDI in VSTi's and the process of Audio Digitization.</i></p> <p><b>E.g.</b>  <b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports</b>  <i>Using self-journal to develop core and transferrable skills, life skills entrepreneurial skills and physical literacy skills through the practice and coaching of limited-contact individual and target sports.</i></p> <p><b>E.g.</b>  <b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b>  <i>Ensuring that the key/appropriate activities that demonstrate 4-years of learning are included to be showcased as well as planning and finalizing the festival programme.</i></p> <p><b>NB SL/HOD</b>  <i>Prompt Tutors to have a plan for their lesson from the PD session.</i></p>	<p><i>Discussing and recording MIDI and Audio in Cubase 5 as well as the role of MIDI in VSTi's and the process of Audio Digitization.</i></p> <p><b>E.g.</b>  <b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports</b>  <i>Using self-journal to develop core and transferrable skills, life skills entrepreneurial skills and physical literacy skills through the practice and coaching of limited-contact individual and target sports.</i></p> <p><b>E.g.</b>  <b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b>  <i>Ensuring that the key/appropriate activities that demonstrate 4-years of learning are included to be showcased as well as planning and finalizing the festival programme.</i></p>	
<p>As this course is dealing with supporting and/ or</p>	<p>1.6 Lead tutors to discuss how they will guide student-teachers to</p>	<p>1.6 Discuss how you will guide student-teachers to review their teaching</p>	

<p>assessing the Professional Teaching Portfolio Development and/ or Classroom Enquiry and Action Research Project Report writing, tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.</p>	<p>review their teaching philosophy as beginning teachers.</p> <p><b>E.g.</b>  <i>Student teachers should be able to state their:</i></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>conception of how learning occurs.</i></li> <li><b>b.</b> <i>approach to facilitating student learning.</i></li> <li><b>c.</b> <i>beliefs about why you teach the way you do (questions to help you reflect on this are provided below).</i></li> <li><b>d.</b> <i>goals for yourself and for your students.</i></li> <li><b>e.</b> <i>teaching practices and how they support your beliefs and goals.</i></li> <li><b>f.</b> <i>approaches for creating an inclusive learning environment.</i></li> <li><b>g.</b> <i>strategies for assessing student learning in your class.</i></li> <li><b>h.</b> <i>interests in new techniques, activities, and types of learning.</i></li> </ul>	<p>philosophy as beginning teachers.</p> <p><b>E.g.</b>  <i>Student teachers should be able to state their:</i></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>conception of how learning occurs.</i></li> <li><b>b.</b> <i>approach to facilitating student learning.</i></li> <li><b>c.</b> <i>beliefs about why you teach the way you do (questions to help you reflect on this are provided below).</i></li> <li><b>d.</b> <i>goals for yourself and for your students.</i></li> <li><b>e.</b> <i>teaching practices and how they support your beliefs and goals.</i></li> <li><b>f.</b> <i>approaches for creating an inclusive learning environment.</i></li> <li><b>g.</b> <i>strategies for assessing student learning in your class.</i></li> <li><b>h.</b> <i>interests in new techniques, activities, and types of learning.</i></li> </ul>	
<p><i>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</i></p>	<p>1.7 Lead tutors to discuss how they will guide student-teachers to acquire GESI responsive strategies to manage a classroom (<i>rules and routines, rewards and punishments, seating etc.</i>) and crosscutting issues effectively as beginning teachers.</p> <p><b>E.g.</b>  <b>Advice student teachers to:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Take time to build relationships with all</i></li> </ul>	<p>1.7 Discuss how you will guide student-teachers to acquire GESI responsive strategies to manage a classroom (<i>rules and routines, rewards and punishments, seating etc.</i>) and crosscutting issues effectively as beginning teachers.</p> <p><b>E.g.</b>  <b>Advice student teachers to:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Take time to build relationships with learners by getting to</i></li> </ul>	<p>15 mins</p>

	<p><i>learners by getting to know the learners very well, what their strengths are, what their challenges are and what they really are into.</i></p> <p><i>b. Establish a purposeful learning environment i.e., interact with learners, use learners' ideas, encourage cooperative learning and monitor learners' learning activities.</i></p> <p><i>c. Establish clear parameters for learners' conduct, develop appropriate strategies for preventing problems and deal with misbehaviour promptly.</i></p>	<p><i>know the learners very well, what their strengths are, what their challenges are and what they really are into.</i></p> <p><i>b. Establish a purposeful learning environment i.e., interact with learners, use learners' ideas, encourage cooperative learning and monitor learners' learning activities.</i></p> <p><i>c. Establish clear parameters for learners' conduct, develop appropriate strategies for preventing problems and deal with misbehaviour promptly.</i></p>	
<p><b>2 Concept Development (New learning likely to arise in lesson/s):</b></p> <p>➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce</p>	<p>2.1 In their course groups, ask Tutors to outline and discuss new concepts in lesson 6.</p> <p><b>E.g.</b> <b>Music &amp; Dance: MIDI/Audio Recording and Editing</b></p> <p><i>a. Defining MIDI and Audio recording and editing</i></p> <p><i>b. Demonstrating how to record and edit MIDI and Audio in Cubase 5</i></p> <p><i>c. Discussing the role of MIDI in VSTi's and the process of Audio Digitization.</i></p> <p><i>d. Discussing teaching philosophy and its application in the</i></p>	<p>2.1 In your course group, outline and discuss new concepts in lesson 6.</p> <p><b>E.g.</b> <b>Music &amp; Dance: MIDI/Audio Recording and Editing</b></p> <p><i>a. Defining MIDI and Audio recording and editing</i></p> <p><i>b. Demonstrating how to record and edit MIDI and Audio in Cubase 5</i></p> <p><i>c. Discussing the role of MIDI in VSTi's and the process of Audio Digitization.</i></p> <p><i>d. Discussing teaching philosophy and its application in the</i></p>	40 mins

<p>and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<p><i>teaching and learning process</i></p> <p><b>e.</b> <i>Discussing the strategies to manage the classroom effectively</i></p> <p><b>E.g.</b>  <b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports</b></p> <p><b>a.</b> <i>Revising on core competences/core values</i></p> <p><b>b.</b> <i>Discussing physical literacy and attributes</i></p> <p><b>c.</b> <i>Discussing how to use self-journal to develop core and transferrable skills, life skills entrepreneurial skills or physical literacy skills through the practice and coaching of limited-contact individual and target sports</i></p> <p><b>d.</b> <i>Discussing teaching philosophy and its application in teaching and learning</i></p> <p><b>e.</b> <i>Discussing strategies to manage the classroom effectively</i></p>	<p><i>teaching and learning process</i></p> <p><b>e.</b> <i>Discussing the strategies to manage the classroom effectively</i></p> <p><b>E.g.</b>  <b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact individual and target sports</b></p> <p><b>a.</b> <i>Revising on core competences/core values</i></p> <p><b>b.</b> <i>Discussing physical literacy and attributes</i></p> <p><b>c.</b> <i>Discussing how to use self-journal to develop core and transferrable skills, life skills entrepreneurial skills or physical literacy skills through the practice and coaching of limited-contact individual and target sports</i></p> <p><b>d.</b> <i>Discussing teaching philosophy and its application in teaching and learning</i></p> <p><b>e.</b> <i>Discussing strategies to manage the classroom effectively</i></p>	
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	<p><b>E.g.</b>  <b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b></p> <ul style="list-style-type: none"> <li><i>a. Discussing brief reports of preparation toward the festival</i></li> <li><i>b. Organizing logistics for the festival</i></li> <li><i>c. Rehearsing and arranging for the festival</i></li> <li><i>d. Discussing teaching philosophy and its application in teaching and learning</i></li> <li><i>e. Discussing strategies to manage the classroom effectively</i></li> </ul> <p>2.2 Ask tutors to outline and discuss potential barriers to learning for student teachers in lesson 6 of their courses and share with the larger group for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: MIDI/Audio Recording and Editing</b></p> <ul style="list-style-type: none"> <li><i>a. Large Class Size</i></li> <li><i>b. Lack of computers and laptop</i></li> </ul>	<p><b>E.g.</b>  <b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b></p> <ul style="list-style-type: none"> <li><i>a. Discussing brief reports of preparation toward the festival</i></li> <li><i>b. Organizing logistics for the festival</i></li> <li><i>c. Rehearsing and arranging for the festival</i></li> <li><i>d. Discussing teaching philosophy and its application in teaching and learning</i></li> <li><i>e. Discussing strategies to manage the classroom effectively.</i></li> </ul> <p>2.2 In your course group, outline and discuss potential barriers to learning for student teachers in lesson 6 of this course and share with the larger group for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: MIDI/Audio Recording and Editing</b></p> <ul style="list-style-type: none"> <li><i>a. Large Class Size</i></li> <li><i>b. Lack of computers and laptop</i></li> </ul>	
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	<p><i>c. lack of appropriate software</i></p> <p><i>d. lack of keyboard instrument</i></p> <p><i>e. Students with SEN</i></p> <p><i>f. Playback equipment and</i></p> <p><i>g. internet accessibility.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact, individual and target sports</b></p> <p><i>a. Class Size</i></p> <p><i>b. Limited interest and capacity to play sports</i></p> <p><i>c. Lack of key equipment</i></p> <p><i>d. Lack of training to handle students with SEN</i></p> <p><i>e. Lack of facilities and</i></p> <p><i>f. internet accessibility.</i></p> <p><b>E.g.</b></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b></p> <p><i>a. Lack of interest in studying the subject combination</i></p> <p><i>b. Lack of advocacy skills</i></p>	<p><i>c. lack of appropriate software</i></p> <p><i>d. lack of keyboard instrument</i></p> <p><i>e. Students with SEN</i></p> <p><i>f. Playback equipment and</i></p> <p><i>g. internet accessibility.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact, individual and target sports</b></p> <p><i>a. Class Size</i></p> <p><i>b. Limited interest and capacity to play sports</i></p> <p><i>c. Lack of key equipment</i></p> <p><i>d. Lack of training to handle students with SEN</i></p> <p><i>e. Lack of facilities and</i></p> <p><i>f. internet accessibility.</i></p> <p><b>E.g.</b></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b></p> <p><i>a. Lack of interest in studying the subject combination</i></p> <p><i>b. Lack of advocacy skills</i></p> <p><i>c. Influences of environmental policy</i></p>	
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	<p><i>c. Influences of environmental policy</i></p> <p>2.3 Ask Tutors to identify concepts or pedagogies they will adopt for the delivery of lesson 6 and share in their course groups for discussion.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: MIDI/Audio Recording and Editing</b></p> <p><i>a. Panel, group &amp; whole class Analysis of Documentaries: Use of ICT resources and YouTube videos in identifying, discussing and demonstrating how to record and edit MIDI/Audio in Cubase 5</i></p> <p><i>b. Group discussion on the role of MIDI in VSTi's and the process of Audio Digitization</i></p> <p><i>c. Class Discussions and Class Presentations.</i></p> <p><i>d. Development of Computer Assessment Skills: MS Excel, SPSS, Atlas-ti, etc.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b></p>	<p>2.3 Identify concepts or pedagogies you will adopt for the delivery of lesson 6 and share in your course group for discussion.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: MIDI/Audio Recording and Editing</b></p> <p><i>a. Panel, group &amp; whole class Analysis of Documentaries: Use of ICT resources and YouTube videos in identifying, discussing and demonstrating how to record and edit MIDI/Audio in Cubase 5</i></p> <p><i>b. Group discussion on the role of MIDI in VSTi's and the process of Audio Digitization</i></p> <p><i>c. Class Discussions and Class Presentations.</i></p> <p><i>d. Development of Computer Assessment Skills: MS Excel, SPSS, Atlas-ti, etc.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b></p>	
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	<p><b>a.</b> <i>Class Discussion- to introduce new topics and engage student teachers in small group work and presentations.</i></p> <p><b>b.</b> <i>Small Group Presentation / Discussion: Engage discussions to demonstrate knowledge and understanding the limited-contact, individual and target sports and how practicing and coaching them enable individuals to develop core competencies, core values, physical literacy, life and entrepreneurial skills. Asking Students to pair-share their work and then refine them for class presentation.</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b></p> <p><b>a.</b> <i>Class Discussion- to introduce new topics and engage student teachers in small group work and presentations.</i></p> <p><b>b.</b> <i>Small Group Presentation / Discussion: Engage discussions to demonstrate knowledge and</i></p>	<p><b>a.</b> <i>Class Discussion- to introduce new topics and engage student teachers in small group work and presentations.</i></p> <p><b>b.</b> <i>Small Group Presentation / Discussion: Engage discussions to demonstrate knowledge and understanding the limited-contact, individual and target sports and how practicing and coaching them enable individuals to develop core competencies, core values, physical literacy, life and entrepreneurial skills. Asking Students to pair-share their work and then refine them for class presentation.</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b></p> <p><b>a.</b> <i>Class Discussion- to introduce new topics and engage student teachers in small group work and presentations.</i></p> <p><b>b.</b> <i>Small Group Presentation / Discussion: Engage discussions to demonstrate knowledge and understanding of the components of the</i></p>	
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	<p><i>understanding of the components of the environmental factors and how they positively or negatively influence PEMD advocacy. Asking Students to pair-share their work and then refine them for class presentation.</i></p>	<p><i>environmental factors and how they positively or negatively influence PEMD advocacy. Asking Students to pair-share their work and then refine them for class presentation.</i></p>	
<p><b>3.Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>➤ Reading and discussion of the teaching and learning activities</li> <li>➤ Noting, addressing, and explaining areas where tutors may require clarification</li> <li>➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum</li> <li>➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should</li> </ul>	<p><b>3.1</b> Ask tutors to read and discuss the teaching and learning activities suggested in their respective course manuals, link them to the basic school curriculum and share with the larger group for feedback and clarification.</p> <p><b>E.g.</b>  <b>Music &amp; Dance:</b>  <b>MIDI/Audio Recording and Editing</b></p> <ol style="list-style-type: none"> <li>a. <i>Revision of the previous lesson</i></li> <li>b. <i>Interactive discussion on recording and editing MIDI/Audio in Cubase</i></li> <li>c. <i>Discussion on the role of MIDI in VSTi's and the process of Audio Digitization</i></li> <li>d. <i>Reflection on the lesson by whole class</i></li> </ol> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b></p>	<p><b>3.1</b> Read and discuss the teaching and learning activities suggested in your course manual, link them to the basic school curriculum and share with the larger group for feedback and clarification.</p> <p><b>E.g.</b>  <b>Music &amp; Dance:</b>  <b>MIDI/Audio Recording and Editing</b></p> <ol style="list-style-type: none"> <li>a. <i>Revision of the previous lesson</i></li> <li>b. <i>Interactive discussion on recording and editing MIDI/Audio in Cubase</i></li> <li>c. <i>Discussion on the role of MIDI in VSTi's and the process of Audio Digitization</i></li> <li>d. <i>Reflection on the lesson by whole class</i></li> </ol> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching non-contact athletics (II) sports</b></p>	

<p>include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD</p> <p>➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p>Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>a. Class discussion on lesson details</i></p> <p><i>b. Group discussion on how to use self-journal to develop core competencies, core values, physical literacy, life skills and entrepreneurial skills through the practice and coaching of limited-contact, individual and target sports</i></p> <p><i>c. Whole class reflection</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b></p> <p><i>a. whole class discussion on brief report from groups</i></p> <p><i>b. groups planning and rehearsal</i></p> <p><i>c. whole class reflection and task for next week</i></p> <p><b>3.2</b> Ask Tutors to share with their course groups how they will integrate GESI in the delivery of lesson 6.</p> <p><b>E.g.</b> <b>Music &amp; Dance: MIDI/Audio Recording and Editing</b></p> <p><i>Mixed group discussion on the identification of</i></p>	<p><i>a. Class discussion on lesson details</i></p> <p><i>b. Group discussion on how to use self-journal to develop core competencies, core values, physical literacy, life skills and entrepreneurial skills through the practice and coaching of limited-contact, individual and target sports</i></p> <p><i>c. Whole class reflection</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b></p> <p><i>a. whole class discussion on brief report from groups</i></p> <p><i>b. groups planning and rehearsal</i></p> <p><i>c. whole class reflection and task for next week</i></p> <p><b>3.2</b> Share with your course group how you will integrate GESI in the delivery of lesson 6.</p> <p><b>E.g.</b> <b>Music &amp; Dance: MIDI/Audio Recording and Editing</b></p> <p><i>Mixed group discussion on the identification of advanced finale tools,</i></p>	
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	<p><i>advanced finale tools, speedy entry figures and demonstration of how to open new documents and input figures.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact, individual and target sports</b></p> <p><i>Mixed group discussion on how to analyse connections between sports practice, coaching and the development of essential skills.</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b></p> <p><i>Ensure that group leaders during presentations cover all interest groups and abilities.</i></p> <p><b>3.3</b> Ask Tutors to identify and discuss how student teachers would develop the 21<sup>st</sup> C skills stipulated in their respective course manuals, as they deliver lesson 6.</p> <p><b>E.g. Music &amp; Dance: MIDI/Audio Recording and Editing</b></p>	<p><i>speedy entry figures and demonstration of how to open new documents and input figures.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited-contact, individual and target sports</b></p> <p><i>Mixed group discussion on how to analyse connections between sports practice, coaching and the development of essential skills.</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b></p> <p><i>Ensure that group leaders during presentations cover all interest groups and abilities.</i></p> <p><b>3.3</b> Identify and discuss how you will assist student teachers to develop the 21<sup>st</sup>C skills stipulated in your course manual, as they deliver lesson 6.</p> <p><b>E.g. Music &amp; Dance: MIDI/Audio Recording and Editing</b></p>	
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	<p><i>Student teachers will acquire opening and inputting skills, social skills, communication skills, reflection and honesty skills through group work and demonstrating the step-by-step knowledge in teaching philosophy statement and the applications of strategies to manage classroom effectively.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited - contact, individual and target sports</b></p> <p><i>Student teachers will acquire skills required to use self- journal to analyse the connections between practice and coaching of sports and the development of essential life skills. Moreover, they will gain reflection and honesty skills through group work and demonstrate the step-by-step knowledge in teaching philosophy statement and the applications of strategies to manage classroom effectively.</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><i>Student teachers will acquire advocacy skills,</i></p>	<p><i>Student teachers will acquire opening and inputting skills, social skills, communication skills, reflection and honesty skills through group work and demonstrating the step-by-step knowledge in teaching philosophy statement and the applications of strategies to manage classroom effectively.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching limited - contact, individual and target sports</b></p> <p><i>Student teachers will acquire skills required to use self- journal to analyse the connections between practice and coaching of sports and the development of essential life skills. Moreover, they will gain reflection and honesty skills through group work and demonstrate the step-by-step knowledge in teaching philosophy statement and the applications of strategies to manage classroom effectively.</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA)</b></p> <p><i>Student teachers will acquire advocacy skills, public speaking skills.</i></p>	
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	<p><i>public speaking skills. Moreover, they will gain reflection and honesty skills through group work and demonstrate the step-by-step knowledge in teaching philosophy statement and the applications of strategies to manage classroom effectively.</i></p> <p><b>3.4</b> Ask tutors to brainstorm the continuous assessment opportunities in lesson 6, align them with the NTEAP and show how they will apply them in the delivery of the lesson.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: MIDI/Audio Recording and Editing</b></p> <p>a. <i>Peer assessment: Students share their “3-2-1 Learning strategy” form.</i></p> <p>b. <i>Reflection: Student teachers reflect on the new things they have learnt in the lesson.</i></p> <p>c. <i>Small Group Assignment: Students conduct research on the new topic to be studied next week— Formatting and Printing the Score in Finale by looking at the Help Section of the software or google search.</i></p>	<p><i>Moreover, they will gain reflection and honesty skills through group work and demonstrate the step-by-step knowledge in teaching philosophy statement and the applications of strategies to manage classroom effectively.</i></p> <p><b>3.4</b> Brainstorm the continuous assessment opportunities in lesson 6, align them with the NTEAP, and show how you will apply them in the delivery of the lesson.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: MIDI/Audio Recording and Editing</b></p> <p>a. <i>Peer assessment: Students share their “3-2-1 Learning strategy” form.</i></p> <p>b. <i>Reflection: Student teachers reflect on the new things they have learnt in the lesson.</i></p> <p>c. <i>Small Group Assignment: Students conduct research on the new topic to be studied next week— Formatting and Printing the Score in Finale by looking at the Help Section of the software or google search.</i></p>	
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	<p><b>PE: Application of moving concepts, principles and strategies in performing and coaching limited-contact, individual and target sports</b></p> <p>a. <i>Peer assessment: Students share understanding of the success criteria developed for course.</i></p> <p>b. <i>Reflection-connection and application: Student teachers reflect on what they learned, connect what they learned to their personal circumstances or others, and how they intend to apply what they learned in the real world.</i></p> <p>c. <i>Small group assignment tasks</i></p> <p>d. <i>Small group presentation tasks</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b></p> <p>a. <i>Reflection-connection and application.</i></p> <p>b. <i>Small group presentation tasks: to present key updates on preparation towards the PEMD festival of professional development and advocacy</i></p>	<p><b>PE: Application of moving concepts, principles and strategies in performing and coaching limited-contact, individual and target sports</b></p> <p>a. <i>Peer assessment: Students share understanding of the success criteria developed for course.</i></p> <p>b. <i>Reflection-connection and application: Student teachers reflect on what they learned, connect what they learned to their personal circumstances or others, and how they intend to apply what they learned in the real world.</i></p> <p>c. <i>Small group assignment tasks</i></p> <p>d. <i>Small group presentation tasks</i></p> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b></p> <p>a. <i>Reflection-connection and application.</i></p> <p>b. <i>Small group presentation tasks: to present key updates on preparation towards the PEMD festival of professional development and advocacy</i></p>	
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	<p><b>3.5</b> Ask Tutors to identify and discuss teaching and learning resources appropriate for the delivery of lesson 6 and share with the larger group for feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance:</b>  <b>MIDI/Audio Recording and Editing</b></p> <ul style="list-style-type: none"> <li><i>a. Computer and printers</i></li> <li><i>b. Sample Cubase 5 sheet</i></li> <li><i>c. Sample MIDI/Audio record</i></li> <li><i>d. Sample teaching philosophy statement and its application</i></li> </ul> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <ul style="list-style-type: none"> <li><i>a. A sample self-journal</i></li> <li><i>b. Equipment and facilities for limited - contact, individual and target sports practice and coaching</i></li> <li><i>c. Computer and printer</i></li> </ul> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b></p> <ul style="list-style-type: none"> <li><i>a. Equipment and facilities</i></li> </ul>	<p><b>3.5</b> Identify and discuss teaching and learning resources appropriate for the delivery of lesson 6 and share with the larger group for feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance:</b>  <b>MIDI/Audio Recording and Editing</b></p> <ul style="list-style-type: none"> <li><i>a. Computer and printers</i></li> <li><i>b. Sample Cubase 5 sheet</i></li> <li><i>c. Sample MIDI/Audio record</i></li> <li><i>d. Sample teaching philosophy statement and its application</i></li> </ul> <p><b>PE: Application of moving concepts, principles and strategies in performing and coaching non-contact sports ii (athletics)</b></p> <ul style="list-style-type: none"> <li><i>a. A sample self-journal</i></li> <li><i>b. Equipment and facilities for limited - contact, individual and target sports practice and coaching</i></li> <li><i>c. Computer and printer</i></li> </ul> <p><b>PES-MD: Rehearsal and planning of activities for PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) III</b></p> <ul style="list-style-type: none"> <li><i>a. Equipment and facilities (community</i></li> </ul>	
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	<p><i>(community parks, recreation centers)</i></p> <p>b. <i>Computers and printers</i></p> <p>c. <i>Internet accessibility</i></p>	<p><i>parks, recreation centers)</i></p> <p>b. <i>Computers and printers</i></p> <p>c. <i>Internet accessibility</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>➤ Tutors should Identify critical friends to observe lessons and report at next session</li> <li>➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p><b>4.1</b> Ask Tutors to identify any outstanding issues from the lesson for clarification or redress.</p> <p><b>4.2</b> Ask a tutor from each course group to recap the activities of this session.</p> <p><b>NB:</b> Remind Tutors to select critical friends to observe their lessons for feedback and report in the next session.</p> <p><i>Remind Tutors to read lesson 7 from their course manuals before the next PD session.</i></p> <p><i>For further clarification, contact the PD writers for assistance/support.</i></p>	<p><b>4.1</b> Identify any outstanding issues from the lesson for clarification or redress.</p> <p><b>4.2</b> A tutor from each course group should recap the activities of this session.</p> <p><b>NB:</b> Remember to select critical friends to observe your lesson for feedback and report in the next session.</p> <p><i>Remember to read lesson 7 from your course manual before the next PD session.</i></p> <p><i>For further clarification, contact the PD writers for assistance/support.</i></p>	15 mins

<b>Age Levels/s:</b> <b>JHS</b>	<b>Name of Subject/s:</b> 1. Advanced Music Technology. 2. Practice and Coaching Full & Non- Contact Sports 3. Professional Development and Advocacy in PES-MD
<b>Lesson Titles:</b> 1. Setting Levels and Exporting Project 2. Opening Ceremony of the PEMD Festival of Professional Development and Advocacy (PEMD-FPDA) Activities. 3. Application of movement concepts, principles, and strategies in performing and coaching full-contact martial arts sports (NOTE: This is lesson 1 of 2)	

**Tutor PD Session for Lesson 7 in the Course Manual**

<b>Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.</b>	<b>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>
<b>1 Introduction to the session</b> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning	<b>1a Introduction to the session</b> <b>1.1 Icebreaker:</b> E.g., call Tutors at random to recite the “ <i>Ghana national pledge</i> ”.  <b>1.2</b> With gender sensitivity, ask Tutors at random to share how the last PD sessions helped them in their lesson delivery.  <b>1.3</b> Ask Tutors with their critical friends to share their observations and experiences during the	<b>1a Introduction to the session</b> <b>1.1 Icebreaker:</b> Recite the “ <i>Ghana national pledge</i> ”.  <b>1.2</b> Share how the last PD session helped in your delivery of lesson 6.  <b>1.3</b> With your critical friend, share your experiences and observations during the delivery of lesson 6	20 mins

<p>outcomes and indicators</p> <p>➤ Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>delivery lesson 6 with the larger group for discussion and feedback.</p> <p><b>1.4</b> Ask Tutors to read from their course manuals and discuss the introductory sections, from the purpose of the lesson up to the learning outcomes and learning indicators from their various course manuals for feedback.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><b>Lesson Description</b> <i>The lesson focuses on how to prepare compositions created in Cubase 5 DAW using the project studio setup and how to export the composition for purposes such as jingles, demo, mix tape, overdub and voiceover. The lesson describes the processes involved in setting levels for MIDI and Audio tracks in Cubase 5 DAW. Also, the lesson explains how to export projects in Cubase 5 DAW into file formats such as Wave, AIFC, AIFF and Mp3.</i></p> <p><b>LO:</b> <i>Demonstrate a comprehensive technological knowledge in setting levels of MIDI tracks in Cubase 5 DAW.</i></p>	<p>with the larger group for discussion and feedback.</p> <p><b>1.4</b> Read from your course manual and discuss the introductory sections, from the purpose of the lesson up to the learning outcomes and learning indicators from your course manuals for feedback.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><b>Lesson Description</b> <i>The lesson focuses on how to prepare compositions created in Cubase 5 DAW using the project studio setup and how to export the composition for purposes such as jingles, demo, mix tape, overdub and voiceover. The lesson describes the processes involved in setting levels for MIDI and Audio tracks in Cubase 5 DAW. Also, the lesson explains how to export projects in Cubase 5 DAW into file formats such as Wave, AIFC, AIFF and Mp3.</i></p> <p><b>LO:</b> <i>Demonstrate a comprehensive technological knowledge in setting levels of MIDI tracks in Cubase 5 DAW.</i></p>	
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	<p><b>LIs:</b></p> <ul style="list-style-type: none"> <li>a. <i>Explain velocity of MIDI tracks.</i></li> <li>b. <i>Describe how velocity is set for MIDI tracks in Cubase.</i></li> <li>c. <i>Describe gain staging of MIDI tracks.</i></li> </ul> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>Lesson description</b>  <i>This lesson exposes student teachers to non-contact individual/target sports disciplines including local archery and golf. Tutors select 1 full-contact martial arts sports and create opportunities for practice and coaching while applying movement principles and strategies to develop core values and competencies, physical literacy, and address cross-cutting issues. This lesson will span over 2 period for the one selected sports.</i></p> <p><b>LO:</b>  <i>CLO 1 Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking</i></p> <p><b>LIs:</b></p> <ul style="list-style-type: none"> <li>a. <i>Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></li> </ul>	<p><b>LIs:</b></p> <ul style="list-style-type: none"> <li>a. <i>Explain velocity of MIDI tracks.</i></li> <li>b. <i>Describe how velocity is set for MIDI tracks in Cubase.</i></li> <li>c. <i>Describe gain staging of MIDI tracks.</i></li> </ul> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>Lesson description</b>  <i>This lesson exposes student teachers to non-contact individual/target sports disciplines including local archery and golf. Tutors select 1 full-contact martial arts sports and create opportunities for practice and coaching while applying movement principles and strategies to develop core values and competencies, physical literacy, and address cross-cutting issues. This lesson will span over 2 period for the one selected sports.</i></p> <p><b>LO:</b>  <i>CLO 1 Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking</i></p> <p><b>LIs:</b></p> <ul style="list-style-type: none"> <li>a. <i>Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></li> </ul>	
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	<p><i>b. Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD Lesson description</b>  <i>This is the actual beginning of the implementation of the PEMD-FPDA activities. This must be very brief with very few invited speakers.</i></p> <p><b>LO:</b>  <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LIs:</b></p> <p><i>a. Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime).</i></p> <p><i>b. Maintains professional relationships including respect of student teacher boundaries in and out of the school setting.</i></p>	<p><i>b. Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD Lesson description</b>  <i>This is the actual beginning of the implementation of the PEMD-FPDA activities. This must be very brief with very few invited speakers.</i></p> <p><b>LO:</b>  <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LIs:</b></p> <p><i>a. Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime).</i></p> <p><i>b. Maintains professional relationships including respect of student teacher boundaries in and out of the school setting.</i></p>	
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	<p><i>c. Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p><b>Purpose for the lesson</b></p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><b>Purpose of the lesson</b></p> <p><i>a. To introduce student teachers to the stages in setting levels of MIDI and Audio tracks in Cubase 5 DAW.</i></p> <p><i>b. Consistent Velocity of MIDI in piano roll.</i></p> <p><i>c. Consistent Audio level.</i></p> <p><i>d. Gain staging of tracks.</i></p> <p><i>e. Setting levels based on significance.</i></p> <p><i>f. Student teachers should be able to export projects in Cubase 5 DAW in to formats such as</i></p> <ul style="list-style-type: none"> <li>➤ Wave</li> <li>➤ AIFC</li> <li>➤ AIFF</li> <li>➤ Mp3</li> </ul> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>Purpose of lesson</b> <i>To let student teachers, know the content to be covered and how the content can provide opportunity for developing core values, physical literacy and core competencies through</i></p>	<p><i>c. Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p><b>Purpose for the lesson</b></p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><b>Purpose of the lesson</b></p> <p><i>a. To introduce student teachers to the stages in setting levels of MIDI and Audio tracks in Cubase 5 DAW.</i></p> <p><i>b. Consistent Velocity of MIDI in piano roll.</i></p> <p><i>c. Consistent Audio level.</i></p> <p><i>d. Gain staging of tracks.</i></p> <p><i>e. Setting levels based on significance.</i></p> <p><i>f. Student teachers should be able to export projects in Cubase 5 DAW in to formats such as</i></p> <ul style="list-style-type: none"> <li>➤ Wave</li> <li>➤ AIFC</li> <li>➤ AIFF</li> <li>➤ Mp3</li> </ul> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>Purpose of lesson</b> <i>To let student teachers, know the content to be covered and how the content can provide opportunity for developing core values, physical literacy and core competencies through</i></p>	
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	<p><i>participation in full-contact martial arts sports.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>Purpose of the lesson</b> To provides student teachers opportunity to conduct/implement the Opening Ceremony including performances - planned for the opening of the PEMD-FPDA.</p> <p><b>1.5</b> Ask Tutors to identify, discuss with an elbow friend and share any distinctive aspects of the lesson with the larger group for feedback.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><i>Setting up of studio to record and edit MIDI and Audio track in Cubase 5 DAW.</i></p> <p><i>Explaining what it means to set levels and export project in Cubase 5 DAW.</i></p> <p><i>Discussion of MIDI and Audio track preparation as well as gaining staging</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b> Elaborating and expanding the analysis of the connection between</p> <p>a. Core competences,</p>	<p><i>participation in full-contact martial arts sports.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>Purpose of the lesson</b> To provides student teachers opportunity to conduct/implement the Opening Ceremony including performances - planned for the opening of the PEMD-FPDA.</p> <p><b>1.5</b> Identify, discuss with an elbow friend, and share any distinctive aspects of the lesson with the larger group for feedback.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><i>Setting up of studio to record and edit MIDI and Audio track in Cubase 5 DAW.</i></p> <p><i>Explaining what it means to set levels and export project in Cubase 5 DAW.</i></p> <p><i>Discussion of MIDI and Audio track preparation as well as gaining staging</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b> Elaborating and expanding the analysis of the connection between</p> <p>a. Core competences,</p>	
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	<p>b. Core values, c. Physical literacy, d. Life skills and e. Entrepreneurial skills.</p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p>Actual performance and implementation of the PEMD festival of professional development and advocacy activities</p> <p><b>NOTE:</b> <i>Ask Tutors to identify and share with the larger group, areas where they might require clarification on lesson delivery for feedback.</i></p> <p><i>Encourage individual Tutors to plan their lessons as they go through the PD session.</i></p>	<p>b. Core values, c. Physical literacy, d. Life skills and e. Entrepreneurial skills.</p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p>Actual performance and implementation of the PEMD festival of professional development and advocacy activities</p> <p><b>NOTE:</b> <i>Identify and share with the larger group, areas where you might require clarification on lesson delivery for feedback.</i></p> <p><i>Ensure to have a plan for your lessons as you go through the PD session.</i></p>	
<p><b>As this course is dealing with supporting and/ or assessing the Professional Teaching Portfolio Development and/or the Action Research Project Report writing, tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.</b></p>	<p><b>1.6</b> Ask tutors to discuss in their course groupings how to support or assess the Professional Teaching Portfolio Development, Action Research and Project Report writing of student teachers during the Post Internship Seminar.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b> <i>a. Detailed report on activities carried out during extended teaching programme.</i></p>	<p><b>1.6</b> Discuss in your course groupings how to support or assess the Professional Teaching Portfolio Development, Action Research and Project Report writing of student teachers during the Post Internship Seminar.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b> <i>a. Detailed report on activities carried out during extended teaching programme.</i></p>	

	<p><i>b. Preparation and presentation of folder containing evidence of what they have done during the extended teaching (e.g., TLRs, photocopies of pupils' exercises, photograph taken with pupils, lesson copies of vetted scheme of learning, video of involvement in curricular and extra-curricular activities etc.)</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>a. Peer assessment – Students share understanding of the success criteria developed for course,</i></p> <p><i>b. Reflection-connection and application- Student teachers reflect on what they learned, connect what they learned to their personal circumstances or others, and how they intend to apply what they learned in the real world,</i></p> <p><i>c. Small group assignment tasks,</i></p> <p><i>d. Small group presentation tasks.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>a. Small group assignment tasks,</i></p>	<p><i>b. Preparation and presentation of folder containing evidence of what they have done during the extended teaching (e.g., TLRs, photocopies of pupils' exercises, photograph taken with pupils, lesson copies of vetted scheme of learning, video of involvement in curricular and extra-curricular activities etc.)</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>a. Peer assessment – Students share understanding of the success criteria developed for course,</i></p> <p><i>b. Reflection-connection and application- Student teachers reflect on what they learned, connect what they learned to their personal circumstances or others, and how they intend to apply what they learned in the real world,</i></p> <p><i>c. Small group assignment tasks,</i></p> <p><i>d. Small group presentation tasks.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>a. Small group assignment tasks,</i></p>	
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	<p>b. <i>Small group presentation tasks,</i></p> <p>c. <i>Reflection-connection and application.</i></p>	<p>b. <i>Small group presentation tasks,</i></p> <p>c. <i>Reflection-connection and application.</i></p>	
<p><b><i>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</i></b></p>	<p><b>1.7</b> Ask Tutors to discuss with an elbow partner and share with the larger group how they will provide prompts and support to student teachers to integrate GESI, CCI and ICT into their lesson delivery.</p> <p><b>E.g.,</b></p> <p>a. <i>Ensuring the use of small and large groups to develop social skills, communication skills, collaborative skills,</i></p> <p>b. <i>Ensuring learners participate in both male and female sporting games (e.g., asking females to play draft and males playing ampe),</i></p> <p>c. <i>Creating opportunities for both males and female learners to take turns to fix ICT gadgets during classes and group performances.</i></p> <p>d. <i>Giving all learners (including those with SEN) the opportunity to take leadership positions during class and group presentations.</i></p>	<p><b>1.7</b> Discuss with an elbow partner and share with the larger group how you will provide prompt and support to student teachers to integrate GESI, CCI and ICT into their lesson delivery.</p> <p><b>E.g.,</b></p> <p>a. <i>Ensuring the use of small and large groups to develop social skills, communication skills, collaborative skills,</i></p> <p>b. <i>Ensuring learners participate in both male and female sporting games (e.g., asking females to play draft and males playing ampe),</i></p> <p>c. <i>Creating opportunities for both males and female learners to take turns to fix ICT gadgets during classes and group performances.</i></p> <p>d. <i>Giving all learners (including those with SEN) the opportunity to take leadership positions during class and group presentations.</i></p>	

<p><b>2 Concept Development (New learning likely to arise in lesson/s) :</b></p> <ul style="list-style-type: none"> <li>➤ Identification and discussion of new learning,</li> <li>➤ Potential barriers to learning for student teachers or students,</li> <li>➤ new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<p><b>2.1</b> Ask Tutors to identify and discuss key concepts in lesson 7 and share their findings with the larger group for feedback.</p> <p><b>E.g.</b></p> <p><b>Music &amp; Dance: Advanced Music Technology.</b></p> <ol style="list-style-type: none"> <li>a. <i>Demonstrating how to Set Levels in Cubase 5 DAW software.</i></li> <li>b. <i>Exporting Projects to aid staging</i></li> <li>c. <i>Exporting projects in Cubase 5 DAW to different formats.</i></li> </ol> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b> <i>Discussion on how the content can equip student teachers with the opportunity for developing core values, physical literacy and core competencies through participation in full-contact martial, arts sports and their usage; as they enter the professional world.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <ol style="list-style-type: none"> <li>a. <i>Discussion on how the new concept can prepare the student teacher to demonstrate professional behaviour of the highest ethical and culturally relevant standards in all</i></li> </ol>	<p><b>2.1</b> Identify and discuss with your elbow partner, key concepts in lesson 7 and share your findings with the larger group for feedback.</p> <p><b>E.g.</b></p> <p><b>Music &amp; Dance: Advanced Music Technology.</b></p> <ol style="list-style-type: none"> <li>a. <i>Demonstrating how to Set Levels in Cubase 5 DAW software.</i></li> <li>b. <i>Exporting Projects to aid staging</i></li> <li>c. <i>Exporting projects in Cubase 5 DAW to different formats.</i></li> </ol> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b> <i>Discussion on how the content can equip student teachers with the opportunity for developing core values, physical literacy and core competencies through participation in full-contact martial, arts sports and their usage; as they enter the professional world.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <ol style="list-style-type: none"> <li>a. <i>Discussion on how the new concept can prepare the student teacher to demonstrate professional behaviour of the highest ethical and culturally relevant standards in all</i></li> </ol>	<p>15 mins</p>
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	<p><i>aspects of practice in the school setting (e.g., classroom; duties, such as playtime).</i></p> <p><i>b. Demonstration of both verbal and non-verbal skills that reflect cultural competences</i></p> <p><b>2.2</b> Ask Tutors to identify and discuss potential barriers to student teacher’s learning of the main concepts in the lesson.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b> Potential barriers for student teachers to achieve success in this lesson include but not limited to:</p> <p><i>a. Student teachers without formal Music background.</i></p> <p><i>b. Lack of computers.</i></p> <p><i>c. Student teachers without or with little IT background.</i></p> <p><i>d. Lack of Headphones.</i></p> <p><i>e. Lack of MIDI Keyboards.</i></p> <p><i>f. Lack of Digital audio workstations.</i></p> <p><i>g. Lack of Virtual Studio Technologies.</i></p>	<p><i>aspects of practice in the school setting (e.g., classroom; duties, such as playtime).</i></p> <p><i>b. Demonstration of both verbal and non-verbal skills that reflect cultural competences</i></p> <p><b>2.2</b> Identify and discuss potential barriers to student teacher’s learning of the main concepts in the lesson.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b> Potential barriers for student teachers to achieve success in this lesson include but not limited to:</p> <p><i>a. Student teachers without formal Music background.</i></p> <p><i>b. Lack of computers.</i></p> <p><i>c. Student teachers without or with little IT background.</i></p> <p><i>d. Lack of Headphones.</i></p> <p><i>e. Lack of MIDI Keyboards.</i></p> <p><i>f. Lack of Digital audio workstations.</i></p> <p><i>g. Lack of Virtual Studio Technologies.</i></p>	
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	<p><i>h. Students with SEN.</i></p> <p><i>i. Lack of playback equipment.</i></p> <p><i>j. Difficulty in internet accessibility.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>a. Lack of key equipment.</i></p> <p><i>b. Students with SEN.</i></p> <p><i>c. Lack of interest.</i></p> <p><i>d. Lack of playback equipment.</i></p> <p><i>e. Lack of internet accessibility.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>a. Lack of time for rehearsals.</i></p> <p><i>b. Lack of requisite equipment.</i></p> <p><i>c. Unwillingness of student teachers to participate in programmes.</i></p> <p>2.3 Ask Tutors to identify and discuss new concepts and pedagogy they will introduce in the lesson, which need to be explored; and share with the larger group for feedback.</p>	<p><i>h. Students with SEN.</i></p> <p><i>i. Lack of playback equipment.</i></p> <p><i>j. Difficulty in internet accessibility.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>a. Lack of key equipment.</i></p> <p><i>b. Students with SEN.</i></p> <p><i>c. Lack of interest.</i></p> <p><i>d. Lack of playback equipment.</i></p> <p><i>e. Lack of internet accessibility.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>a. Lack of time for rehearsals.</i></p> <p><i>b. Lack of requisite equipment.</i></p> <p><i>c. Unwillingness of student teachers to participate in programmes.</i></p> <p>2.3 identify and discuss new concepts and pedagogy you will introduce in the lesson, which need to be explored; and share with the larger group for feedback.</p>	
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	<p><b>E.g.</b>  <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p>a. <i>Description of stages involved in setting levels.</i></p> <p>b. <i>Class discussion on the stages involved in setting levels.</i></p> <p>c. <i>Demonstration of how levels are set in Cubase 5 DAW.</i></p> <p>d. <i>Explanation of project exporting and exporting format types (Wave, AIFC, AIFF and Mp3).</i></p> <p>e. <i>Demonstration of the process of exporting.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p>a. <i>Class Discussion: To introduce new topics and engage student teachers in class work and presentations,</i></p> <p>b. <i>Small Group Presentation/Discussion : Engage discussions to demonstrate knowledge and understanding,</i></p> <p>c. <i>They pair-share: Student teachers to use “think-pair-share” method to do their work and then refine them for class presentation.</i></p>	<p><b>E.g.</b>  <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p>a. <i>Description of stages involved in setting levels.</i></p> <p>b. <i>Class discussion on the stages involved in setting levels.</i></p> <p>c. <i>Demonstration of how levels are set in Cubase 5 DAW.</i></p> <p>d. <i>Explanation of project exporting and exporting format types (Wave, AIFC, AIFF and Mp3).</i></p> <p>e. <i>Demonstration of the process of exporting.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p>a. <i>Class Discussion: To introduce new topics and engage student teachers in class work and presentations,</i></p> <p>b. <i>Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding,</i></p> <p>c. <i>Using think- pair-share: Student teachers to use “think-pair-share” method to do their work and then refine them for class presentation.</i></p>	
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	<p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p>a. <i>Small Group Assignment Task:</i>  <i>Student teachers to work in the same small groups from Practise and Coaching non/full-Contact Sports course. Each group continues to elaborate and expand on the analysis of the connection between:</i></p> <ol style="list-style-type: none"> <li>i. <i>core competences,</i></li> <li>ii. <i>core values,</i></li> <li>iii. <i>physical literacy,</i></li> <li>iv. <i>life skills and</i></li> <li>v. <i>entrepreneurial skills</i></li> </ol> <p>b. <i>Class Presentation:</i>  <i>Groups share updates of their small group assignment tasks.</i></p>	<p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p>a. <i>Small Group Assignment Task:</i>  <i>Student teachers to work in the same small groups from Practise and Coaching non/full-Contact Sports course. Each group continues to elaborate and expand on the analysis of the connection between:</i></p> <ol style="list-style-type: none"> <li>i. <i>core competences,</i></li> <li>ii. <i>core values,</i></li> <li>iii. <i>physical literacy,</i></li> <li>iv. <i>life skills and</i></li> <li>v. <i>entrepreneurial skills</i></li> </ol> <p>b. <i>Class Presentation:</i>  <i>Groups share updates of their small group assignment tasks.</i></p>	
<p><b>3.Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>➤ Reading and discussion of the teaching and learning activities</li> <li>➤ Noting, addressing, and explaining areas where tutors may require clarification</li> <li>➤ Noting opportunities</li> </ul>	<p><b>3.1</b> Ask Tutors to read and discuss with their elbow friends (as appropriate) the teaching and learning activities of lesson 7 from their course manuals, link them to the Creative Arts and Physical Education curricula of the Basic Education School and share their findings with the larger group for feedback.</p>	<p><b>3.1</b> Read and discuss with your elbow friend (as appropriate) the teaching and learning activities of lesson 7 from your course manuals, link them to the Creative Arts and Physical Education curricula and share your findings across course groups for feedback.</p>	<p>40 mins</p>

<p>for making <i>explicit links</i> to the Basic School Curriculum</p> <ul style="list-style-type: none"> <li>➤ Noting opportunities for integrating: GESI responsiveness and ICT</li> <li>➤ and 21<sup>st</sup> C skills</li> <li>➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD</li> <li>➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point;</li> </ul>	<p><b>E.g.</b>  <b>Music &amp; Dance: Advanced Music Technology.</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Demonstration: Student teachers watch attentively as Tutor demonstrates the process involve in setting levels, gain staging and exporting projects in Cubase 5 DAW.</i></li> <li><b>b.</b> <i>Group Work: In groups, take student teachers through practical activities; provide a project studio setup and ask the groups to record and edit MIDI and Audio track in Cubase 5 DAW.</i></li> <li><b>c.</b> <i>Class Discussion: Student teachers discuss what it means to set levels and export project. With the teacher leading the way, student teachers continue to discuss MIDI and Audio track preparation as well as gain staging interactively with images on screen.</i></li> <li><b>d.</b> <i>Group Presentation: Student teachers go into their groups and discuss what level setting and project export is. Student teachers discuss MIDI and Audio track preparations as well as gain staging and summarise their</i></li> </ul>	<p><b>E.g.,</b>  <b>Music &amp; Dance: Advanced Music Technology.</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Demonstration: Student teachers watch attentively as Tutor demonstrates the process involve in setting levels, gain staging and exporting projects in Cubase 5 DAW.</i></li> <li><b>b.</b> <i>Group Work: In groups, take student teachers through practical activities; provide a project studio setup and ask the groups to record and edit MIDI and Audio track in Cubase 5 DAW.</i></li> <li><b>c.</b> <i>Class Discussion: Student teachers discuss what it means to set levels and export project. With the teacher leading the way, student teachers continue to discuss MIDI and Audio track preparation as well as gain staging interactively with images on screen.</i></li> <li><b>d.</b> <i>Group Presentation: Student teachers go into their groups and discuss what level setting and project export is. Student teachers discuss MIDI and Audio track preparations as well as gain staging and</i></li> </ul>	
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<p>how they should be used. Consideration needs to be given to local availability</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>findings on a flip chart for Class Presentation.</i></p> <p><b>e.</b> <i>Group Work: The groups are organised once again to set levels in the previous projects and discuss the types of exporting format in Cubase 5 DAW etc.</i></p> <p><b>f.</b> <i>Tutor leads a reflection session leading to closure of lesson.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>a.</b> <i>Small Group Assignment Task: Tutor asks student teachers to work in their same small groups from Practise and coaching non/full-Contact Sports course. Each group continuous to elaborate and expand the analysis of the connection between</i></p> <ul style="list-style-type: none"> <li><b>i.</b> <i>core competences,</i></li> <li><b>ii.</b> <i>core values,</i></li> <li><b>iii.</b> <i>physical literacy,</i></li> <li><b>iv.</b> <i>life skills and</i></li> <li><b>v.</b> <i>entrepreneurial skills.</i></li> </ul> <p><b>b.</b> <i>Student teachers build on the work from the previous course/lessons and identify additional game adaptations for</i></p>	<p><i>summarise their findings on a flip chart for Class Presentation.</i></p> <p><b>e.</b> <i>Group Work: The groups are organised once again to set levels in the previous projects and discuss the types of exporting format in Cubase 5 DAW etc.</i></p> <p><b>f.</b> <i>Tutor leads a reflection session leading to closure of lesson.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>a.</b> <i>Small Group Assignment Task: Tutor asks student teachers to work in their same small groups from Practise and coaching non/full-Contact Sports course. Each group continuous to elaborate and expand the analysis of the connection between</i></p> <ul style="list-style-type: none"> <li><b>i.</b> <i>core competences,</i></li> <li><b>ii.</b> <i>core values,</i></li> <li><b>iii.</b> <i>physical literacy,</i></li> <li><b>iv.</b> <i>life skills and</i></li> <li><b>v.</b> <i>entrepreneurial skills.</i></li> </ul> <p><b>b.</b> <i>Student teachers build on the work from the previous course/lessons and identify additional game adaptations for</i></p>	
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	<p><i>practising the skills earlier mentioned.</i></p> <p><b>c.</b> <i>Class Presentation: Call Groups to share updates of their small group assignment tasks.</i></p> <p><b>d.</b> <i>Tutor leads a reflection session leading to closure of lesson.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>a.</b> <i>Opening ceremony Activities: This is to be conducted according to the PEMD festival of professional development and advocacy programme of activities,</i></p> <p><b>b.</b> <i>Tutors must ensure that student teachers arrive at post in time to start the opening ceremony on time,</i></p> <p><b>c.</b> <i>Actual performance and implementation of the PEMD festival of professional development and advocacy activities as outlined in the festival programme must be carried out rigidly to reflect the true nature of PEMD programme for student teachers to learn from before entering into their world of profession,</i></p>	<p><i>practising the skills earlier mentioned.</i></p> <p><b>c.</b> <i>Class Presentation: Call Groups to share updates of their small group assignment tasks.</i></p> <p><b>d.</b> <i>Tutor leads a reflection session leading to closure of lesson.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>a.</b> <i>Opening ceremony Activities: This is to be conducted according to the PEMD festival of professional development and advocacy programme of activities,</i></p> <p><b>b.</b> <i>Tutor must ensure that student teachers arrive at post in time to start the opening ceremony on time,</i></p> <p><b>c.</b> <i>Actual performance and implementation of the PEMD festival of professional development and advocacy activities as outlined in the festival programme must be carried out rigidly to reflect the true nature of PEMD programme for student teachers to learn from before entering into their world of profession,</i></p>	
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	<p><b>d.</b> Tutor leads a reflection session to bring the lesson to a closure lesson.</p> <p><b>NB:</b> Subject leads may be called for clarification on any aspect of the PD manual that raises doubts.</p> <p><b>3.2</b> Ask Tutors to discuss how they will make their lessons Gender responsive and ICT sensitive.</p> <p><b>E.g.,</b> <b>Music &amp; Dance: Advanced Music Technology</b></p> <p><b>a.</b> Create equal opportunities for both male and female students and student teachers with SEN and other abilities to take turns in gadget and/or instrumental fixing and manipulation,</p> <p><b>b.</b> Focus attention on ethical issues that inhibit participation of females and males in certain musical performances,</p> <p><b>c.</b> Use of computers/mobile phones, search engines and other internet facilities to access documentaries on setting levels, gain staging and exporting projects in Cubase 5 DAW.</p>	<p><b>d.</b> Tutor leads a reflection session to bring the lesson to a closure.</p> <p><b>3.2</b> Discuss how you will make your lesson Gender responsive and ICT sensitive.</p> <p><b>E.g.,</b> <b>Music &amp; Dance: Advanced Music Technology</b></p> <p><b>a.</b> Create equal opportunities for both male and female students and student teachers with SEN and other abilities to take turns in gadget and/or instrumental fixing and manipulation,</p> <p><b>b.</b> Focus attention on ethical issues that inhibit participation of females and males in certain musical performances,</p> <p><b>c.</b> Use of computers/mobile phones, search engines and other internet facilities to access documentaries on setting levels, gain staging and exporting projects in Cubase 5 DAW.</p>
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	<p><b>d.</b> <i>Use of playback gadgets such as mobile phones, computers, mp3/mp4, i-box, woofers, Bluetooth facilities etc. to play documentaries.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>a.</b> <i>Using motivation to cause gender equilibrium, inclusion, equity and participation in sporting activities,</i></p> <p><b>b.</b> <i>Regularising gender sensitive training sessions to aid participation,</i></p> <p><b>c.</b> <i>Using ICT tools such as Computers, mobile phones, and Bluetooth facilities etc. to download coaching &amp; non-contact sports documentaries for playback.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>a.</b> <i>Forming ability groups in task execution,</i></p> <p><b>b.</b> <i>Using the mobile phone and audio-visual gadgets to enhance lesson delivery.</i></p> <p><b>3.3.</b> <i>Ask Tutors to discuss and plan how they will develop core and transferable skills in student teachers during the delivery of lesson 7 of</i></p>	<p><b>d.</b> <i>Use of playback gadgets such as mobile phones, computers, mp3/mp4, i-box, woofers, Bluetooth facilities etc. to play documentaries.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>a.</b> <i>Using motivation to cause gender equilibrium, inclusion, equity and participation in sporting activities,</i></p> <p><b>b.</b> <i>Regularising gender sensitive training sessions to aid participation,</i></p> <p><b>c.</b> <i>Using ICT tools such as Computers, mobile phones, and Bluetooth facilities etc. to download coaching &amp; non-contact sports documentaries for playback.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>a.</b> <i>Forming ability groups in task execution,</i></p> <p><b>b.</b> <i>Using the mobile phone and audio-visual gadgets to enhance lesson delivery.</i></p> <p><b>3.3.</b> <i>Discuss and plan how you will develop core and transferable skills in student teachers during the delivery of lesson 7 of your course</i></p>	
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	<p>their course manual and share with the larger group for feedback.</p> <p><b>E.g.,</b>  <b>Music &amp; Dance: Advanced Music Technology</b>  <i>Using mixed/ability groupings, class discussion, class presentations, peer assessments, project/action research, etc., student teachers will develop the following 21st century skills:</i></p> <ul style="list-style-type: none"> <li><i>a. Assessment skills,</i></li> <li><i>b. Social skills,</i></li> <li><i>c. Communication skills,</i></li> <li><i>d. Reflection and honesty,</i></li> <li><i>e. Critical thinking and Problem solving,</i></li> <li><i>f. Innovation and collaboration,</i></li> <li><i>g. Gender issues,</i></li> <li><i>h. Adaptations for children with SEN,</i></li> <li><i>i. Diversity and inclusivity in Music,</i></li> <li><i>j. Information literacy, and</i></li> <li><i>k. Ethical issues on stereotyping in music.</i></li> </ul>	<p>manual and share with the larger group for feedback.</p> <p><b>E.g.,</b>  <b>Music &amp; Dance: Advanced Music Technology</b>  <i>Using mixed/ability groupings, class discussion, class presentations, peer assessments, project/action research, etc., student teachers will develop the following 21st century skills:</i></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Assessment skills,</i></li> <li><b>b.</b> <i>Social skills,</i></li> <li><b>c.</b> <i>Communication skills,</i></li> <li><b>d.</b> <i>Reflection and honesty,</i></li> <li><b>e.</b> <i>Critical thinking and Problem solving,</i></li> <li><b>f.</b> <i>Innovation and collaboration,</i></li> <li><b>g.</b> <i>Gender issues,</i></li> <li><b>h.</b> <i>Adaptations for children with SEN,</i></li> <li><b>i.</b> <i>Diversity and inclusivity in Music,</i></li> <li><b>j.</b> <i>Information literacy, and</i></li> <li><b>k.</b> <i>Ethical issues on stereotyping in music.</i></li> </ul>	
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	<p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b>  <i>Student teachers through practice and coaching full &amp; non-contact sporting activities will develop the following 21st century skill thus:</i></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Physical literacy,</i></li> <li><b>b.</b> <i>Life skills,</i></li> <li><b>c.</b> <i>Communication skills,</i></li> <li><b>d.</b> <i>Leadership,</i></li> <li><b>e.</b> <i>Self-discipline/responsibility,</i></li> <li><b>f.</b> <i>Critical thinking and problem solving,</i></li> <li><b>g.</b> <i>Innovation and collaboration,</i></li> <li><b>h.</b> <i>GESI (i.e., integration of gender equilibrium, equity, social inclusivity in lesson delivery), and</i></li> <li><b>i.</b> <i>Adaptations for children with SEN.</i></li> </ul> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b>  <i>Student teachers through professional development and advocacy explorative programmes will develop the following 21st century skill thus:</i></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Physical literacy,</i></li> <li><b>b.</b> <i>Life skills,</i></li> </ul>	<p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b>  <i>Student teachers through practice and coaching full &amp; non-contact sporting activities will develop the following 21st century skill thus:</i></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Physical literacy,</i></li> <li><b>b.</b> <i>Life skills,</i></li> <li><b>c.</b> <i>Communication skills,</i></li> <li><b>d.</b> <i>Leadership,</i></li> <li><b>e.</b> <i>Self-discipline/responsibility,</i></li> <li><b>f.</b> <i>Critical thinking and problem solving,</i></li> <li><b>g.</b> <i>Innovation and collaboration,</i></li> <li><b>h.</b> <i>GESI (i.e., integration of gender equilibrium, equity, social inclusivity in lesson delivery), and</i></li> <li><b>i.</b> <i>Adaptations for children with SEN.</i></li> </ul> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b>  <i>Student teachers through professional development and advocacy explorative programmes will develop the following 21st century skill thus:</i></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Physical literacy,</i></li> <li><b>b.</b> <i>Life skills,</i></li> </ul>	
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	<p><i>c. Communication skills,</i></p> <p><i>d. Leadership skills,</i></p> <p><i>e. Self-discipline/ Responsibility,</i></p> <p><i>f. Critical thinking and problem solving, innovation and collaboration,</i></p> <p><i>g. GESI (i.e., integration of gender equilibrium, equity, social inclusivity in lesson delivery), and</i></p> <p><i>h. Adaptations for children with SEN.</i></p> <p><b>3.4</b> Ask Tutors to read from their respective course manuals, identify and discuss the continuous assessment opportunities in lesson 7 and align them to the NTEAP (as appropriate).</p> <p><b>E.g.,</b> <b>Music &amp; Dance: Advanced Music Technology</b></p> <p><i>i. Student teachers to demonstrate how videos, pictures, and text can be edited for simple music video.</i></p> <p><i>ii. Student teachers to export video project in Wonder share Film into different video formats such as MP4, WMV, AVI, MOV</i></p>	<p><i>c. Communication skills,</i></p> <p><i>d. Leadership skills,</i></p> <p><i>e. Self-discipline/Responsibility</i></p> <p><i>f. Critical thinking and problem solving, innovation and collaboration,</i></p> <p><i>g. GESI (i.e., integration of gender equilibrium, equity, social inclusivity in lesson delivery), and</i></p> <p><i>h. Adaptations for children with SEN.</i></p> <p><b>3.4</b> Read from your course manual, identify and discuss the continuous assessment opportunities in lesson 7 and align them to the NTEAP (as appropriate).</p> <p><b>E.g.,</b> <b>Music &amp; Dance: Advanced Music Technology</b></p> <p><i>i. Student teachers to demonstrate how videos, pictures, and text can be edited for simple music video.</i></p> <p><i>ii. Student teachers to export video project in Wonder share Film into video formats such as MP4, WMV, AVI, MOV</i></p>	
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	<p><i>iii. Student teachers to upload video on YouTube, Sound cloud, Video, and Facebook.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>i. Student teachers to state at least 3 core values.</i></p> <p><i>ii. Student teachers to explain the following terms: physical literacy and core competencies.</i></p> <p><i>iii. Student teachers to explain how one can develop named core values.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>i. Student teachers to discuss what professional development and advocacy means.</i></p> <p><i>ii. Student teachers explain the need to participate in professional development and advocacy programmes.</i></p> <p><i>iii. Student teachers to outline how to conduct/implement the Opening Ceremony including performances - planned for the</i></p>	<p><i>iii. Student teachers to upload video on YouTube, Sound cloud, Video, and Facebook.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>i. Student teachers to state at least 3 core values.</i></p> <p><i>ii. Student teachers to explain the following: physical literacy and core competencies.</i></p> <p><i>iii. Student teachers to explain how one can develop named core values.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>i. Student teachers to discuss what professional development and advocacy means.</i></p> <p><i>ii. Student teachers explain the need to participate in professional development and advocacy programmes.</i></p> <p><i>iii. Student teachers to outline how to conduct/implement the Opening Ceremony including performances - planned for the</i></p>	
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	<p><i>opening of the PEMD-FPDA.</i></p> <p><b>3.5</b> Guide Tutors using think-pair-share strategy to identify the teaching and learning resources of lesson 7 in their course manuals, suggest GESI responsive resources and explain how they could be used in the delivery of lesson 7 and share their findings with the larger group for feedback.</p> <p><b>E.g.,</b>  <b>Music &amp; Dance: Advanced Music Technology</b>  <i>Hardware items and software programmes for a project studio setup in the classroom or music room such as</i></p> <ol style="list-style-type: none"> <li><b>a.</b> <i>Computers (Laptops or PCs),</i></li> <li><b>b.</b> <i>Audio interface,</i></li> <li><b>c.</b> <i>Studio Monitor,</i></li> <li><b>d.</b> <i>Headset,</i></li> <li><b>e.</b> <i>Software package such as Finale, Cubase, Sibelius, Wonder share Film etc.</i></li> </ol> <p><u><a href="https://www.google.com/search?q=ssp=eJzj4tTP1TewzEouK1ZqNGB0Y">https://www.google.com/search?q=ssp=eJzj4tTP1TewzEouK1ZqNGB0Y</a></u></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b>  <i>A modest recording and playback gadgets in the</i></p>	<p><i>opening of the PEMD-FPDA.</i></p> <p><b>3.5</b> Using think-pair-share strategy, identify the teaching and learning resources of lesson 7 in your course manual, suggest GESI responsive resources and explain how they could be used in the delivery of lesson 7 and share your findings with the larger group for feedback.</p> <p><b>E.g.,</b>  <b>Music &amp; Dance: Advanced Music Technology</b>  <i>Hardware items and software programmes for a project studio setup in the classroom or music room such as</i></p> <ol style="list-style-type: none"> <li><b>a.</b> <i>Computers (Laptops or PCs),</i></li> <li><b>b.</b> <i>Audio interface,</i></li> <li><b>c.</b> <i>Studio Monitor,</i></li> <li><b>d.</b> <i>Headset,</i></li> <li><b>e.</b> <i>Software package such as Finale, Cubase, Sibelius, Wonder share Film etc.</i></li> </ol> <p><u><a href="https://www.google.com/search?q=ssp=eJzj4tTP1TewzEouK1ZqNGB0Y">https://www.google.com/search?q=ssp=eJzj4tTP1TewzEouK1ZqNGB0Y</a></u></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b>  <i>A modest recording and playback gadgets in the</i></p>	
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	<p><i>classroom or music room such as</i></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone),</i></li> <li><b>b.</b> <i>Electronic keyboard with synthesizer,</i></li> <li><b>c.</b> <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i></li> </ul> <p><b><u><a href="https://www.google.com/webhp?hl=gaa&amp;sa=X&amp;ved=0ahUKEwjp57bg0vLzAhUOT8AKHTUCBe8QPAqI">https://www.google.com/webhp?hl=gaa&amp;sa=X&amp;ved=0ahUKEwjp57bg0vLzAhUOT8AKHTUCBe8QPAqI</a></u></b></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone),</i></li> <li><b>b.</b> <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files,</i></li> <li><b>c.</b> <i>Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing, and reviewing performances),</i></li> <li><b>d.</b> <i>Cones, markers, whistles, stop watches, hoola hoops, studio-meter, audiometer, bathroom scale, skinfold callipers, tape</i></li> </ul>	<p><i>classroom or music room such as</i></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone),</i></li> <li><b>b.</b> <i>Electronic keyboard with synthesizer,</i></li> <li><b>c.</b> <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i></li> </ul> <p><b><u><a href="https://www.google.com/webhp?hl=gaa&amp;sa=X&amp;ved=0ahUKEwjp57bg0vLzAhUOT8AKHTUCBe8QPAqI">https://www.google.com/webhp?hl=gaa&amp;sa=X&amp;ved=0ahUKEwjp57bg0vLzAhUOT8AKHTUCBe8QPAqI</a></u></b></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</i></li> <li><b>b.</b> <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files,</i></li> <li><b>c.</b> <i>Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing, and reviewing performances),</i></li> <li><b>d.</b> <i>Cones, markers, whistles, stop watches, hoola hoops, studio-meter, audiometer, bathroom scale, skinfold callipers, tape</i></li> </ul>	
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	<p><i>measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, Place mats, playing field, goals, balls and various equipment as needed for culminating festival.</i></p> <p><a href="https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI">https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI</a></p>	<p><i>measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, Place mats, playing field, goals, balls and various equipment as needed for culminating festival</i></p> <p><a href="https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI">https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI</a></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>➤ Tutors should Identifying critical friends to observe lessons and report at next session</li> <li>➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p><b>4.1</b> Ask Tutors to invite a critical friend to observe during lesson delivery to provide feedback and report at the next PD session.</p> <p><b>4.2</b> Ask Tutors to outline any outstanding issues relating to their respective lessons per their course groups for clarification.</p> <p><b>4.3</b> With a gender responsive approach, ask Tutors from each course group to do a recap of the session.</p> <p><b>4.4</b> Require from Tutors to read lesson 8 in their course manuals for the next session and visit the following link for prior information before next PD.</p> <p><a href="https://www.google.com/search?q=computer+music+software&amp;og=computer+music+software&amp;aqs=chrom">https://www.google.com/search?q=computer+music+software&amp;og=computer+music+software&amp;aqs=chrom</a></p>	<p><b>4.1</b> Invite a critical friend to observe during lesson delivery to provide feedback and report at the next PD session.</p> <p><b>4.2</b> Outline any outstanding issues relating to your lesson for clarification.</p> <p><b>4.3</b> Do a recap of the session.</p> <p><b>4.4</b> Read lesson 8 in your course manual for the next session.</p>	15 mins

	<p><u><a href="#">e..69i57.13879j0j15&amp;sourceid=chrome&amp;ie=UTF-8</a></u></p> <p><b>NB</b> <i>Subject lead's support may be sought for further assistance.</i></p>		
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<b>Age Levels/s:</b> JHS Education	<b>Name of Subject/s:</b> 1. Advanced Music Technology. 2. Practice and Coaching Full & Non- Contact Sports 3. Professional Development and Advocacy in PES-MD
<b>Lesson Titles:</b> 1. Music Video Editing and Uploading on the internet 2. Application of movement concepts, principles, and strategies in performing and coaching full-contact martial arts sports (NOTE: This is lesson 2 of 2) 3. Day 1: PEMD Festival of Professional Development and Advocacy Activities.	

**Tutor PD Session for Lesson 8 in the Course Manual**

<b>Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.</b>	<b>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>
<b>1 Introduction to the session</b> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators	<b>1a Introduction to the session</b>  <b>1.1 Icebreaker:</b> Start the PD session with an icebreaker. <b>E.g.,</b> call Tutors at random to state the impact of T-TEL on Teacher Education in Ghana.  <b>1.2</b> With gender responsiveness, ask Tutors at random to share how the last PD sessions helped	<b>1a Introduction to the session</b>  <b>1.1 Icebreaker:</b> Start the lesson with an icebreaker. <b>E.g.,</b> state the impact of T-TEL on Teacher Education in Ghana.  <b>1.2</b> With gender responsiveness, share how the last PD sessions helped you in your delivery lesson 7.	20 mins

<p>➤ Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>them in their lesson delivery.</p> <p><b>1.3</b> Let Tutors with their critical friends share their observations and experiences with the larger group on the delivery of lesson 7 for feedback.</p> <p><b>1.4</b> Ask tutors to sit in their various course groups and read the introductory sections of their JHS specialism course manuals to identify the Course Description, Core and Transferable Skills and Cross Cutting Issues including Equality and Inclusion to have a general overview and purpose of the courses.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><b>Lesson Description</b> <i>The lesson focuses on introducing student teachers to how to install Wonder share Film or a 9 and creating music video with it as well as uploading it on the internet. The lesson will describe the process of adding video, picture and text segments to exported Audio files from Cubase 5 to create a simple music video. The lesson will also describe how to upload video at</i></p>	<p><b>1.3</b> With your critical friend, share your experiences and observations with the larger group on the delivery of lesson 7 for feedback.</p> <p><b>1.4</b> Sit in your course group and read the introductory sections of your JHS specialism course manual to identify the Course Description, Core and Transferable Skills and Cross Cutting Issues including Equality and Inclusion to have a general overview and purpose of the courses.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><b>Lesson Description</b> <i>The lesson focuses on introducing student teachers to how to install Wonder share Film or a 9 and creating music video with it as well as uploading it on the internet. The lesson will describe the process of adding video, picture and text segments to exported Audio files from Cubase 5 to create a simple music video. The lesson will also describe how to upload video at YouTube, Sound cloud and post at Facebook.</i></p>	
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	<p><i>YouTube, Sound cloud and post at Facebook.</i></p> <p><b>Core and Transferable Skills and cross cutting issues, including equity and inclusion:</b> Student teachers will be taken through;</p> <p><b>a.</b> <i>Background of learners- (self-awareness, Cultural issues),</i></p> <p><b>b.</b> <i>Gender issues in music &amp; dance, Equality and Inclusivity (including Gender and SEN),</i></p> <p><b>c.</b> <i>Professional values and attitudes,</i></p> <p><b>d.</b> <i>Cross-cutting Issues- (problem solving, financial literacy, digital literacy, open-mindedness),</i></p> <p><b>e.</b> <i>Core Values- (honesty, integrity, cooperation, perseverance and grit, teamwork, responsible citizenry, respect for others, etc.)</i></p> <p><b>LO:</b> <i>Demonstrate a comprehensive technological knowledge in video editing software programmes and how to installing Wonder share Film or a 9.</i></p>	<p><b>Core and Transferable Skills and cross cutting issues, including equity and inclusion:</b> Student teachers will be taken through;</p> <p><b>a.</b> <i>Background of learners- (self-awareness, Cultural issues),</i></p> <p><b>b.</b> <i>Gender issues in music &amp; dance, Equality and Inclusivity (including Gender and SEN),</i></p> <p><b>c.</b> <i>Professional values and attitudes,</i></p> <p><b>d.</b> <i>Cross-cutting Issues- (problem solving, financial literacy, digital literacy, open-mindedness),</i></p> <p><b>e.</b> <i>Core Values- (honesty, integrity, cooperation, perseverance and grit, teamwork, responsible citizenry, respect for others, etc.)</i></p> <p><b>LO:</b> <i>Demonstrate a comprehensive technological knowledge in video editing software programmes and how to installing Wonder share Film or a 9.</i></p>	
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	<p><b>LIs:</b></p> <p><b>a.</b> <i>What are video editing software programmes?</i></p> <p><b>b.</b> <i>Describe the process of installing Wonder shall Film.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>Lesson description</b>  <i>This lesson exposes student teachers to non-contact individual/target sports disciplines including local archery and golf. Tutors select 1 full-contact martial arts sports and create opportunities for practice and coaching while applying movement principles and strategies to develop core values and competencies, physical literacy, and address cross-cutting issues. This lesson will span over 2 period for the one selected sports.</i></p> <p><b>Core and Transferable Skills and cross cutting issues, including equity and inclusion:</b>  Student teachers will be taken through;</p> <p><b>a.</b> <i>Background of learners- (self-awareness, Cultural issues),</i></p> <p><b>b.</b> <i>Gender issues in music &amp; dance, Equality and Inclusivity (including Gender and SEN,</i></p>	<p><b>LIs:</b></p> <p><b>a.</b> <i>What are video editing software programmes?</i></p> <p><b>b.</b> <i>Describe the process of installing Wonder shall Fil.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>Lesson description</b>  <i>This lesson exposes student teachers to non-contact individual/target sports disciplines including local archery and golf. Tutors select 1 full-contact martial arts sports and create opportunities for practice and coaching while applying movement principles and strategies to develop core values and competencies, physical literacy, and address cross-cutting issues. This lesson will span over 2 period for the one selected sports.</i></p> <p><b>Core and Transferable Skills and cross cutting issues, including equity and inclusion:</b>  Student teachers will be taken through;</p> <p><b>a.</b> <i>Background of learners- (self-awareness, Cultural issues),</i></p> <p><b>b.</b> <i>Gender issues in music &amp; dance, Equality and Inclusivity (including Gender and SEN),</i></p>	
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	<p><b>c.</b> Professional values and attitudes,</p> <p><b>d.</b> Cross-cutting Issues- (problem solving, financial literacy, digital literacy, open-mindedness),</p> <p><b>e.</b> Core Values- (honesty, integrity, cooperation, perseverance and grit, teamwork, responsible citizenry, respect for others, etc.)</p> <p><b>LO:</b> Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</p> <p><b>LIs:</b></p> <p>a. Exceed grade level expectations (GLE) and mastery of life skill attributes.</p> <p>b. Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>Lesson description</b> This is the first day of the PEMD Festival of</p>	<p><b>c.</b> Professional values and attitudes,</p> <p><b>d.</b> Cross-cutting Issues- (problem solving, financial literacy, digital literacy, open-mindedness),</p> <p><b>e.</b> Core Values- (honesty, integrity, cooperation, perseverance and grit, teamwork, responsible citizenry, respect for others, etc.)</p> <p><b>LO:</b> Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</p> <p><b>LIs:</b></p> <p>a. Exceed grade level expectations (GLE) and mastery of life skill attributes.</p> <p>b. Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>Lesson description</b> This is the first day of the PEMD Festival of Professional Development and Advocacy</p>	
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	<p><i>Professional Development and Advocacy</i></p> <p><b>Core and Transferable Skills and cross cutting issues, including equity and inclusion:</b> Student teachers will be taken through;</p> <p><b>a.</b> <i>Background of learners- (self-awareness, Cultural issues),</i></p> <p><b>b.</b> <i>Gender issues in music &amp; dance, Equality and Inclusivity (including Gender and SEN),</i></p> <p><b>c.</b> <i>Professional values and attitudes,</i></p> <p><b>d.</b> <i>Cross-cutting Issues- (problem solving, financial literacy, digital literacy, open-mindedness),</i></p> <p><b>e.</b> <i>Core Values- (honesty, integrity, cooperation, perseverance and grit, teamwork, responsible citizenry, respect for others, etc.)</i></p> <p><b>LO:</b> <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LIs:</b></p> <p><b>a.</b> <i>Demonstrates professional behaviour of the highest ethical and</i></p>	<p><b>Core and Transferable Skills and cross cutting issues, including equity and inclusion:</b> Student teachers will be taken through;</p> <p><b>a.</b> <i>Background of learners- (self-awareness, Cultural issues),</i></p> <p><b>b.</b> <i>Gender issues in music &amp; dance, Equality and Inclusivity (including Gender and SEN),</i></p> <p><b>c.</b> <i>Professional values and attitudes,</i></p> <p><b>d.</b> <i>Cross-cutting Issues- (problem solving, financial literacy, digital literacy, open-mindedness),</i></p> <p><b>e.</b> <i>Core Values- (honesty, integrity, cooperation, perseverance and grit, teamwork, responsible citizenry, respect for others, etc.)</i></p> <p><b>LO:</b> <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LIs:</b></p> <p><b>a.</b> <i>Demonstrates professional behaviour of the highest ethical and culturally relevant</i></p>	
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	<p><i>culturally relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime).</i></p> <p><i>b. Maintains professional relationships including respect of student teacher boundaries in and out of the school setting.</i></p> <p><i>c. Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p><b>1.5</b> Ask Tutors to identify, discuss with their elbow friends and share the distinctive aspects of the lesson with the larger group for feedback.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><b>Class Discussion-</b> <i>to introduce new topics and engage student teachers in small group work and presentations.</i></p> <p><b>Small Group Presentation/ Discussion:</b> <i>Engage in discussions to demonstrate knowledge and understanding. They pair-share their work and then</i></p>	<p><i>standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime).</i></p> <p><i>b. Maintains professional relationships including respect of student teacher boundaries in and out of the school setting.</i></p> <p><i>c. Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p><b>1.5</b> Identify, discuss with your elbow friend, and share the distinctive aspects of the lesson with the larger group for feedback.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><b>Class Discussion-</b> <i>to introduce new topics and engage student teachers in small group work and presentations.</i></p> <p><b>Small Group Presentation/ Discussion:</b> <i>Engage in discussions to demonstrate knowledge and understanding. They pair-share their work and then</i></p>	
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	<p><i>refine them for class presentation.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports:</b> <i>Class participation and group/class discussions.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <ul style="list-style-type: none"> <li><i>a. Description of stages involved in setting levels.</i></li> <li><i>b. Class discussion on the stages involved in setting levels.</i></li> <li><i>c. Demonstration of how levels are set in Cubase 5 DAW.</i></li> <li><i>d. Explanation of project exporting and exporting format types (Wave, AIFC, AIFF and Mp3).</i></li> <li><i>e. Demonstration of the process of Exporting.</i></li> </ul> <p><b>1.6</b> Ask tutors to read through the two assessment components of lesson 8 from their course manuals and discuss their alignment with the NTEAP (where applicable), outline their implications and develop implementation strategies.</p>	<p><i>refine them for class presentation.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports:</b> <i>Class participation and group/class discussions.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <ul style="list-style-type: none"> <li><i>a. Description of stages involved in setting levels.</i></li> <li><i>b. Class discussion on the stages involved in setting levels.</i></li> <li><i>c. Demonstration of how levels are set in Cubase 5 DAW.</i></li> <li><i>d. Explanation of project exporting and exporting format types (Wave, AIFC, AIFF and Mp3).</i></li> <li><i>e. Demonstration of the process of Exporting.</i></li> </ul> <p><b>1.6</b> Read through the assessment components of lesson 8 from your course manual and discuss their alignment with the NTEAP (where applicable), outline their implications and develop implementation strategies.</p>	
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	<p><b>E.g.</b>  <b>Music &amp; Dance:  Advanced Music  Technology</b></p> <p><b>a.</b> <i>Notate a four-bar melody using Finale in a simple quadruple time in key G major with nine (9) dynamics marks.  (CLO 1) e.g.</i></p>  <p><b>b.</b> <i>Perform the notated music. (CLO1)</i></p> <p><b>c.</b> <i>Install Wonder share Film and use it to create video of the above music.</i></p> <p><b>d.</b> <i>Uploading the notated music onto the internet (CLO 4).</i></p> <p><b>e.</b> <i>Scores of the notated music.</i></p> <p><b>f.</b> <i>Report on how Wonder share Film was installed and used to create video of the music.</i></p> <p><b>g.</b> <i>Report on how the notated music was uploaded onto the internet.</i></p> <p><b>h.</b> <i>Reflective Journals etc.</i></p> <p><b>PE: Practice and Coaching  Full &amp; Non- Contact Sports</b></p> <p><i>Develop adaptation for different games and select</i></p>	<p><b>E.g.</b>  <b>Music &amp; Dance: Advanced  Music Technology</b></p> <p><b>a.</b> <i>Notate a four-bar melody using Finale in a simple quadruple time in key G major with nine (9) dynamics marks.  (CLO 1) e.g.</i></p>  <p><b>b.</b> <i>Perform the notated music. (CLO1)</i></p> <p><b>c.</b> <i>Install Wonder share Film and use it to create video of the above music.</i></p> <p><b>d.</b> <i>Uploading the notated music onto the internet (CLO 4).</i></p> <p><b>e.</b> <i>Score of the notated music.</i></p> <p><b>f.</b> <i>Report on how Wonder share Film was installed and used to create video of the music.</i></p> <p><b>g.</b> <i>Report on how the notated music was uploaded onto the internet.</i></p> <p><b>h.</b> <i>Reflective journal.</i></p> <p><b>PE: Practice and Coaching  Full &amp; Non- Contact Sports</b></p> <p><i>Develop adaptation for different games and select</i></p>	
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	<p><i>the most appropriate method(s) and justify how such adaptation fosters gender balance selection and inclusion (CLO 2).</i></p> <p><b>a.</b> <i>Self-recording checklist.</i></p> <p><b>b.</b> <i>Reflective report or journal (at least 200 words).</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>Identify 3 advocacy strategies and show how they can be employed in promoting PEMD (This addresses CLO 2).</i></p> <p><b>a.</b> <i>Written report on advocacy strategies to promote PEMD.</i></p> <p><b>b.</b> <i>Artefacts, equipment, materials.</i></p> <p><b>c.</b> <i>Further reading resources.</i></p> <p><b>d.</b> <i>Other written Reports.</i></p> <p><b>e.</b> <i>Photographs/videos of performances and artefacts, etc.</i></p> <p><b>1.7</b> Ask Tutors to read and discuss from their respective course manuals, the purpose of the lesson and share with the larger group for feedback.</p>	<p><i>the most appropriate method(s) and justify how such adaptation fosters gender balance selection and inclusion (CLO 2).</i></p> <p><b>a.</b> <i>Self-recording checklist.</i></p> <p><b>b.</b> <i>Reflective report or journal (at least 200 words).</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>Identify 3 advocacy strategies and show how they can be employed in promoting PEMD (This addresses CLO 2).</i></p> <p><b>a.</b> <i>Written report on advocacy strategies to promote PEMD.</i></p> <p><b>b.</b> <i>Artefacts, equipment, materials.</i></p> <p><b>c.</b> <i>Further reading resources.</i></p> <p><b>d.</b> <i>Other written Reports.</i></p> <p><b>e.</b> <i>Photographs/videos of performances and artefacts, etc.</i></p> <p><b>1.7</b> Read and discuss from your course manual, the purpose of the lesson and share with the larger group for feedback.</p>	
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	<p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><b>Purpose of the lesson</b> <i>To introduce student teachers to the:</i></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Stages in setting levels of MIDI and Audio tracks in Cubase 5 DAW,</i></li> <li><b>b.</b> <i>Consistent Velocity of MIDI in piano roll,</i></li> <li><b>c.</b> <i>Consistent Audio level,</i></li> <li><b>d.</b> <i>Gain staging of tracks,</i></li> <li><b>e.</b> <i>Setting levels based on significance,</i></li> <li><b>f.</b> <i>Student teachers should be able to export projects in Cubase 5 DAW into formats such as</i> <ul style="list-style-type: none"> <li><i>i. Wave</i></li> <li><i>ii. AIFC</i></li> <li><i>iii. AIFF</i></li> <li><i>iv. Mp3</i></li> </ul> </li> </ul> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>Purpose of lesson</b> <i>To let student teachers know the content to be covered and how the content can provide opportunity for developing core values, physical literacy and core competencies through</i></p>	<p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><b>Purpose of the lesson</b> <i>To introduce student teachers to the:</i></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Stages in setting levels of MIDI and Audio tracks in Cubase 5 DAW,</i></li> <li><b>b.</b> <i>Consistent Velocity of MIDI in piano roll,</i></li> <li><b>c.</b> <i>Consistent Audio level,</i></li> <li><b>d.</b> <i>Gain staging of tracks,</i></li> <li><b>e.</b> <i>Setting levels based on significance,</i></li> <li><b>f.</b> <i>Student teachers should be able to export projects in Cubase 5 DAW into formats such as</i> <ul style="list-style-type: none"> <li><i>i. Wave</i></li> <li><i>ii. AIFC</i></li> <li><i>iii. AIFF</i></li> <li><i>iv. Mp3</i></li> </ul> </li> </ul> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>Purpose of the lesson</b> <i>To let student teachers know the content to be covered and how the content can provide opportunity for developing core values, physical literacy and core competencies through</i></p>	
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	<p><i>participation in full-contact martial arts sports.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>Purpose of the lesson</b> <i>To provide student teachers with the opportunity to conduct/ implement and part-take in the PEMD Festival of Professional Development and Advocacy programme.</i></p> <p><b>NOTE:</b></p> <p><i>i. Ask Tutors to identify and share with the larger group, areas where they might require clarification on lesson delivery for feedback.</i></p> <p><i>ii. Encourage individual Tutors to plan their lessons as they go through the PD session.</i></p>	<p><i>participation in full-contact martial arts sports.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>Purpose of the lesson</b> <i>To provide student teachers with the opportunity to conduct/ implement and part-take in the PEMD Festival of Professional Development and Advocacy programme.</i></p>	
<p><b>As this course is dealing with supporting and/ or assessing the Professional Teaching Portfolio Development</b></p> <p><b>Classroom Enquiry and/or the Action Research Project Report writing,</b></p> <p><b>Tutors should be provided with guidance on what to do including</b></p>	<p><b>1.8</b> Ask tutors to discuss the components of a <b>subject portfolio</b> and the need for its development by student teachers.</p> <p><b>1.9</b> <b>E.g. Components</b></p> <p><i>a. Course assignments</i></p> <p><i>b. Written reports on projects</i></p> <p><i>c. Revisions and work samples</i></p>	<p><b>1.8</b> Discuss the components of a <b>subject portfolio</b> and the need for its development by student teachers.</p> <p><b>E.g. Components</b></p> <p><i>a. Course assignments</i></p> <p><i>b. Written reports on projects</i></p> <p><i>c. Revisions and work samples</i></p>	

<p><b>organisation of Post Internship Seminar.</b></p>	<p><i>d. Student self-assessments</i></p> <p><i>e. Reflections on own works. Etc.</i></p> <p><b>Evidence</b>  <i>It provides student teachers with the opportunity to showcase and or assess the album of their own academic worth and participation in class exercises.</i></p> <p><b>1.10</b> Ask Tutors to discuss with their elbow friends how they will prepare student teachers for NTC'S <b>Professional Teaching Portfolio (PTP) Assessment</b> in the world of work as beginning teachers and share findings with the larger group for feedback.</p> <p><b>E.g.</b>  <b>Articles to be included on the PTP for assessment</b></p> <p><i>a. Sample Videos of their teaching,</i></p> <p><i>b. Statement of teaching philosophy,</i></p> <p><i>c. Evaluations of work done,</i></p> <p><i>d. Sample lesson plans,</i></p> <p><i>e. Report on Classroom work,</i></p>	<p><i>d. Student self-assessments</i></p> <p><i>e. Reflections on own works. Etc.</i></p> <p><b>Evidence</b>  <i>It provides student teachers with the opportunity to showcase and or assess the album of their own academic worth and participation in class exercises.</i></p> <p><b>1.9</b> Discuss with your elbow friend how you will prepare student teachers for NTC'S <b>Professional Teaching Portfolio (PTP) Assessment</b> in the world of work as beginning teachers and share findings across course group for feedback.</p> <p><b>E.g.</b>  <b>Articles to be included on the PTP for assessment</b></p> <p><i>a. Sample Videos of their teaching,</i></p> <p><i>b. Statement of teaching philosophy,</i></p> <p><i>c. Evaluations of work done,</i></p> <p><i>d. Sample lesson plans,</i></p> <p><i>e. Report on Classroom work,</i></p>	
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	<p><b>f.</b> <i>Innovations (e.g., creation of TLRS, new methods),</i></p> <p><b>g.</b> <i>Relevant photographs of classroom activities,</i></p> <p><b>h.</b> <i>Teaching honours and/or awards,</i></p> <p><b>i.</b> <i>Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad),</i></p> <p><b>j.</b> <i>Continuing Education/Workshops completed (CPD).</i></p> <p><b>Merits</b></p> <p><b>a.</b> <i>Promotion</i></p> <p><b>b.</b> <i>Professional development</i></p> <p><b>c.</b> <i>Reference material</i></p> <p><b>d.</b> <i>Encourages the "scholarship of teaching" as teachers begin to engage in classroom research,</i></p> <p><b>e.</b> <i>It keeps a record of a teacher's accomplishments.</i></p> <p><b>1.11</b> Ask Tutors to discuss how they will assist student teachers to conduct a Classroom Enquiry and Action Research (CEAR) with reference to activities 8.2.3.1-4 contained in Year 3 School</p>	<p><b>f.</b> <i>Innovations (e.g., creation of TLRS, new methods),</i></p> <p><b>g.</b> <i>Relevant photographs of classroom activities,</i></p> <p><b>h.</b> <i>Teaching honours and/or awards,</i></p> <p><b>i.</b> <i>Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad),</i></p> <p><b>j.</b> <i>Continuing Education/Workshops completed (CPD).</i></p> <p><b>Merits</b></p> <p><b>a.</b> <i>Promotion,</i></p> <p><b>b.</b> <i>Professional development,</i></p> <p><b>c.</b> <i>Reference material,</i></p> <p><b>d.</b> <i>Encourages the "scholarship of teaching" as teachers begin to engage in classroom research,</i></p> <p><b>e.</b> <i>It keeps a record of a teacher's accomplishments.</i></p> <p><b>1.10</b> Discuss how you will assist student teachers to conduct a Classroom Enquiry and Action Research (CEAR) with reference to activities 8.2.3.1-4 contained in Year 3 School Placement Handbook (STS Handbook).</p>	
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	<p>Placement Handbook (STS Handbook).</p> <p><b>E.g.</b>  <b>Select a Focus</b></p> <ol style="list-style-type: none"> <li><i>a. Look out for what you want to investigate (Research Problem),</i></li> <li><i>b. Caption your problem appropriately (i.e., Research Topic),</i></li> <li><i>c. Develop some investigative questions about the area you have identified,</i></li> <li><i>d. Establish a plan to answer the question.</i></li> </ol> <p><b>Data Collection</b>  Administration of Instruments:  <i>Tests, conducting surveys, interviews and examination of documents.</i></p> <p><b>Data Analysis and Interpretation</b>  <i>Analyse and interpret in order to arrive at a decision.</i></p> <p><b>Action to be taken</b></p> <ol style="list-style-type: none"> <li><i>a. Continue the intervention</i></li> <li><i>b. Disband the intervention</i></li> <li><i>c. Modify the intervention in some way(s) - when necessary.</i></li> </ol> <p><b>1.11</b> Ask Tutors to discuss how they will receive post-internship feedback from student teachers in this lesson with reference to Year 3 School Placement Handbook, Pg.: 114- 117</p>	<p><b>E.g.</b>  <b>Select a Focus</b></p> <ol style="list-style-type: none"> <li><i>a. Look out for what you want to investigate (Research Problem),</i></li> <li><i>b. Caption your problem appropriately (i.e., Research Topic),</i></li> <li><i>c. Develop some investigative questions about the area you have identified,</i></li> <li><i>d. Establish a plan to answer the question.</i></li> </ol> <p><b>Data Collection</b>  Administration of Instruments:  <i>Tests, conducting surveys, interviews and examination of documents.</i></p> <p><b>Data Analysis and Interpretation</b>  <i>Analyse and interpret in order to arrive at a decision.</i></p> <p><b>Action to be taken</b></p> <ol style="list-style-type: none"> <li><i>a. Continue the intervention</i></li> <li><i>b. Disband the intervention</i></li> <li><i>c. Modify the intervention in some way(s) - when necessary.</i></li> </ol> <p><b>1.11</b> Discuss how you will receive post-internship feedback from student teachers in this lesson with reference to Year 3 School Placement Handbook, Pg.: 114- 117.</p>	
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	<p>E.g.</p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Class management,</i></li> <li><b>b.</b> <i>GESI responsive issues,</i></li> <li><b>c.</b> <i>Classroom Innovations and TLRs.,</i></li> <li><b>d.</b> <i>Teaching Philosophy,</i></li> <li><b>e.</b> <i>Use of ICT tools in teaching (Benefits and Challenges),</i></li> <li><b>f.</b> <i>Teaching Portfolio Development,</i></li> <li><b>g.</b> <i>NTS,</i></li> <li><b>h.</b> <i>Classroom Enquiry and Action Research.</i></li> </ul>	<p>E.g.</p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Class management,</i></li> <li><b>b.</b> <i>GESI responsive issues,</i></li> <li><b>c.</b> <i>Classroom Innovations and TLRs.,</i></li> <li><b>d.</b> <i>Teaching Philosophy,</i></li> <li><b>e.</b> <i>Use of ICT tools in teaching (Benefits and Challenges),</i></li> <li><b>f.</b> <i>Teaching Portfolio Development,</i></li> <li><b>g.</b> <i>NTS,</i></li> <li><b>h.</b> <i>Classroom Enquiry and Action Research.</i></li> </ul>	
<p><b><i>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</i></b></p>	<p><b>1.12</b> Ask Tutors to discuss with their elbow partners and share with the larger group how they will provide prompts to student teachers to integrate GESI, CCI and ICT into their lesson delivery.</p> <p>E.g., <b>To provide prompts to:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Student teachers to consciously assign groups to learners to develop social skills, communication skills, collaborative skills.</i></li> <li><b>b.</b> <i>Student teachers to ensure that learners participate in both male and female sporting games (e.g., asking females to play football and males playing basketball).</i></li> <li><b>c.</b> <i>Student teachers to allow both male and female learners to take turns to fix ICT gadgets during classes and group performances.</i></li> </ul>	<p><b>1.12</b> Discuss with your elbow partners and share with the larger group how you will provide prompt to student teachers to integrate GESI, CCI and ICT into their lesson delivery.</p> <p>E.g., <b>To provide prompts to:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Student teachers to consciously assign groups to learners to develop social skills, communication skills, collaborative skills.</i></li> <li><b>b.</b> <i>Student teachers to ensure that learners participate in both male and female sporting games (e.g., asking females to play football and males playing basketball).</i></li> <li><b>c.</b> <i>Student teachers to allow both male and female learners to take turns to fix ICT gadgets during classes and group performances.</i></li> </ul>	

	d. <i>Student teachers to allow learners with SEN to take leadership positions during class and group presentations.</i>	d. <i>Student teachers to allow learners with SEN to take leadership positions during class and group presentations.</i>	
<p><b>2 Concept Development (New learning likely to arise in lesson/s) :</b></p> <ul style="list-style-type: none"> <li>➤ Identification and discussion of new learning,</li> <li>➤ Potential barriers to learning for student teachers or students,</li> <li>➤ new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<p><b>2.1</b> Ask Tutors to identify and discuss key concepts in the lesson and share with the larger group for feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Advanced Music Technology.</b>  <i>Discussion on how knowledge gained in Setting Levels and Exporting Projects will aid staging and exporting projects in Cubase 5 DAW.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b>  <i>Discussion on how the content can equip student teachers with the opportunity for developing core values, physical literacy and core competencies through participation in full-contact martial, arts sports and their usage; as they enter the professional world.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b>  <i>Discussion on how the new concept can prepare the student teacher to demonstrate professional behaviour of the highest ethical and culturally</i></p>	<p><b>2.1</b> Identify and discuss key concepts in the lesson and share with the larger group for feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Advanced Music Technology.</b>  <i>Discussion on how knowledge gained in Setting Levels and Exporting Projects will aid staging and exporting projects in Cubase 5 DAW.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b>  <i>Discussion on how the content can equip student teachers with the opportunity for developing core values, physical literacy and core competencies through participation in full-contact martial, arts sports and their usage; as they enter the professional world.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b>  <i>Discussion on how the new concept can prepare the student teacher to demonstrate professional behaviour of the highest ethical and culturally relevant standards in all</i></p>	15 mins

	<p><i>relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime).</i></p> <p><b>2.2</b> Ask Tutors to identify and discuss potential barriers to student teachers' Learning of the main concepts in this lesson.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Advanced Music Technology.</b>  Potential barriers for student teachers to achieve success in this lesson include but not limited to:</p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Lack of computers.</i></li> <li><b>b.</b> <i>Student teachers without or with little IT background.</i></li> <li><b>c.</b> <i>Lack of knowledge to navigate/manipulate music software.</i></li> <li><b>d.</b> <i>Lack of Headphones.</i></li> <li><b>e.</b> <i>Lack of MIDI Keyboards.</i></li> <li><b>f.</b> <i>Lack of Digital audio workstations.</i></li> <li><b>g.</b> <i>Lack of Virtual Studio Technologies.</i></li> </ul>	<p><i>aspects of practice in the school setting (e.g., classroom; duties, such as playtime).</i></p> <p><b>2.2</b> Identify and discuss potential barriers to student teachers' Learning of the main concepts in this lesson.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Advanced Music Technology.</b>  Potential barriers for student teachers to achieve success in this lesson include but not limited to:</p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Lack of computers.</i></li> <li><b>b.</b> <i>Student teachers without or with little IT background.</i></li> <li><b>c.</b> <i>Lack of knowledge to navigate/manipulate music software.</i></li> <li><b>d.</b> <i>Lack of Headphones.</i></li> <li><b>e.</b> <i>Lack of MIDI Keyboards.</i></li> <li><b>f.</b> <i>Lack of Digital audio workstations.</i></li> <li><b>g.</b> <i>Lack of Virtual Studio Technologies.</i></li> </ul>	
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	<p><b>h.</b> <i>The difficulty of getting learners with SEN to acquire required skills/standards to manipulate software and gadgets.</i></p> <p><b>i.</b> <i>Unavailability of playback equipment.</i></p> <p><b>j.</b> <i>Lack of mirror rooms and difficulty of internet accessibility.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>a.</b> <i>Lack of key equipment.</i></p> <p><b>b.</b> <i>Students with SEN.</i></p> <p><b>c.</b> <i>Lack of interest.</i></p> <p><b>d.</b> <i>Playback equipment.</i></p> <p><b>e.</b> <i>Lack of internet accessibility.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>d.</b> <i>Lack of time for rehearsals.</i></p> <p><b>e.</b> <i>Lack of requisite equipment.</i></p> <p><b>f.</b> <i>Unwillingness of student teachers to participate in programmes.</i></p>	<p><b>h.</b> <i>The difficulty of getting learners with SEN to acquire required skills/standards to manipulate software and gadgets.</i></p> <p><b>i.</b> <i>Unavailability of playback equipment.</i></p> <p><b>j.</b> <i>Lack of mirror rooms and difficulty of internet accessibility.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>a.</b> <i>Lack of key equipment.</i></p> <p><b>b.</b> <i>Students with SEN.</i></p> <p><b>c.</b> <i>Lack of interest.</i></p> <p><b>d.</b> <i>Playback equipment.</i></p> <p><b>e.</b> <i>Lack of internet accessibility.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>d.</b> <i>Lack of time for rehearsals.</i></p> <p><b>e.</b> <i>Lack of requisite equipment.</i></p> <p><b>f.</b> <i>Unwillingness of student teachers to participate in programmes.</i></p>	
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	<p><b>2.3</b> Ask Tutors to identify and discuss new concepts and pedagogy being introduced in the lesson, which need to be explored and shared with the larger group for feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p>a. <i>Description of stages involved in setting levels.</i></p> <p>b. <i>Class discussion on the stages involved in setting levels.</i></p> <p>c. <i>Demonstration of how levels are set in Cubase 5 DAW.</i></p> <p>d. <i>Explanation of project exporting and exporting format types (Wave, AIFC, AIFF and Mp3).</i></p> <p>e. <i>Demonstration of the process of exporting.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p>a. <i>Class Discussion: To introduce new topics and engage student teachers in small group work and presentations.</i></p> <p>b. <i>Small Group Presentation/Discussion : Engage discussions to demonstrate</i></p>	<p><b>2.3</b> Identify and discuss with your partner new concepts and pedagogy being introduced in the lesson, which need to be explored and shared with the larger group for feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p>a. <i>Description of stages involved in setting levels.</i></p> <p>b. <i>Class discussion on the stages involved in setting levels.</i></p> <p>c. <i>Demonstration of how levels are set in Cubase 5 DAW.</i></p> <p>d. <i>Explanation of project exporting and exporting format types (Wave, AIFC, AIFF and Mp3).</i></p> <p>e. <i>Demonstration of the process of exporting.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p>a. <i>Class Discussion: To introduce new topics and engage student teachers in small group work and presentations.</i></p> <p>b. <i>Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding.</i></p>	
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	<p><i>knowledge and understanding.</i></p> <p>c. <i>They pair-share: Student teachers to use “think-pair-share” method to do their work and then refine them for class presentation.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p>a. <i>Class participation.</i></p> <p>b. <i>Class and group discussions.</i></p>	<p>c. <i>Using think- pair-share: Student teachers to use “think-pair-share” method to do their work and then refine them for class presentation.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p>a. <i>Class participation.</i></p> <p>b. <i>Class and group discussions.</i></p>	
<p><b>3.Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>➤ Reading and discussion of the teaching and learning activities</li> <li>➤ Noting, addressing, and explaining areas where tutors may require clarification</li> <li>➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum</li> <li>➤ Noting opportunities for integrating:</li> </ul>	<p><b>3.1</b> Ask Tutors to read and discuss the teaching and learning activities from their course manuals, link them to the Basic School Creative Arts and Physical Education curricula and share their findings with the larger group for feedback.</p> <p><b>E.g.,</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p>a. <i>Demonstration: Student teachers watch attentively as Tutor demonstrates the process involve in setting levels, gain staging and exporting projects in Cubase 5 DAW.</i></p> <p>b. <i>Group Work: In groups, take student teachers through practical activities; provide a project studio setup</i></p>	<p><b>3.1</b> Read and discuss with your elbow friend the teaching and learning activities from your course manual, link them to the Basic school Creative Arts and Physical Education curricula and share your findings across course group for feedback.</p> <p><b>E.g.,</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p>a. <i>Demonstration: Student teachers watch attentively as Tutor demonstrates the process involve in setting levels, gain staging and exporting projects in Cubase 5 DAW.</i></p> <p>b. <i>Group Work: In groups, take student teachers through practical activities; provide a project studio setup and</i></p>	40 mins

<p>GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p>➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD</p> <p>➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube,</p>	<p><i>and ask the groups to record and edit MIDI and Audio track in Cubase 5 DAW.</i></p> <p><b>c. Class Discussion:</b> <i>Student teachers discuss what it means to set levels and export project. With the teacher leading the way, student teachers continue to discuss MIDI and Audio track preparation as well as gain staging interactively with images on screen.</i></p> <p><b>d. Group Presentation:</b> <i>Student teachers go into their groups and discuss what level setting and project export is. Student teachers discuss MIDI and Audio track preparation as well as gain staging and summarise their findings on a FLIP CHART for Class Presentation.</i></p> <p><b>e. Group Work:</b> <i>The groups are organised once again to set levels in the previous projects and discuss the types of exporting format in Cubase 5 DAW etc.</i></p> <p><b>f. Tutor leads a reflection session leading to closure of lesson.</b></p>	<p><i>ask the groups to record and edit MIDI and Audio track in Cubase 5 DAW.</i></p> <p><b>c. Class Discussion:</b> <i>Student teachers discuss what it means to set levels and export project. With the teacher leading the way, student teachers continue to discuss MIDI and Audio track preparation as well as gain staging interactively with images on screen.</i></p> <p><b>d. Group Presentation:</b> <i>Student teachers go into their groups and discuss what level setting and project export is. Student teachers discuss MIDI and Audio track preparation as well as gain staging and summarise their findings on a FLIP CHART for Class Presentation.</i></p> <p><b>e. Group Work:</b> <i>The groups are organised once again to set levels in the previous projects and discuss the types of exporting format in Cubase 5 DAW etc.</i></p> <p><b>f. Tutor leads a reflection session leading to closure of lesson.</b></p>	
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<p>physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>a. Small Group</b>  <i>Assignment Task: Tutor asks student teachers to work in the same small groups from Practise and coaching non/full-Contact Sports course. Each group continuous to elaborate and expand on the analysis of the connection between:</i></p> <ul style="list-style-type: none"> <li><b>i.</b> Core competences,</li> <li><b>ii.</b> Core values,</li> <li><b>iii.</b> Physical literacy,</li> <li><b>iv.</b> Life skills, and</li> <li><b>v.</b> Entrepreneurial skills.</li> </ul> <p><b>b.</b> <i>Student teachers build on the work from the previous course/lessons and identify additional game adaptations for practising the skills earlier mentioned.</i></p> <p><b>c.</b> <i>Class Presentation: Call Groups to share updates of their small group assignment tasks.</i></p> <p><b>d.</b> <i>Tutor leads a reflection session leading to closure of lesson.</i></p>	<p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>a. Small Group</b>  <i>Assignment Task: Tutor asks student teachers to work in the same small groups from Practise and coaching non/full-Contact Sports course. Each group continuous to elaborate and expand on the analysis of the connection between:</i></p> <ul style="list-style-type: none"> <li><b>i.</b> Core competences,</li> <li><b>ii.</b> Core values,</li> <li><b>iii.</b> Physical literacy,</li> <li><b>iv.</b> Life skills, and</li> <li><b>v.</b> Entrepreneurial skills.</li> </ul> <p><b>b.</b> <i>Student teachers build on the work from the previous course/lessons and identify additional game adaptations for practising the skills earlier mentioned.</i></p> <p><b>c.</b> <i>Class Presentation: Call Groups to share updates of their small group assignment tasks.</i></p> <p><b>d.</b> <i>Tutor leads a reflection session leading to closure of lesson.</i></p>	
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	<p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>e. Opening ceremony Activities: This is to be conducted according to the PEMD festival of professional development and advocacy programme of activities.</i></p> <p><i>f. Tutor must ensure that student teachers arrive at post in time to start the opening ceremony on time.</i></p> <p><i>g. Actual performance and implementation of the PEMD festival of professional development and advocacy activities as outlined in the festival programme must be carried out rigidly to reflect the true nature of PEMD programme for student teachers to learn from before entering into their world of profession.</i></p> <p><i>h. Tutor leads a reflection session leading to closure of lesson.</i></p> <p><b>NB:</b> <i>Subject leads may be called for clarification on any aspect of the PD manual that raises doubts.</i></p>	<p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>e. Opening ceremony Activities: This is to be conducted according to the PEMD festival of professional development and advocacy programme of activities.</i></p> <p><i>f. Tutor must ensure that student teachers arrive at post in time to start the opening ceremony on time.</i></p> <p><i>g. Actual performance and implementation of the PEMD festival of professional development and advocacy activities as outlined in the festival programme must be carried out rigidly to reflect the true nature of PEMD programme for student teachers to learn from before entering into their world of profession.</i></p> <p><i>h. Tutor leads a reflection session leading to closure of lesson.</i></p>	
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	<p><b>3.2</b> Ask Tutors to discuss how they will make their lessons Gender, GESI and ICT responsive.</p> <p><b>E.g.,</b>  <b>Music &amp; Dance: Advanced Music Technology</b></p> <p><b>a.</b> <i>Create equal opportunity for both genders and socially include all manner of student teachers (e.g., learners with SEN/other abilities) to take turns in gadget and/or instrumental fixing and manipulation.</i></p> <p><b>b.</b> <i>Focus attention on ethical issues that inhibit participation of females and males in certain performances.</i></p> <p><b>c.</b> <i>Use of computers/mobile phones, search engines and other internet facilities to access documentaries on setting levels, gain staging and exporting projects in Cubase 5 DAW.</i></p> <p><b>d.</b> <i>Use of playback gadgets such as mp3/mp4, i-box, woofers, Bluetooth facilities etc. to paly documentaries.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p>	<p><b>3.2</b> Discuss how you will make your lesson Gender, GESI and ICT responsive.</p> <p><b>E.g.,</b>  <b>Music &amp; Dance: Advanced Music Technology</b></p> <p><b>a.</b> <i>Create equal opportunity for both genders and socially include all manner of student teachers (e.g., learners with SEN/other abilities) to take turns in gadget and/or instrumental fixing and manipulation.</i></p> <p><b>b.</b> <i>Focus attention on ethical issues that inhibit participation of females and males in certain performances.</i></p> <p><b>c.</b> <i>Use of computers/mobile phones, search engines and other internet facilities to access documentaries on setting levels, gain staging and exporting projects in Cubase 5 DAW.</i></p> <p><b>d.</b> <i>Use of playback gadgets such as mp3/mp4, i-box, woofers, Bluetooth facilities etc. to paly documentaries.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p>	
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	<p><b>a.</b> <i>Using motivation to cause gender equilibrium, inclusion, equity and participation in sporting activities.</i></p> <p><b>b.</b> <i>Regularising gender sensitive training sessions to aid participation.</i></p> <p><b>c.</b> <i>Using ICT tools such as Computers, mobile phones, and Bluetooth facilities etc. to download coaching &amp; non-contact sports documentaries for playback.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>a.</b> <i>Forming ability groups in task execution.</i></p> <p><b>b.</b> <i>Using the mobile phone and audio-visual gadgets to enhance lesson delivery.</i></p> <p><b>3.3.</b> Ask Tutors to plan how they will develop core and transferable skills in student teachers during their lesson delivery and share with the larger group for feedback.</p> <p><b>E.g.,</b> <b>Music &amp; Dance: Advanced Music Technology</b> <i>By using mixed/ability groupings, class discussion, class presentations, peer assessments, project/action research,</i></p>	<p><b>a.</b> <i>Using motivation to cause gender equilibrium, inclusion, equity and participation in sporting activities.</i></p> <p><b>b.</b> <i>Regularising gender sensitive training sessions to aid participation.</i></p> <p><b>c.</b> <i>Using ICT tools such as Computers, mobile phones, and Bluetooth facilities etc. to download coaching &amp; non-contact sports documentaries for playback.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>a.</b> <i>Forming ability groups in task execution.</i></p> <p><b>b.</b> <i>Using the mobile phone and audio-visual gadgets to enhance lesson delivery</i></p> <p><b>3.3.</b> Plan how you will develop core and transferable skills in student teachers during your lesson delivery and share across course groups for feedback.</p> <p><b>E.g.,</b> <b>Music &amp; Dance: Advanced Music Technology</b> <i>By using mixed/ability groupings, class discussion, class presentations, peer assessments, project/action research, etc., student</i></p>	
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	<p><i>etc., student teachers will develop the following 21st century skills:</i></p> <ul style="list-style-type: none"> <li><i>a. Assessment skills,</i></li> <li><i>b. Social skills,</i></li> <li><i>c. Communication skills,</i></li> <li><i>d. Reflection and honesty,</i></li> <li><i>e. Critical thinking and Problem solving,</i></li> <li><i>f. Innovation and collaboration,</i></li> <li><i>g. Gender issues,</i></li> <li><i>h. Adaptations for children with SEN,</i></li> <li><i>i. Diversity and inclusivity in Music,</i></li> <li><i>j. Information literacy, and</i></li> <li><i>k. Ethical issues on stereotyping in music.</i></li> </ul> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b>  <i>Student teachers through practice and coaching full&amp; non-contact sporting activities will develop the following 21st century skill thus:</i></p> <ul style="list-style-type: none"> <li><i>a. Physical literacy,</i></li> <li><i>b. Life skills,</i></li> <li><i>c. Communication skills,</i></li> </ul>	<p><i>teachers will develop the following 21st century skills:</i></p> <ul style="list-style-type: none"> <li><i>a. Assessment skills,</i></li> <li><i>b. Social skills,</i></li> <li><i>c. Communication skills,</i></li> <li><i>d. Reflection and honesty,</i></li> <li><i>e. Critical thinking and Problem solving,</i></li> <li><i>f. Innovation and collaboration,</i></li> <li><i>g. Gender issues,</i></li> <li><i>h. Adaptations for children with SEN,</i></li> <li><i>i. Diversity and inclusivity in Music,</i></li> <li><i>j. Information literacy, and</i></li> <li><i>k. Ethical issues on stereotyping in music.</i></li> </ul> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b>  <i>Student teachers through practice and coaching full&amp; non-contact sporting activities will develop the following 21st century skill thus:</i></p> <ul style="list-style-type: none"> <li><i>a. Physical literacy,</i></li> <li><i>b. Life skills,</i></li> <li><i>c. Communication skills,</i></li> </ul>	
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	<p><b>d.</b> Leadership,</p> <p><b>e.</b> Self-discipline/responsibility,</p> <p><b>f.</b> Critical thinking and problem solving,</p> <p><b>g.</b> Innovation and collaboration,</p> <p><b>h.</b> GESI (i.e. integration of gender equilibrium, equity, Social inclusivity in lesson delivery), and</p> <p><b>i.</b> Adaptations for children with SEN.</p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b>  Student teachers through professional development and advocacy explorative programmes will develop the following 21st century skill thus:</p> <p><b>a.</b> Physical literacy,</p> <p><b>b.</b> Life skills,</p> <p><b>c.</b> Communication skills</p> <p><b>d.</b> Leadership,</p> <p><b>e.</b> Self-discipline/Responsibility,</p> <p><b>f.</b> Critical thinking and problem solving, innovation and collaboration,</p>	<p><b>d.</b> Leadership,</p> <p><b>e.</b> Self-discipline/responsibility,</p> <p><b>f.</b> Critical thinking and problem solving,</p> <p><b>g.</b> Innovation and collaboration,</p> <p><b>h.</b> GESI (i.e. integration of gender equilibrium, equity, Social inclusivity in lesson delivery), and</p> <p><b>i.</b> Adaptations for children with SEN.</p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b>  Student teachers through professional development and advocacy explorative programmes will develop the following 21st century skill thus:</p> <p><b>a.</b> Physical literacy,</p> <p><b>b.</b> Life skills,</p> <p><b>c.</b> Communication skills</p> <p><b>d.</b> Leadership,</p> <p><b>e.</b> Self-discipline/Responsibility,</p> <p><b>f.</b> Critical thinking and problem solving, innovation and collaboration,</p>	
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	<p><b>g.</b> GESI (i.e. integration of gender equilibrium, equity, Social inclusivity in lesson delivery), and</p> <p><b>h.</b> Adaptations for children with SEN.</p> <p><b>3.4</b> Ask Tutors to identify and discuss the continuous assessment opportunities in lesson 8 and align them to the NTEAP (as appropriate).</p> <p><b>E.g.,</b> <b>Music &amp; Dance: Advanced Music Technology</b></p> <p><i>i. Student teachers to demonstrate how videos, pictures, and text can be edited for simple music video.</i></p> <p><i>ii. Student teachers to export video project in Wonder share Film into video formats such as MP4, WMV, AVI, MOV</i></p> <p><i>iii. Student teachers to upload video on YouTube, Sound cloud, Video, and Facebook.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>i. Student teachers to state at least 3 core values.</i></p>	<p><b>g.</b> GESI (i.e. integration of gender equilibrium, equity, Social inclusivity in lesson delivery), and</p> <p><b>h.</b> Adaptations for children with SEN.</p> <p><b>3.4</b> Identify and discuss the continuous assessment opportunities in lesson 8 and align them to the NTEAP (as appropriate).</p> <p><b>E.g.,</b> <b>Music &amp; Dance: Advanced Music Technology</b></p> <p><i>i. Student teachers to demonstrate how videos, pictures, and text can be edited for simple music video.</i></p> <p><i>ii. Student teachers to export video project in Wonder share Film into video formats such as MP4, WMV, AVI, MOV</i></p> <p><i>iii. Student teachers to upload video on YouTube, Sound cloud, Video, and Facebook.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>i. Student teachers to state at least 3 core values.</i></p>	
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	<p><i>ii. Student teachers to explain the following terms: physical literacy and core competencies.</i></p> <p><i>iii. Student teacher explain how one can develop a named core values.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>i. Student teachers to discuss what professional development and advocacy means.</i></p> <p><i>ii. Student teachers explain the need to participate in professional development and advocacy programmes.</i></p> <p><i>iii. Student teachers to outline how to conduct/implement the Opening Ceremony including performances - planned for the opening of the PEMD-FPDA.</i></p> <p><b>3.5</b> Guide Tutors using think-pair-share strategy to identify and suggest GESI responsive teaching and learning resources and explain how they could use them in their delivery of this lesson and share their</p>	<p><i>ii. Student teachers to explain the following: physical literacy and core competencies.</i></p> <p><i>iii. Student teacher explain how one can develop a named core values.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>i. Student teachers to discuss what professional development and advocacy means.</i></p> <p><i>ii. Student teachers explain the need to participate in professional development and advocacy programmes.</i></p> <p><i>iii. Student teachers to outline how to conduct/implement the Opening Ceremony including performances - planned for the opening of the PEMD-FPDA</i></p> <p><b>3.5</b> Using think-pair-share strategy, identify and suggest GESI responsive teaching and learning resources and explain how you could use them in your delivery of this lesson and share across course groups for feedback.</p>	
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	<p>findings with the larger group for feedback.</p> <p><b>E.g.,</b>  <b>Music &amp; Dance: Advanced Music Technology</b>  <i>Hardware items and software programmes for a project studio setup in the classroom or music room such as</i></p> <ol style="list-style-type: none"> <li><b>a.</b> <i>Computers (Mobile phones, Laptops and Desktops),</i></li> <li><b>b.</b> <i>Audio interface,</i></li> <li><b>c.</b> <i>Studio Monitor,</i></li> <li><b>d.</b> <i>Headset,</i></li> <li><b>e.</b> <i>Software package (Wonder share Filmora9)</i></li> </ol> <p><u><a href="https://www.google.com/search?q=ssp=eJzj4tTP1TewzEouK1ZqNGB0Y">https://www.google.com/search?q=ssp=eJzj4tTP1TewzEouK1ZqNGB0Y</a></u></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b>  <i>A modest recording and playback gadgets in the classroom or music room such as</i></p> <ol style="list-style-type: none"> <li><b>a.</b> <i>Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone),</i></li> <li><b>b.</b> <i>Electronic keyboard with synthesizer,</i></li> <li><b>c.</b> <i>Computers (Mobile Phones, Laptops or</i></li> </ol>	<p><b>E.g.,</b>  <b>Music &amp; Dance: Advanced Music Technology</b>  <i>Hardware items and software programmes for a project studio setup in the classroom or music room such as</i></p> <ol style="list-style-type: none"> <li><b>a.</b> <i>Computers (Mobile Phones, Laptops and Desktops),</i></li> <li><b>b.</b> <i>Audio interface,</i></li> <li><b>c.</b> <i>Studio Monitor,</i></li> <li><b>d.</b> <i>Headset,</i></li> <li><b>e.</b> <i>Software package (Wonder share Filmora9)</i></li> </ol> <p><u><a href="https://www.google.com/search?q=ssp=eJzj4tTP1TewzEouK1ZqNGB0Y">https://www.google.com/search?q=ssp=eJzj4tTP1TewzEouK1ZqNGB0Y</a></u></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b>  <i>A modest recording and playback gadgets in the classroom or music room such as</i></p> <ol style="list-style-type: none"> <li><b>a.</b> <i>Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone),</i></li> <li><b>b.</b> <i>Electronic keyboard with synthesizer,</i></li> <li><b>c.</b> <i>Computers (Mobile Phones, Laptops or</i></li> </ol>	
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	<p><i>Desktops) for playing back MP3 and MP4 files.</i></p> <p><u><a href="https://www.google.com/webhp?hl=gaa&amp;sa=X&amp;ved=0ahUKEwj57bg0vLzAhUOT8AKHTUCBe8QPAqI">https://www.google.com/webhp?hl=gaa&amp;sa=X&amp;ved=0ahUKEwj57bg0vLzAhUOT8AKHTUCBe8QPAqI</a></u></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>a. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone),</i></p> <p><i>b. Computers (Mobile Phones, Laptops or Desk-tops) for playing back MP3 and MP4 files,</i></p> <p><i>c. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing, and reviewing performances),</i></p> <p><i>d. Cones, markers, whistles, stop watches, hoola hoops, studio-meter, audiometer, bathroom scale, skinfold callipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, Place mats, playing field,</i></p>	<p><i>Desktops) for playing back MP3 and MP4 files.</i></p> <p><u><a href="https://www.google.com/webhp?hl=gaa&amp;sa=X&amp;ved=0ahUKEwj57bg0vLzAhUOT8AKHTUCBe8QPAqI">https://www.google.com/webhp?hl=gaa&amp;sa=X&amp;ved=0ahUKEwj57bg0vLzAhUOT8AKHTUCBe8QPAqI</a></u></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>a. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone),</i></p> <p><i>b. Computers (Mobile Phones, Laptops or Desktops) for playing back MP3 and MP4 files,</i></p> <p><i>c. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing, and reviewing performances),</i></p> <p><i>d. Cones, markers, whistles, stop watches, hoola hoops, studio-meter, audiometer, bathroom scale, skinfold callipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, Place mats, playing field, goals,</i></p>	
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	<p><i>goals, balls and various equipment as needed for culminating festival.</i></p> <p><a href="https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI">https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI</a></p> <p><i>Subject leads should as well remind Tutors to tell students teachers to observe how their mentors address GESI related issues in their lesson delivery (e.g., assignment of leadership roles and other tasks to both genders and pupils with SEN, calling pupils to answer questions, pairing of pupils during group formation etc.) and integration of ICT tools such as laptop computers, mobile phones, i-box, Google search engines, computer software for music inputs such as finale, Cubase, Sibelius, mp3/mp4 players, and other audio visual gadgets are used to animate lesson delivery.</i></p>	<p><i>balls and various equipment as needed for culminating festival</i></p> <p><a href="https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI">https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI</a></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>➤ Tutors should Identifying critical friends to observe lessons and report at next session</li> <li>➤ Identifying and addressing any outstanding issues relating</li> </ul>	<p><b>4.5</b> Ask Tutors to invite a critical friend to observe during your lesson delivery to provide feedback and report at the next session.</p> <p><b>4.6</b> Ask tutors to outline any outstanding issues relating to their respective lessons per their course groups for clarification.</p>	<p><b>4.5</b> Invite a critical friend to observe during your lesson delivery to provide feedback and report at the next session.</p> <p><b>4.6</b> Outline any outstanding issues relating to your lesson for clarification.</p>	15 mins

<p>to the lesson/s for clarification</p>	<p><b>4.7</b> With a gender responsive approach, ask Tutors from each course group to recap the session.</p> <p><b>4.8</b> Encourage Tutors to read lesson 9 in their course manuals for the next session and visit the following link for prior information before next PD.</p> <p><u><a href="https://www.google.com/search?q=computer+music+software&amp;oq=computer+music+software&amp;aqs=chrome..69i57.13879j0j15&amp;sourceid=chrome&amp;ie=UTF-8">https://www.google.com/search?q=computer+music+software&amp;oq=computer+music+software&amp;aqs=chrome..69i57.13879j0j15&amp;sourceid=chrome&amp;ie=UTF-8</a></u></p> <p><b>NB</b> <i>Subject lead's support may be sought for further assistance.</i></p>	<p><b>4.7</b> Give a recap of the session.</p> <p><b>4.8</b> Read lesson 9 in your course manual for the next session and visit the following link for prior information before next PD.</p> <p><u><a href="https://www.google.com/search?q=computer+music+software&amp;oq=computer+music+software&amp;aqs=chrome..69i57.13879j0j15&amp;sourceid=chrome&amp;ie=UTF-8">https://www.google.com/search?q=computer+music+software&amp;oq=computer+music+software&amp;aqs=chrome..69i57.13879j0j15&amp;sourceid=chrome&amp;ie=UTF-8</a></u></p>	
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<b>Age Levels/s:</b> JHS Education	<b>Name of Subject/s:</b> 1. Advanced Music Technology. 2. Practice and Coaching Full & Non- Contact Sports 3. Professional Development and Advocacy in PES-MD
<b>Lesson Titles:</b> 1. Public Address Systems and Internet Surfing 2. Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 1 of 3). 3. Day 2: PEMD Festival of Professional Development and Advocacy Activities	

**Tutor PD Session for Lesson 9 in the Course Manual**

<b>Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.</b>	<b>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>
<b>1 Introduction to the session</b>  <ul style="list-style-type: none"> <li>➤ Review prior learning</li> <li>➤ A critical friend to share findings for a short discussion and lessons learned</li> <li>➤ Reading and discussion of the introductory sections of the lesson up to and including learning</li> </ul>	<b>1a Introduction to the session</b>  <b>1.1 Icebreaker:</b> Start the PD session with an icebreaker. E.g., call Tutors at random to tell what made their class one days memorable.  <b>1.2</b> With GESI issues in mind, ask Tutors at random to share how PD session 8 helped them in their delivery of lesson 8	<b>1a Introduction to the session</b>  <b>1.1</b> Share what made your class one days memorable.  <b>1.2</b> Share how PD session 8 helped you in your delivery of lesson 8.	20 mins

<p>outcomes and indicators</p> <p>➤ Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p><b>1.3</b> Ask Tutors with their critical friends to share their experiences and observations on the delivery of lesson 8 with the larger group for discussion and feedback.</p> <p><b>1.4</b> Ask tutors to sit in their course groupings to read the introductory sections of their course manuals to identify the Course Description, Core and Transferable Skills, Cross Cutting Issues including Equality and Inclusion to have a general overview and purpose of the courses.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><b>Lesson Description</b></p> <p><i>The lesson focuses on introducing student teachers to Public Address systems and the basic signal flow process. In addition, the lesson will focus on introducing student teachers to techniques in internet surfing. The lesson will describe Public Address systems and the basic process of signal flow. Student teachers will also be introduced to internet sites where they can visit for more information regarding their subject of study.</i></p>	<p><b>1.3</b> With your critical friend, share your experiences and observations on the delivery of lesson 8 with the larger group for discussion and feedback.</p> <p><b>1.4</b> Sit in your course group and read the introductory sections of your course manual to identify the Course Description, Core and Transferable Skills, Cross Cutting Issues including Equality and Inclusion to have a general overview and purpose of the courses.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><b>Lesson Description</b></p> <p><i>The lesson focuses on introducing student teachers to Public Address systems and the basic signal flow process. In addition, the lesson will focus on introducing student teachers to techniques in internet surfing. The lesson will describe Public Address systems and the basic process of signal flow. Student teachers will also be introduced to internet sites where they can visit for more information regarding their subject of study.</i></p>	
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	<p><b>Core and Transferable Skills and cross cutting issues, including equity and inclusion:</b> Student teachers will be taken through;</p> <p><b>a.</b> <i>Background of learners- (self-awareness, Cultural issues),</i></p> <p><b>b.</b> <i>Gender issues in music &amp; dance, Equality and Inclusivity (including Gender and SEN),</i></p> <p><b>c.</b> <i>Professional values and attitudes,</i></p> <p><b>d.</b> <i>Cross-cutting Issues- (problem solving, financial literacy, digital literacy, open-mindedness),</i></p> <p><b>e.</b> <i>Core Values- (honesty, integrity, cooperation, perseverance and grit, teamwork, responsible citizenry, respect for others, etc.)</i></p> <p><b>LO:</b> <i>Demonstrate a comprehensive technological knowledge in explaining what a Public Address system is.</i></p> <p><b>LIs:</b></p> <p><b>a.</b> <i>What is a Public Address system?</i></p> <p><b>b.</b> <i>Describe the items needed for a public address system.</i></p>	<p><b>Core and Transferable Skills and cross cutting issues, including equity and inclusion:</b> Student teachers will be taken through;</p> <p><b>a.</b> <i>Background of learners- (self-awareness, Cultural issues),</i></p> <p><b>b.</b> <i>Gender issues in music &amp; dance, Equality and Inclusivity (including Gender and SEN),</i></p> <p><b>c.</b> <i>Professional values and attitudes,</i></p> <p><b>d.</b> <i>Cross-cutting Issues- (problem solving, financial literacy, digital literacy, open-mindedness),</i></p> <p><b>e.</b> <i>Core Values- (honesty, integrity, cooperation, perseverance and grit, teamwork, responsible citizenry, respect for others, etc.)</i></p> <p><b>LO:</b> <i>Demonstrate a comprehensive technological knowledge in explaining what a Public Address system is.</i></p> <p><b>LIs:</b></p> <p><b>a.</b> <i>What is a Public Address system?</i></p> <p><b>b.</b> <i>Describe the items needed for a public address system.</i></p>	
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	<p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>Lesson description</b>  <i>This lesson exposes student teachers to full-contact traditional wrestling sports disciplines including arm wrestling and abotri/kukule. Tutors select 1 full-contact traditional wrestling sports and create opportunities for practice and coaching while applying movement principles and strategies to develop core values and competencies, physical literacy, and address crosscutting issues. This lesson will span over 2 period for the one selected sports.</i></p> <p><b>Core and Transferable Skills and cross cutting issues, including equity and inclusion:</b>  Student teachers will be taken through;</p> <p><b>a.</b> <i>Background of learners- (self-awareness, Cultural issues),</i></p> <p><b>b.</b> <i>Gender issues in music &amp; dance, Equality and Inclusivity (including Gender and SEN,</i></p> <p><b>c.</b> <i>Professional values and attitudes,</i></p> <p><b>d.</b> <i>Cross-cutting Issues- (problem solving, financial literacy, digital</i></p>	<p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>Lesson description</b>  <i>This lesson exposes student teachers to full-contact traditional wrestling sports disciplines including arm wrestling and abotri/kukule. Tutors select 1 full-contact traditional wrestling sports and create opportunities for practice and coaching while applying movement principles and strategies to develop core values and competencies, physical literacy, and address crosscutting issues. This lesson will span over 2 period for the one selected sports.</i></p> <p><b>Core and Transferable Skills and cross cutting issues, including equity and inclusion:</b>  Student teachers will be taken through;</p> <p><b>a.</b> <i>Background of learners- (self-awareness, Cultural issues),</i></p> <p><b>b.</b> <i>Gender issues in music &amp; dance, Equality and Inclusivity (including Gender and SEN),</i></p> <p><b>c.</b> <i>Professional values and attitudes,</i></p> <p><b>d.</b> <i>Cross-cutting Issues- (problem solving, financial literacy, digital</i></p>	
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	<p><i>literacy, open-mindedness),</i></p> <p><b>e.</b> <i>Core Values- (honesty, integrity, cooperation, perseverance and grit, teamwork, responsible citizenry, respect for others, etc.)</i></p> <p><b>LO:</b> <i>Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p><b>LIs:</b></p> <p><i>a. Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></p> <p><i>b. Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD Lesson description</b> <i>This is the second day of the PEMD Festival of Professional Development and Advocacy</i></p> <p><b>Core and Transferable Skills and cross cutting issues, including equity and inclusion:</b></p>	<p><i>literacy, open-mindedness),</i></p> <p><b>e.</b> <i>Core Values- (honesty, integrity, cooperation, perseverance and grit, teamwork, responsible citizenry, respect for others, etc.)</i></p> <p><b>LO:</b> <i>Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p><b>LIs:</b></p> <p><i>a. Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></p> <p><i>b. Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD Lesson description</b> <i>This is the second day of the PEMD Festival of Professional Development and Advocacy</i></p> <p><b>Core and Transferable Skills and cross cutting issues, including equity and inclusion:</b></p>	
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	<p>Student teachers will be taken through;</p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Background of learners- (self-awareness, Cultural issues),</i></li> <li><b>b.</b> <i>Gender issues in music &amp; dance, Equality and Inclusivity (including Gender and SEN),</i></li> <li><b>c.</b> <i>Professional values and attitudes,</i></li> <li><b>d.</b> <i>Cross-cutting Issues- (problem solving, financial literacy, digital literacy, open-mindedness),</i></li> <li><b>e.</b> <i>Core Values- (honesty, integrity, cooperation, perseverance and grit, teamwork, responsible citizenry, respect for others, etc.)</i></li> </ul> <p><b>LO:</b> <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LIs:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the school setting (e.g., classroom;</i></li> </ul>	<p>Student teachers will be taken through;</p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Background of learners- (self-awareness, Cultural issues),</i></li> <li><b>b.</b> <i>Gender issues in music &amp; dance, Equality and Inclusivity (including Gender and SEN),</i></li> <li><b>c.</b> <i>Professional values and attitudes,</i></li> <li><b>d.</b> <i>Cross-cutting Issues- (problem solving, financial literacy, digital literacy, open-mindedness),</i></li> <li><b>e.</b> <i>Core Values- (honesty, integrity, cooperation, perseverance and grit, teamwork, responsible citizenry, respect for others, etc.)</i></li> </ul> <p><b>LO:</b> <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LIs:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> <i>Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime).</i></li> </ul>	
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	<p><i>duties, such as playtime).</i></p> <p><i>b. Maintains professional relationships including respect of student teacher boundaries in and out of the school setting.</i></p> <p><i>c. Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p><b>1.5</b> Ask Tutors to identify, discuss and share the distinctive aspects of the lesson with the larger group for feedback.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><i>a. Discussions on Public Address systems.</i></p> <p><i>b. Description of items needed for a public address system.</i></p> <p><i>c. Discussions on the process involved in basic signal flow.</i></p> <p><i>d. Demonstration of how to setup a simple Public Address system.</i></p> <p><i>e. Explanation of internet surfing.</i></p>	<p><i>b. Maintains professional relationships including respect of student teacher boundaries in and out of the school setting.</i></p> <p><i>c. Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p><b>1.5</b> Identify, discuss with your elbow friend, the distinctive aspects of the lesson and share with the larger group for feedback.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><i>a. Discussions on Public Address systems.</i></p> <p><i>b. Description of items needed for a public address system.</i></p> <p><i>c. Discussions on the process involved in basic signal flow.</i></p> <p><i>d. Demonstration of how to setup a simple Public Address system.</i></p> <p><i>e. Explanation of internet surfing.</i></p>	
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	<p><i>f. Description of the process involved in surfing sites such as Google, YouTube, Google scholar.</i></p> <p><i>g. Demonstration of internet Surfing.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>a. Elaboration and expansion on the analysis of the connection between;</i></p> <ul style="list-style-type: none"> <li><i>i. core competences,</i></li> <li><i>ii. core values,</i></li> <li><i>iii. physical literacy,</i></li> <li><i>iv. life skills and</i></li> <li><i>v. entrepreneurial skills.</i></li> </ul> <p><i>b. Building on and linking of work from previous course/lessons</i></p> <p><i>c. Identifying additional game adaptations for practising</i></p> <p><i>d. Recording of analysis in a Self-Journal in (Appendix 2 from the course manual).</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <ul style="list-style-type: none"> <li><i>a. Assumption of roles and taking responsibility of assigned tasks</i></li> <li><i>b. Culminating Performing Arts Festival.</i></li> <li><i>c. Demonstration of organisational skills</i></li> </ul>	<p><i>f. Description of the process involved in surfing sites such as Google, YouTube, Google scholar.</i></p> <p><i>g. Demonstration of internet Surfing.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>a. Elaboration and expansion on the analysis of the connection between;</i></p> <ul style="list-style-type: none"> <li><i>i. core competences,</i></li> <li><i>ii. core values,</i></li> <li><i>iii. physical literacy,</i></li> <li><i>iv. life skills and</i></li> <li><i>v. entrepreneurial skills.</i></li> </ul> <p><i>b. Building on and linking of work from previous course/lessons</i></p> <p><i>c. Identifying additional game adaptations for practising</i></p> <p><i>d. Recording of analysis in a Self-Journal in (Appendix 2 from the course manual).</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <ul style="list-style-type: none"> <li><i>a. Assumption of roles and taking responsibility of assigned tasks</i></li> <li><i>b. Culminating Performing Arts Festival.</i></li> <li><i>c. Demonstration of organisational skills</i></li> </ul>	
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	<p><b>1.6</b> Ask tutors to read through the assessment components of lesson 9 from their course manuals and discuss their alignment with the NTEAP (where applicable), outline their implications and develop strategies to administer them.</p> <p><b>1.7</b> Ask Tutors to identify areas in lesson 9 of their respective course manuals that require explanation and clarification.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><b>a.</b> <i>Explanation of what Public Address system is.</i></p> <p><b>b.</b> <i>Description of the items needed for a public address system such as</i></p> <p style="padding-left: 40px;"><i>i. Microphones,</i> <i>ii. Amplifies,</i> <i>iii. Speakers,</i></p> <p><b>c.</b> <i>Description of what signal flow is and the process of signal flow.</i></p> <p><b>d.</b> <i>Surfing the internet sites such as Google, YouTube and Google scholar etc for specific information.</i></p>	<p><b>1.6</b> Read through the assessment components of lesson 9 from your course manuals and discuss their alignment with the NTEAP (where applicable), outline their implications and develop strategies to administer them.</p> <p><b>1.7</b> Identify areas in lesson 9 of your course manual that require explanation and clarification</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><b>a.</b> <i>Explanation of what Public Address system is.</i></p> <p><b>b.</b> <i>Description of the items needed for a public address system such as</i></p> <p style="padding-left: 40px;"><i>i. Microphones,</i> <i>ii. Amplifies,</i> <i>iii. Speakers,</i></p> <p><b>c.</b> <i>Description of what signal flow is and the process of signal flow.</i></p> <p><b>d.</b> <i>Surfing the internet sites such as Google, YouTube and Google scholar etc for specific information.</i></p>	
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	<p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>Identification of appropriate teaching strategies for developing core values, physical literacy and core competencies through participation in full-contact traditional wrestling sports.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>Creating opportunity to conduct/ implement and part-take in the PEMD Festival of Professional Development and Advocacy programme.</i></p> <p><b>NOTE</b> <i>Encourage individual Tutors to plan their lessons as they go through the PD session.</i></p>	<p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>Identification of appropriate teaching strategies for developing core values, physical literacy and core competencies through participation in full-contact traditional wrestling sports.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>Creating opportunity to conduct/ implement and part-take in the PEMD Festival of Professional Development and Advocacy programme</i></p> <p><b>NOTE</b> <i>Ensure to plan your lesson as you go through the PD session.</i></p>	
<p><b>As this course is dealing with supporting and/ or assessing the Professional Teaching Portfolio Development</b></p> <p><b>Classroom Enquiry and/or the Action Research Project Report writing,</b></p> <p><b>Tutors should be provided with guidance on what to do including</b></p>	<p>1.8 Ask tutors to discuss how they will guide student teachers to develop <b>subject portfolio</b> from this lesson.</p> <p><b>E.g. Components</b></p> <ul style="list-style-type: none"> <li><i>a. Course assignments</i></li> <li><i>b. Written reports on projects</i></li> <li><i>c. Revisions and work samples</i></li> <li><i>d. Student self-assessments</i></li> </ul>	<p>1.8 Discuss how you will guide student teachers to develop <b>subject portfolio</b> from this lesson.</p> <p><b>E.g. Components</b></p> <ul style="list-style-type: none"> <li><i>a. Course assignments</i></li> <li><i>b. Written reports on projects</i></li> <li><i>c. Revisions and work samples</i></li> <li><i>d. Student self-assessments</i></li> </ul>	

<p><b>organisation of Post Internship Seminar.</b></p>	<p><i>e. Peer-assessments</i></p> <p><i>f. Reflections on own works. Etc.</i></p> <p>1.9 Ask Tutors to discuss how they will prepare student teachers for NTC'S <b>Professional Teaching Portfolio (PTP) Assessment</b> in the world of work as beginning teachers and share findings with the larger group for feedback.</p> <p><b>E.g. Articles to be included</b></p> <p><i>a. Sample Videos of their teaching,</i></p> <p><i>b. Statement of teaching philosophy,</i></p> <p><i>c. Evaluations,</i></p> <p><i>d. Sample lesson plans,</i></p> <p><i>e. Report on Classroom Innovations (e.g., creation of TLRs, new methods),</i></p> <p><i>f. Relevant photographs,</i></p> <p><i>g. Teaching honours and/or awards,</i></p> <p><i>h. Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad),</i></p>	<p><i>e. Peer-assessments</i></p> <p><i>f. Reflections on own works. Etc.</i></p> <p>1.9 Discuss with an elbow friend how you will prepare student teachers for NTC'S <b>Professional Teaching Portfolio (PTP) Assessment</b> in the world of work as beginning teachers and share your findings across course groups for feedback.</p> <p><b>E.g. Articles to be included</b></p> <p><i>a. Sample Videos of their teaching,</i></p> <p><i>b. Statement of teaching philosophy,</i></p> <p><i>c. Evaluations,</i></p> <p><i>d. Sample lesson plans,</i></p> <p><i>e. Report on Classroom, Innovations (e.g., creation of TLRs, new methods),</i></p> <p><i>f. Relevant photographs,</i></p> <p><i>g. Teaching honours and/or awards,</i></p> <p><i>h. Evidence of student learning (e.g., graded exams, assignments i.e., 1 good/ 1 bad),</i></p>	
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	<p><b>i.</b> <i>Continuing Education/Workshops completed (CPD).</i></p> <p><b>Merits</b></p> <p><i>a. Promotion</i></p> <p><i>b. Professional development</i></p> <p><i>c. Reference material</i></p> <p><i>d. Encourages the "scholarship of teaching" as teachers begin to engage in classroom research,</i></p> <p><i>e. It keeps a record of a teacher's accomplishments.</i></p> <p>1.10 Ask Tutors to discuss how they will assist student teachers to conduct a Classroom Enquiry and Action Research (CEAR) with reference to activities 8.2.3.1-4 contained in Year 3 School Placement Handbook (STS Handbook).</p> <p><b>E.g.</b> <b>Select a Focus</b></p> <p><i>a. What triggered the investigation? (Research Problem)</i></p> <p><i>b. State your problem appropriately (i.e., Research Topic)</i></p> <p><i>c. Develop some investigative questions about the area you have identified</i></p> <p><i>d. Establish a plan to answer the question.</i></p>	<p><b>i.</b> <i>Continuing Education/Workshops completed (CPD).</i></p> <p><b>Merits</b></p> <p><i>a. Promotion,</i></p> <p><i>b. Professional development,</i></p> <p><i>c. Reference material,</i></p> <p><i>d. Encourages the "scholarship of teaching" as teachers begin to engage in classroom research,</i></p> <p><i>e. It keeps a record of a teacher's accomplishments.</i></p> <p>1.10 Discuss how you will assist student teachers to conduct a Classroom Enquiry and Action Research (CEAR) with reference to activities 8.2.3.1-4 contained in Year 3 School Placement Handbook (STS Handbook).</p> <p><b>E.g.</b> <b>Select a Focus</b></p> <p><i>a. What triggered the investigation? (Research Problem)</i></p> <p><i>b. State your problem appropriately (i.e., Research Topic)</i></p> <p><i>c. Develop some investigative questions about the area you have identified</i></p> <p><i>d. Establish a plan to answer the question.</i></p>	
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	<p><b>Data Collection</b> <i>Administering of Instruments: Tests, conducting surveys and interviews and examining documents.</i></p> <p><b>Data Analysis and Interpretation</b> <i>Analyse and interpret in order to arrive at a decision.</i></p> <p><b>Take Action</b></p> <ol style="list-style-type: none"> <li><i>a. Continue the intervention</i></li> <li><i>b. Disband the intervention</i></li> <li><i>c. Modify the intervention in some way(s) - when necessary.</i></li> </ol> <p><b>1.11</b> Ask Tutors to discuss how they will receive post-internship feedback from student teachers in this lesson with reference to School Placement Handbook, Year 4, Pg.: 114- 117</p> <p>E.g. <i>Presentation of reports on:</i></p> <ol style="list-style-type: none"> <li><i>a. Class management,</i></li> <li><i>b. GESI responsive issues,</i></li> <li><i>c. Classroom Innovations and TLRs development,</i></li> <li><i>d. Teaching Philosophy statement,</i></li> <li><i>e. Benefits and Challenges of using ICT tools in teaching,</i></li> <li><i>f. Development of Teaching Portfolio,</i></li> <li><i>g. NTS,</i></li> </ol>	<p><b>Data Collection</b> <i>Administering of Instruments: Tests, conducting surveys and interviews and examining documents.</i></p> <p><b>Data Analysis and Interpretation</b> <i>Analyse and interpret in order to arrive at a decision.</i></p> <p><b>Take Action</b></p> <ol style="list-style-type: none"> <li><i>a. Continue the intervention</i></li> <li><i>b. Disband the intervention</i></li> <li><i>c. Modify the intervention in some way(s) - when necessary.</i></li> </ol> <p><b>1.11</b> Discuss how you will receive post-internship feedback from student teachers in this lesson with reference to School Placement Handbook, Year 4, Pg.: 114- 117.</p> <p>E.g. <i>Presentation of reports on:</i></p> <ol style="list-style-type: none"> <li><i>a. Class management,</i></li> <li><i>b. GESI responsive issues,</i></li> <li><i>c. Classroom Innovations and TLRs development,</i></li> <li><i>d. Teaching Philosophy statement,</i></li> <li><i>e. Benefits and Challenges of using ICT tools in teaching,</i></li> <li><i>f. Development of Teaching Portfolio,</i></li> <li><i>g. NTS,</i></li> </ol>	
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	<i><b>h. Classroom Enquiry and Action Research etc.</b></i>	<i><b>h. Classroom Enquiry and Action Research etc.</b></i>	
<p><b><i>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</i></b></p>	<p><b>1.12</b> Ask Tutors to discuss and share with the larger group how they will provide prompts to student teachers to integrate GESI, CCI and ICT into their lesson delivery.</p> <p>E.g.,</p> <p>a. <i>Student teachers assigning groups to learners to develop social skills, communication skills, collaborative skills.</i></p> <p>b. <i>Student teachers ensuring learners participate in both male and female sporting games (e.g., mixing males and females to play football and basketball together).</i></p> <p>c. <i>Allowing both male and female students to take turns to fix ICT gadgets during classes and group performances.</i></p> <p>d. <i>Allowing student teachers with SEN to take leadership positions during class and group presentations.</i></p>	<p><b>1.12</b> Discuss with your left or right elbow partners and share with the larger group how you will provide prompt to student teachers to integrate GESI, CCI and ICT into their lesson delivery.</p> <p>E.g.,</p> <p>a. <i>Student teachers assigning groups to learners to develop social skills, communication skills, collaborative skills.</i></p> <p>b. <i>Student teachers ensuring learners participate in both male and female sporting games (e.g., mixing males and females to play football and basketball together).</i></p> <p>c. <i>Allowing both male and female students to take turns to fix ICT gadgets during classes and group performances.</i></p> <p>d. <i>Allowing student teachers with SEN to take leadership positions during class and group presentations.</i></p>	
<p><b>2 Concept Development (New learning likely to arise in lesson/s):</b></p> <p>➤ Identification and discussion of new learning,</p>	<p><b>2.1</b> Ask Tutors to identify and discuss key concepts with their elbow partners in the lesson and share with the larger group for feedback.</p>	<p><b>2.1</b> Identify and discuss key concepts with your elbow partner in the lesson and share with the larger group for feedback.</p>	15 mins

<p>➤ Potential barriers to learning for student teachers or students,</p> <p>➤ new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<p><b>E.g.</b>  <b>Music &amp; Dance: Advanced Music Technology.</b>  <i>Discussion on meaning and benefits of Public Address Systems and Internet Surfing.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b>  <i>Discussion on Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 1 of 3).</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b>  <i>Discussion on Day 2: PEMD Festival of Professional Development and Advocacy Activities.</i></p> <p><b>2.2</b> Ask Tutors to identify and discuss potential barriers to student teachers’ learning of the main concepts in the lesson.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Advanced Music Technology.</b>          Potential barriers for student teachers to achieve success in this lesson include but not limited to:</p> <p><b>a.</b> <i>Student teachers without formal Music background.</i></p> <p><b>b.</b> <i>Large Class Size,</i></p>	<p><b>E.g.</b>  <b>Music &amp; Dance: Advanced Music Technology.</b>  <i>Discussion on meaning and benefits of Public Address Systems and Internet Surfing.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b>  <i>Discussion on Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 1 of 3).</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b>  <i>Discussion on Day 2: PEMD Festival of Professional Development and Advocacy Activities.</i></p> <p><b>2.2</b> Identify and discuss potential barriers to student teachers’ learning of the main concepts in the lesson.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Advanced Music Technology.</b>          Potential barriers for student teachers to achieve success in this lesson include but not limited to:</p> <p><b>a.</b> <i>Student teachers without formal Music background.</i></p> <p><b>b.</b> <i>Large Class Size</i></p>	
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	<p><i>c. Lack of computers for students' use.</i></p> <p><i>d. Student teachers without or with little IT background.</i></p> <p><i>e. Lack of Headphones.</i></p> <p><i>f. Lack of MIDI Keyboards.</i></p> <p><i>g. Lack of Digital audio workstations.</i></p> <p><i>h. Lack of Virtual Studio Technologies.</i></p> <p><i>i. Students with SEN.</i></p> <p><i>j. Playback equipment.</i></p> <p><i>k. Mirror Room and internet accessibility.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>a. Possible last-minute disappointment with materials/resources for the programme activities.</i></p> <p><i>b. Poor weather conditions,</i></p> <p><i>c. Lack of key equipment.</i></p> <p><i>d. Students with SEN.</i></p>	<p><i>c. Lack of computers for students' use.</i></p> <p><i>d. Student teachers without or with little IT background.</i></p> <p><i>e. Lack of Headphones.</i></p> <p><i>f. Lack of MIDI Keyboards.</i></p> <p><i>g. Lack of Digital audio workstations.</i></p> <p><i>h. Lack of Virtual Studio Technologies.</i></p> <p><i>i. Students with SEN.</i></p> <p><i>j. Playback equipment.</i></p> <p><i>k. Mirror Room and internet accessibility.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>a. Possible last-minute disappointment with materials/resources for the programme activities.</i></p> <p><i>b. Poor weather conditions,</i></p> <p><i>c. Lack of key equipment.</i></p> <p><i>d. Students with SEN.</i></p>	
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	<p><i>e. Lack of interest.</i></p> <p><i>f. Playback equipment.</i></p> <p><i>g. Lack of internet accessibility.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>a. Lack of time for rehearsals.</i></p> <p><i>b. Lack of requisite equipment.</i></p> <p><i>c. Unwillingness of student teachers to participate in programmes.</i></p> <p><i>d. Possible last-minute disappointment with materials/resources for the programme activities,</i></p> <p><i>e. Limitation of bad Weather conditions against programmes.</i></p> <p>2.3 Ask Tutors to identify and discuss new concepts and pedagogy they will introduce in the lesson, which need to be explored, and shared with the larger group for feedback.</p> <p><b>E.g. Music &amp; Dance: Advanced Music Technology.</b></p> <p><i>a. Explanation of what public address system means,</i></p>	<p><i>e. Lack of interest.</i></p> <p><i>f. Playback equipment.</i></p> <p><i>g. Lack of internet accessibility.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>a. Lack of time for rehearsals.</i></p> <p><i>b. Lack of requisite equipment.</i></p> <p><i>c. Unwillingness of student teachers to participate in programmes.</i></p> <p><i>d. Possible last-minute disappointment with materials/resources for the programme activities,</i></p> <p><i>e. Limitation of bad weather conditions against programmes.</i></p> <p>2.3 Identify and discuss new concepts and pedagogy you will introduce in the lesson, which need to be explored, and share with the larger group for feedback.</p> <p><b>E.g. Music &amp; Dance: Advanced Music Technology.</b></p> <p><i>a. Explanation of what public address system means,</i></p>	
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	<p>b. <i>Listing items to be included in public address system,</i></p> <p>c. <i>Description of stages involved in setting public address system.</i></p> <p>d. <i>Class discussion on the stages involved in setting public address system.</i></p> <p>e. <i>Demonstration of how public address system is assembled.</i></p> <p>f. <i>Explanation of the need for public address system.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p>a. <i>Class Discussion: To introduce new topics and engage student teachers in small group work and presentations (e.g., Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports),</i></p> <p>b. <i>Small Group Presentation/Discussion : Engage discussions to demonstrate knowledge and understanding.</i></p>	<p>b. <i>Listing items to be included in public address system,</i></p> <p>c. <i>Description of stages involved in setting public address system.</i></p> <p>d. <i>Class discussion on the stages involved in setting public address system.</i></p> <p>e. <i>Demonstration of how public address system is assembled,</i></p> <p>f. <i>Explanation of the need for public address system.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p>a. <i>Class Discussion: To introduce new topics and engage student teachers in small group work and presentations (e.g., Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports),</i></p> <p>b. <i>Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding.</i></p>	
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	<p>c. <i>They pair-share: Student teachers to use “think-pair-share” method to do their work and then refine them for class presentation.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p>a. <i>Class discussions: Engage student teacher in discussion on PEMD Festival of Professional Development and Advocacy Activities.</i></p> <p>b. <i>Class participation in PEMD Festival of Professional Development and Advocacy Activities.</i></p>	<p>c. <i>Using think- pair-share: Student teachers to use “think-pair-share” method to do their work and then refine them for class presentation.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p>a. <i>Class discussions: Engage student teachers in discussion on PEMD Festival of Professional Development and Advocacy Activities.</i></p> <p>b. <i>Class participation in PEMD Festival of Professional Development and Advocacy Activities.</i></p>	
<p><b>3.Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>➤ Reading and discussion of the teaching and learning activities</li> <li>➤ Noting, addressing, and explaining areas where tutors may require clarification</li> <li>➤ Noting opportunities for making explicit links</li> </ul>	<p><b>3.1</b> Ask Tutors to read and discuss with their elbow friends, the teaching and learning activities from their course manuals, link them to the Creative Arts, and Physical Education curricula of the Basic School and share with the larger group for feedback.</p> <p><b>E.g., Music &amp; Dance: Advanced Music Technology.</b></p> <p>a. <i>Peer assessment: Student teachers share their “3-2-1 Learning strategy” form,</i></p> <p>b. <i>Reflection: Student teachers reflect on the</i></p>	<p><b>3.1</b> Read and discuss with your elbow friend the teaching and learning activities from your course manual, link them to the Basic School Creative Arts and Physical Education curricula and share across course groups for feedback.</p> <p><b>E.g., Music &amp; Dance: Advanced Music Technology.</b></p> <p>a. <i>Peer assessment: Student teachers share their “3-2-1 Learning strategy” form,</i></p> <p>b. <i>Reflection: Student teachers reflect on the new things they</i></p>	40 mins

<p>to the Basic School Curriculum</p> <ul style="list-style-type: none"> <li>➤ Noting opportunities for integrating: GESI responsiveness and ICT</li> <li>➤ and 21<sup>st</sup> C skills</li> <li>➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD</li> <li>➤ Resources: links to the existing PD Themes, for example, action research,</li> </ul>	<p><i>new things they have learnt in the lesson,</i></p> <p><b>c.</b> <i>Small Group Assignment: Students conduct research on the new topic to be studied next week,</i></p> <p><b>d.</b> <i>Assembling of public address system and uploading on the internet by looking at Google search,</i></p> <p><b>e.</b> <i>Group Work: In groups, take student teachers through practical activities of assembling public address system,</i></p> <p><b>f.</b> <i>Class Discussion: Student teachers discuss what it means to assemble or set public address system. With the teacher leading the way, student teachers continue to discuss components of public address system,</i></p> <p><b>g.</b> <i>Group Presentation: Student teachers go into their groups and discuss issues concerning public address system and summarise their findings on a FLIP CHART for Class Presentation,</i></p>	<p><i>have learnt in the lesson,</i></p> <p><b>c.</b> <i>Small Group Assignment: Students conduct research on the new topic to be studied next week,</i></p> <p><b>d.</b> <i>Assembling of public address system and uploading on the internet by looking at Google search,</i></p> <p><b>e.</b> <i>Group Work: In groups, take student teachers through practical activities of assembling public address system,</i></p> <p><b>f.</b> <i>Class Discussion: Student teachers discuss what it means to assemble or set public address system. With the teacher leading the way, student teachers continue to discuss components of public address system,</i></p> <p><b>g.</b> <i>Group Presentation: Student teachers go into their groups and discuss issues concerning public address system and summarise their findings on a FLIP CHART for Class Presentation,</i></p>	
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<p>questioning and to other external reference material: literature, on web, youtube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><b>h.</b> <i>Group Work: The groups are organised once again to assemble public address system,</i></p> <p><b>i.</b> <i>Tutor leads a reflection session leading to closure of lesson.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>a.</b> <i>Peer assessment – Students share understanding of the success criteria developed for course,</i></p> <p><b>b.</b> <i>Small group presentation tasks,</i></p> <p><b>c.</b> <i>Small group assignment tasks,</i></p> <p><b>d.</b> <i>Reflection-connection and application- Student teachers reflect on what they learned, connect what they learned to their personal circumstances or others, and how they intend to apply what they learned in the real world of profession.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>a.</b> <i>Small group presentation tasks on</i></p>	<p><b>h.</b> <i>Group Work: The groups are organised once again to assemble public address system,</i></p> <p><b>i.</b> <i>Tutor leads a reflection session leading to closure of lesson.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>a.</b> <i>Peer assessment – Students share understanding of the success criteria developed for course,</i></p> <p><b>b.</b> <i>Small group presentation tasks,</i></p> <p><b>c.</b> <i>Small group assignment tasks,</i></p> <p><b>d.</b> <i>Reflection-connection and application- Student teachers reflect on what they learned, connect what they learned to their personal circumstances or others, and how they intend to apply what they learned in the real world of profession.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>a.</b> <i>Small group presentation tasks on</i></p>	
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	<p><i>Opening ceremony Activities. This is to be conducted according to the PEMD festival of professional development and advocacy programme of activities,</i></p> <p><b>b.</b> <i>Small group assignments/tasks on opening ceremony of PEMD Festival of Professional Development and Advocacy Activities,</i></p> <p><b>c.</b> <i>Tutor leads a reflection-connection and application session, leading to closure of lesson.</i></p> <p><b>NB:</b> <i>Subject leads may be called for clarification on any aspect of the PD manual that raises doubts.</i></p> <p><b>3.2</b> <i>Ask Tutors to discuss how they will assist student teachers to be Gender responsive and ICT compliant in the delivery of lessons 9.</i></p> <p><b>E.g.,</b> <b>Music &amp; Dance: Advanced Music Technology</b></p> <p><b>a.</b> <i>Create equal opportunity for both male and female and student teachers with SEN/other abilities to take turns in setting</i></p>	<p><i>Opening ceremony Activities. This is to be conducted according to the PEMD festival of professional development and advocacy programme of activities,</i></p> <p><b>b.</b> <i>Small group assignments/tasks on opening ceremony of PEMD Festival of Professional and Advocacy Activities.</i></p> <p><b>c.</b> <i>Tutor leads a reflection - connection and application session leading to closure of lesson.</i></p> <p><b>3.2</b> <i>Discuss how you will assist student teachers to be Gender responsive and ICT compliant in the delivery of lessons 9.</i></p> <p><b>E.g.,</b> <b>Music &amp; Dance: Advanced Music Technology</b></p> <p><b>a.</b> <i>Create equal opportunity for both male and female and student teachers with SEN/other abilities to take turns in setting public address system</i></p>	
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	<p><i>public address system and/or instrumental fixing and manipulation.</i></p> <p><b>b.</b> <i>Demystifying ethical issues and traditional gender roles that inhibit participation of either females or males in certain social activities and roles,</i></p> <p><b>c.</b> <i>Use of computers/mobile phones, search engines and other ICT facilities to access documentaries on public address system and its related issues,</i></p> <p><b>d.</b> <i>Setting-up and use of playback gadgets such as mp3/mp4, i-box, woofers, Bluetooth devices etc. to paly documentaries.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>a.</b> <i>Using motivation to cause gender equilibrium, inclusion, equity and participation in sporting activities.</i></p> <p><b>b.</b> <i>Regularising gender sensitive training sessions to aid participation.</i></p> <p><b>c.</b> <i>Using ICT tools such as Computers, mobile phones, and Bluetooth facilities etc. to download coaching &amp;</i></p>	<p><i>and/or instrumental fixing and manipulation.</i></p> <p><b>b.</b> <i>Demystifying ethical issues and traditional gender roles that inhibit participation of either females or males in certain social activities and roles.</i></p> <p><b>c.</b> <i>Use of computers/mobile phones, search engines and other ICT facilities to access documentaries on public address system and its related issues,</i></p> <p><b>d.</b> <i>Setting-up of playback gadgets such as mp3/mp4, i-box, woofers, Bluetooth facilities etc. to paly documentaries.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>a.</b> <i>Using motivation to cause gender equilibrium, inclusion, equity and participation in sporting activities,</i></p> <p><b>b.</b> <i>Regularising gender sensitive training sessions to aid participation.</i></p> <p><b>c.</b> <i>Using ICT tools such as Computers, mobile phones, and Bluetooth facilities etc. to download coaching &amp;</i></p>	
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	<p><i>non-contact sports documentaries for playback.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>a.</b> <i>Forming ability groups in task execution.</i></p> <p><b>b.</b> <i>Using the mobile phone and audio-visual gadgets to enhance lesson delivery.</i></p> <p><b>3.3.</b> Ask Tutors to plan how they will develop core and transferable skills in student teachers during their lesson delivery and share with the larger group for feedback.</p> <p><b>E.g.,</b>  <b>Music &amp; Dance: Advanced Music Technology</b>  <i>By using mixed/ability groupings, class discussion, class presentations, peer assessments, project/action research, etc., student teachers will develop the following 21st century skills:</i></p> <p><b>a.</b> <i>Assessment skills,</i></p> <p><b>b.</b> <i>Social skills,</i></p> <p><b>c.</b> <i>Communication skills,</i></p> <p><b>d.</b> <i>Reflection and honesty,</i></p> <p><b>e.</b> <i>Critical thinking and Problem solving,</i></p>	<p><i>non-contact sports documentaries for playback.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>a.</b> <i>Forming ability groups in task execution.</i></p> <p><b>b.</b> <i>Using the mobile phone and audio-visual gadgets to enhance lesson delivery</i></p> <p><b>3.3.</b> Plan how you will develop core and transferable skills in student teachers during your lesson delivery and share with the larger group for feedback.</p> <p><b>E.g.,</b>  <b>Music &amp; Dance: Advanced Music Technology</b>  <i>By using mixed/ability groupings, class discussion, class presentations, peer assessments, project/action research, etc., student teachers will develop the following 21st century skills:</i></p> <p><b>a.</b> <i>Assessment skills,</i></p> <p><b>b.</b> <i>Social skills,</i></p> <p><b>c.</b> <i>Communication skills,</i></p> <p><b>d.</b> <i>Reflection and honesty,</i></p> <p><b>e.</b> <i>Critical thinking and Problem solving,</i></p>	
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	<p>f. <i>Innovation and collaboration,</i></p> <p>g. <i>Gender issues,</i></p> <p>h. <i>Adaptations for children with SEN,</i></p> <p>i. <i>Diversity and inclusivity in Music and Dance,</i></p> <p>j. <i>Information literacy, and</i></p> <p>k. <i>Ethical issues on stereotyping in Music and Dance.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b>  <i>Student teachers through practice and coaching full&amp; non-contact sporting activities will develop the following 21st century skill thus:</i></p> <p>a. <i>Physical literacy,</i></p> <p>b. <i>Life skills,</i></p> <p>c. <i>Communication skills,</i></p> <p>d. <i>Leadership,</i></p> <p>e. <i>Self-discipline/responsibility,</i></p> <p>f. <i>Critical thinking and problem solving,</i></p> <p>g. <i>Innovation and collaboration,</i></p> <p>h. <i>GESI (i.e. integration of gender equilibrium,</i></p>	<p>f. <i>Innovation and collaboration,</i></p> <p>g. <i>Gender issues,</i></p> <p>h. <i>Adaptations for children with SEN,</i></p> <p>i. <i>Diversity and inclusivity in Music and Dance,</i></p> <p>j. <i>Information literacy, and</i></p> <p>k. <i>Ethical issues on stereotyping in Music and Dance.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b>  <i>Student teachers through practice and coaching full&amp; non-contact sporting activities will develop the following 21st century skill thus:</i></p> <p>a. <i>Physical literacy,</i></p> <p>b. <i>Life skills,</i></p> <p>c. <i>Communication skills,</i></p> <p>d. <i>Leadership,</i></p> <p>e. <i>Self-discipline/responsibility,</i></p> <p>f. <i>Critical thinking and problem solving,</i></p> <p>g. <i>Innovation and collaboration,</i></p> <p>h. <i>GESI (i.e. integration of gender equilibrium,</i></p>	
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	<p><i>equity, Social inclusivity in lesson delivery), and</i></p> <p><i>i. Adaptations for children with SEN.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b>  <i>Student teachers through professional development and advocacy explorative programmes will develop the following 21st century skill thus:</i></p> <p><i>a. Physical literacy,</i></p> <p><i>b. Life skills,</i></p> <p><i>c. Communication skills</i></p> <p><i>d. Leadership,</i></p> <p><i>e. Self-discipline/Responsibility,</i></p> <p><i>f. Critical thinking and problem solving, innovation and collaboration,</i></p> <p><i>g. GESI (i.e. integration of gender equilibrium, equity, Social inclusivity in lesson delivery), and</i></p> <p><i>h. Adaptations for children with SEN.</i></p> <p><b>3.4</b> Ask Tutors to identify and discuss the continuous assessment opportunities in lesson 9 and align them</p>	<p><i>equity, Social inclusivity in lesson delivery), and</i></p> <p><i>i. Adaptations for children with SEN.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b>  <i>Student teachers through professional development and advocacy explorative programmes will develop the following 21st century skill thus:</i></p> <p><i>a. Physical literacy,</i></p> <p><i>b. Life skills,</i></p> <p><i>c. Communication skills</i></p> <p><i>d. Leadership,</i></p> <p><i>e. Self-discipline/Responsibility,</i></p> <p><i>f. Critical thinking and problem solving, innovation and collaboration,</i></p> <p><i>g. GESI (i.e. integration of gender equilibrium, equity, Social inclusivity in lesson delivery), and</i></p> <p><i>h. Adaptations for children with SEN.</i></p> <p><b>3.4</b> Identify and discuss the continuous assessment opportunities in lesson 9 and align them to the NTEAP (as appropriate).</p>	
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	<p>to the NTEAP (as appropriate).</p> <p><b>E.g., Music &amp; Dance: Advanced Music Technology</b></p> <p><i>a. Student teachers to demonstrate how to fix public address system,</i></p> <p><i>b. Student teachers to list items that form part of public address system,</i></p> <p><i>c. Student teachers to watch documentaries on YouTube, Video, and Facebook and other social media on parts/ components, fixing and usage of public address system.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>a. Student teachers to state at least 3 core values,</i></p> <p><i>b. Student teachers to explain the following terms: physical literacy and core competencies.</i></p> <p><i>c. Student teachers to explain how one can develop given core values.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>a. Student teachers to discuss what professional</i></p>	<p><b>E.g., Music &amp; Dance: Advanced Music Technology</b></p> <p><i>a. Student teachers to demonstrate how fix public address system,</i></p> <p><i>b. Student teachers to list items that form part of public address system,</i></p> <p><i>c. Student teachers to watch documentaries on YouTube, Video, and Facebook and other social media on parts/ components, fixing and usage of public address system.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>a. Student teachers to state at least 3 core values.</i></p> <p><i>b. Student teachers to explain the following: physical literacy and core competencies.</i></p> <p><i>c. Student teachers to explain how one can develop given core values.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>a. Student teachers to discuss what professional</i></p>	
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	<p><i>development and advocacy means,</i></p> <p><i>b. Student teachers explain the need to participate in professional development and advocacy programmes,</i></p> <p><i>c. Student teachers to outline how to conduct/implement the Opening Ceremony including performances -planned for the opening of the PEMD-FPDA.</i></p> <p><b>3.5</b> Guide Tutors to use think-pair-share strategy to identify and suggest GESI responsive teaching and learning resources and explain how they could use them in their lesson delivery and share with the larger group for feedback.</p> <p><b>E.g.,</b>  <b>Music &amp; Dance: Advanced Music Technology</b>  <i>Using interactive teaching that allows all student teachers (including those with SEN) to manipulate concrete components of public address system for a project studio setup in the classroom or music room such as</i></p> <p><b>a.</b> <i>Computers (Laptops or PCs),</i></p> <p><b>b.</b> <i>Console,</i></p>	<p><i>development and advocacy means,</i></p> <p><i>b. Student teachers explain the need to participate in professional development and advocacy programmes,</i></p> <p><i>c. Student teachers to outline how to conduct/implement the Opening Ceremony including performances -planned for the opening of the PEMD-FPDA</i></p> <p><b>3.5</b> Using think-pair-share strategy, identify and suggest GESI responsive teaching and learning resources and explain how you could use them in your lesson delivery and share with the larger group for feedback.</p> <p><b>E.g.,</b>  <b>Music &amp; Dance: Advanced Music Technology</b>  <i>Using interactive teaching that allows all student teachers (including those with SEN) to manipulate concrete objects of public address system for a project studio setup in the classroom or music room such as</i></p> <p><b>a.</b> <i>Computers (Laptops or PCs),</i></p> <p><b>b.</b> <i>Console,</i></p>	
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	<p><i>c. Studio microphones,</i></p> <p><i>d. Loud speakers,</i></p> <p><i>e. Audio interface,</i></p> <p><i>f. Studio Monitor,</i></p> <p><i>g. Headset,</i></p> <p><i>h. Software package etc.</i></p> <p><u><a href="https://www.google.com/search?q=ssp=eJzi4tTP1TewzEouK1ZqNGB0Y">https://www.google.com/search?q=ssp=eJzi4tTP1TewzEouK1ZqNGB0Y</a></u></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>Asking all student teachers (including those with SEN) to watch documentaries and videos of application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports on playback gadgets in the classroom or music room such as using Computers (Laptops or PCs), television sets, and other online resources for playing back during a</i></p> <p><i>a. Whole class discussions,</i></p> <p><i>b. Small group discussions,</i></p> <p><i>c. Ability group discussions,</i></p> <p><i>d. Project presentations etc.</i></p>	<p><i>c. Studio microphones,</i></p> <p><i>d. Loud speakers,</i></p> <p><i>e. Audio interface,</i></p> <p><i>f. Studio Monitor,</i></p> <p><i>g. Headset,</i></p> <p><i>h. Software package etc.</i></p> <p><u><a href="https://www.google.com/search?q=ssp=eJzi4tTP1TewzEouK1ZqNGB0Y">https://www.google.com/search?q=ssp=eJzi4tTP1TewzEouK1ZqNGB0Y</a></u></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>Asking all student teachers (including those with SEN) to watch documentaries and videos of application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports on playback gadgets in the classroom or music room such as using Computers (Laptops or PCs), television sets, and other online resources for playing back during a</i></p> <p><i>a. Whole class discussions,</i></p> <p><i>b. Small group discussions,</i></p> <p><i>c. Ability group discussions,</i></p> <p><i>d. Project presentations etc.</i></p>	
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	<p><a href="https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI">https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI</a></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>a.</b> <i>Involving student teachers in GESI responsive live and practical PEMD traditional games festival activities such as;</i></p> <ul style="list-style-type: none"> <li><i>i. draft,</i></li> <li><i>ii. owarie</i></li> <li><i>iii. card playing etc.</i></li> </ul> <p><i>and viewing videos and documentaries of others using LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing, and reviewing performances),</i></p> <p><b>b.</b> <i>Making available needed resources such as Cones, markers, whistles, stop watches, hoola hoops, studio-meter, audiometer, bathroom scale, skinfold callipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, Place mats, playing field, goals, balls and various equipment as</i></p>	<p><a href="https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI">https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI</a></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><b>a.</b> <i>Involving student teachers in GESI responsive live and practical PEMD traditional games festival activities such as;</i></p> <ul style="list-style-type: none"> <li><i>i. draft,</i></li> <li><i>ii. owarie</i></li> <li><i>iii. card playing etc.</i></li> </ul> <p><i>and viewing videos and documentaries of others using LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing, and reviewing performances),</i></p> <p><b>b.</b> <i>Making available needed resources such as cones, markers, whistles, stop watches, hoola hoops, studio-meter, audiometer, bathroom scale, skinfold callipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, Place mats, playing field, goals, balls and various equipment as needed for culminating festival.</i></p>	
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	<p><i>needed for culminating festival.</i></p> <p><a href="https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI">https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI</a></p> <p><b>NB:S/L</b> Remind Tutors to tell students teachers to observe how their mentors address GESI related issues in their lesson delivery (e.g., assignment of leadership roles and other tasks to both gender and pupils with SEN, calling pupils to answer questions, pairing of pupils during group formation etc.) and integration of ICT tools such as laptop computers, mobile phones, i-box, Google search engines, computer software for music inputs such as finale, Cubase, Sibelius, mp3/mp4 players, and other audio visual gadgets are used to animate lesson delivery.</p> <p><b>NB:</b> Remind Tutors to make plans for this lesson for student teachers.</p>	<p><a href="https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI">https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI</a></p> <p><b>NB:</b> Remember to tell students teachers to observe how their mentors address GESI related issues in their lesson delivery (e.g., assignment of leadership roles and other tasks to both gender and pupils with SEN, calling pupils to answer questions, pairing of pupils during group formation etc.) and integration of ICT tools such as laptop computers, mobile phones, i-box, Google search engines, computer software for music inputs such as finale, Cubase, Sibelius, mp3/mp4 players, and other audio visual gadgets are used to animate lesson delivery.</p> <p><b>NB:</b> Make plans for this lesson for student teachers.</p> <p><i>Inform student teachers about the topic of the next lesson and let them read on the topic before the next class.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <p>➤ Tutors should Identifying</p>	<p><b>4.1</b> Ask Tutors to invite their critical friends to observe during their delivery of lesson 9, to provide feedback and</p>	<p><b>4.1</b> Please remember to invite a critical friend to observe during your delivery of lesson 9, to provide feedback and</p>	<p>15 mins</p>

<p>critical friends to observe lessons and report at next session</p> <p>➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p>report at the next session.</p> <p><b>4.2</b> Ask Tutors to outline any outstanding issues relating to their respective lessons per their course groups for clarification.</p> <p><b>4.3</b> With a gender responsive approach, ask Tutors from each course group to give a recap of their lessons to the session.</p> <p><b>4.4</b> Ask Tutors to read lesson 10 in their course manuals for the next session and visit the following link for prior information before next PD.</p> <p><a href="https://www.google.com/search?q=computer+music+software&amp;oq=computer+music+software&amp;aqs=chrome..69i57.13879j0j15&amp;sourceid=chrome&amp;ie=UTF-8">https://www.google.com/search?q=computer+music+software&amp;oq=computer+music+software&amp;aqs=chrome..69i57.13879j0j15&amp;sourceid=chrome&amp;ie=UTF-8</a></p> <p><b>NB</b> <i>Subject lead's support may be sought for further assistance.</i></p>	<p>report at the next session.</p> <p><b>4.2</b> Outline any outstanding issues relating to your lesson for clarification.</p> <p><b>4.3</b> Give a recap of your lesson to the session.</p> <p><b>4.4</b> Read lesson 10 in your course manual before the next session.</p> <p>Please visit the following link for prior information before next PD.</p> <p><a href="https://www.google.com/search?q=computer+music+software&amp;oq=computer+music+software&amp;aqs=chrome..69i57.13879j0j15&amp;sourceid=chrome&amp;ie=UTF-8">https://www.google.com/search?q=computer+music+software&amp;oq=computer+music+software&amp;aqs=chrome..69i57.13879j0j15&amp;sourceid=chrome&amp;ie=UTF-8</a></p>	
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<b>Age Levels/s:</b> JHS Education	<b>Name of Subject/s:</b> 1. Advanced Music Technology. 2. Practice and Coaching Full & Non- Contact Sports 3. Professional Development and Advocacy in PES-MD
<b>Lesson Titles:</b> 1. The Concert Event Preparation 2. Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 2 of 3) 3. Day 3: PEMD Festival of Professional Development and Advocacy Activities	

**Tutor PD Session for Lesson 10 in the Course Manual**

<b>Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.</b>	<b>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>
<b>1 Introduction to the session</b> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators	Icebreaker: E.g., <b><i>What is the best piece of advice you have ever been given?</i></b> <i>You can pre-inform some tutors share their experiences.</i>  <b>1.1</b> Ask Tutors at random to share with the larger group how PD session 9 helped them in their lesson delivery.  <b>1.2</b> Ask Tutors with their critical friends to share their observations and experiences with the	Icebreaker: E.g., <b><i>What is the best piece of advice you have ever been given?</i></b>  <b>1.1</b> Share with the larger group how lessons learnt from PD session 9 helped you in your lesson delivery.  <b>1.2</b> Share your observations and experiences with the larger group on the	20 mins

<p>➤ Overview of content and identification of any distinctive aspects of the lesson/</p> <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>larger group on the previous lesson delivered for feedback.</p> <p><b>1.3</b> Ask tutors to sit in their course groupings to read the introductory sections of lesson 10 including lesson descriptions, lesson objectives and Learning indicators to have a general overview of the lesson.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Advanced Music Technology. Lesson Description</b>  <i>To discuss how to effectively organise their rehearsals by explaining some useful rehearsal technique adaptations, manageable rehearsal schedules and the ethos with rehearsals prior to the concert.</i></p> <p><b>LO:</b>  <i>Demonstrate comprehensive content knowledge on useful rehearsal techniques for performance on the electronic gadgets and public address and sound systems (NTS 2c &amp; 2d, NTECF p16.</i></p> <p><b>LIs:</b>  <b>c.</b> <i>Exhibit notes on rehearsal techniques on concert performance,</i></p>	<p>previous lesson delivered for feedback.</p> <p><b>1.3</b> Sit in your course groupings to read the introductory section of lesson 10 including lesson description, lesson objectives and learning indicators to have a general overview of the lesson.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Advanced Music Technology. Lesson Description</b>  <i>To discuss how to effectively organise their rehearsals by explaining some useful rehearsal technique adaptations, manageable rehearsal schedules and the ethos with rehearsals prior to the concert.</i></p> <p><b>LO:</b>  <i>Demonstrate comprehensive content knowledge on useful rehearsal techniques for performance on the electronic gadgets and public address and sound systems (NTS 2c &amp; 2d, NTECF p16.</i></p> <p><b>LIs:</b>  <b>a.</b> <i>Exhibit notes on rehearsal techniques on concert performance,</i></p>	
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	<p><b>d.</b> List three (3) rehearsal techniques for performance on electronic gadgets and public address and sound systems and</p> <p><b>e.</b> Describe the items needed for a public address system.</p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports Lesson description</b>  <i>This lesson exposes student teachers to full-contact traditional wrestling sports disciplines including arm wrestling and abotri/kukule. Tutors select 1 full-contact traditional wrestling sports and create opportunities for practice and coaching while applying movement principles and strategies to develop core values and competencies, physical literacy, and address cross-cutting issues. This lesson will span over 3 period for the one selected sports.</i></p> <p><b>LO:</b>  <i>Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p><b>LIs:</b>  <i>c. Exceed grade level expectations (GLE) and</i></p>	<p><b>b.</b> List three (3) rehearsal techniques for performance on electronic gadgets and public address and sound systems and</p> <p><b>c.</b> Describe the items needed for a public address system.</p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports Lesson description</b>  <i>This lesson exposes student teachers to full-contact traditional wrestling sports disciplines including arm wrestling and abotri/kukule. Tutors select 1 full-contact traditional wrestling sports and create opportunities for practice and coaching while applying movement principles and strategies to develop core values and competencies, physical literacy, and address cross-cutting issues. This lesson will span over 3 period for the one selected sports.</i></p> <p><b>LO:</b>  <i>Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p><b>LIs:</b>  <i>a. Exceed grade level expectations (GLE) and</i></p>	
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	<p><i>mastery of life skill attributes.</i></p> <p><i>d. Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b>  <b>Lesson description</b>  <i>This is the actual beginning of the implementation of the PEMD-FPDA activities. This must be very brief with very few invited speakers.</i></p> <p><b>LO:</b>  <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LIs:</b></p> <p><i>a. Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime),</i></p> <p><i>b. Maintains professional relationships including respect of student teacher</i></p>	<p><i>mastery of life skill attributes,</i></p> <p><i>b. Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b>  <b>Lesson description</b>  <i>This is the actual beginning of the implementation of the PEMD-FPDA activities. This must be very brief with very few invited speakers.</i></p> <p><b>LO:</b>  <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LIs:</b></p> <p><i>a. Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime),</i></p> <p><i>b. Maintains professional relationships including respect of student teacher boundaries in</i></p>	
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	<p><i>boundaries in and out of the school setting,</i></p> <p><i>c. Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p><b>1.4</b> Ask Tutors to identify, discuss and share any distinctive aspects of the lesson with the larger group for feedback.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><i>a. Discussions on Concert Event Preparation,</i></p> <p><i>b. Description of items needed for Concert Event Preparation,</i></p> <p><i>c. Discussions on the process involved in basic Concert Event Preparation,</i></p> <p><i>d. Demonstration of how to organise Concert Event Preparation,</i></p> <p><i>e. Explanation of surfing internet for documentaries on Concert Event Preparation,</i></p> <p><i>f. Description of the process involved in using internet to</i></p>	<p><i>and out of the school setting,</i></p> <p><i>c. Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p><b>1.4</b> Identify, identify, discuss and share any distinctive aspects of the lesson with the larger group for feedback.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <p><i>a. Discussions on Concert Event Preparation,</i></p> <p><i>b. Description of items needed for Concert Event Preparation,</i></p> <p><i>c. Discussions on the process involved in basic Concert Event Preparation,</i></p> <p><i>d. Demonstration of how to organise Concert Event Preparation,</i></p> <p><i>e. Explanation of surfing internet for documentaries on Concert Event Preparation,</i></p> <p><i>f. Description of the process involved in using</i></p>	
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	<p><i>surfing sites such as Google, YouTube, Google scholar for documentaries on Concert Event Preparation,</i></p> <p><b>g.</b> <i>Demonstration of internet Surfing to aid Concert Event Preparation.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>a. Discussing the application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b> <i>Group rehearsal on PEMD Festival of Professional Development and Advocacy.</i></p> <p><b>1.5</b> Ask tutors to read and discuss the assessment opportunities stipulated in the course manual and align them with the NTEAP (where appropriate).</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology</b> <b>E.g.</b> <i>a. Small Group Assignment</i></p>	<p><i>internet to surfing sites such as Google, YouTube, Google scholar for documentaries on Concert Event Preparation,</i></p> <p><b>g.</b> <i>Demonstration of internet Surfing to aid Concert Event Preparation.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>a. Discussing the application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b> <i>Group rehearsal on PEMD Festival of Professional Development and Advocacy.</i></p> <p><b>1.5</b> Read and discuss the assessment opportunities stipulated in the course manual and align them with the NTEAP (where appropriate).</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology</b> <b>E.g.</b> <i>a. Small Group Assignment</i></p>	
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	<p><i>b. Individual assignment</i></p> <p><i>(E.g., Individual assignment)</i>  <i>List three (3) rehearsal techniques for performance on electronic gadgets and public address and sound systems.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>a. Peer assessment</i>  <i>b. Reflection-connection and application</i>  <i>c. Small group assignment tasks</i>  <i>d. Small group presentation tasks</i></p> <p><i>(E.g., Small group presentation task)</i>  <i>Explain how three (3) attributes relate or overlap with sports.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>a. Reflection-connection and application.</i>  <i>b. Small group assignment tasks</i>  <i>c. Small group presentation tasks.</i></p> <p><i>(E.g., Small group assignment tasks)</i>  <i>Identify 3 advocacy strategies and show how they can be employed in the culminating festival and beyond.</i></p>	<p><i>b. Individual assignment</i></p> <p><i>(E.g., Individual assignment)</i>  <i>List three (3) rehearsal techniques for performance on electronic gadgets and public address and sound systems.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>a. Peer assessment</i>  <i>b. Reflection-connection and application</i>  <i>c. Small group assignment tasks</i>  <i>d. Small group presentation tasks</i></p> <p><i>(E.g., Small group assignment tasks)</i>  <i>Explain how three (3) attributes relate or overlap with sports.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>a. Reflection-connection and application.</i>  <i>b. Small group assignment tasks</i>  <i>c. Small group presentation tasks.</i></p> <p><i>(E.g., Small group assignment tasks)</i>  <i>Identify 3 advocacy strategies and show how they can be employed in the culminating festival and beyond</i></p>	
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	<p><b>NOTE</b>  <i>Encourage individual Tutors to plan their lessons as they go through the PD session.</i></p>		
<p><b>As this course is dealing with supporting and/ or assessing the Professional Teaching Portfolio Development Classroom Enquiry and/or the Action Research Project Report writing, Tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.</b></p>	<p><b>1.6</b> Ask tutors to discuss how they can support student teachers to identify the necessary artefacts for their <b>Professional Teaching Portfolio (PTP)</b>.</p> <p><b>E.g.</b></p> <p><b>Professional</b></p> <ul style="list-style-type: none"> <li><i>a. Lesson plans (Lesson objectives, materials, introduction, procedure, evaluation etc.)</i></li> <li><i>b. Students' work</i></li> <li><i>c. Unit Outlines</i></li> <li><i>d. Published Articles</i></li> <li><i>e. Research Papers</i></li> </ul> <p><b>Classroom</b></p> <ul style="list-style-type: none"> <li><i>a. Student Work Samples</i></li> <li><i>b. Classroom Photos</i></li> <li><i>c. Quizzes &amp; Tests</i></li> <li><i>d. Class Projects</i></li> <li><i>e. Class Performances</i></li> <li><i>f. Grouping Strategies</i></li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li><i>a. Reflection Journals</i></li> <li><i>b. Teaching Philosophy</i></li> <li><i>c. Curriculum Vitae</i></li> <li><i>d. Student Letters</i></li> <li><i>e. Reference Letters</i></li> <li><i>f. Parent/Admin Comments</i></li> <li><i>g. Position Papers</i></li> <li><i>h. Testimonials from superiors/colleagues/students</i></li> </ul>	<p><b>1.6</b> Discuss how you will support student teachers to identify the necessary artefacts for their <b>Professional Teaching Portfolio (PTP)</b>.</p> <p><b>E.g.</b></p> <p><b>Professional</b></p> <ul style="list-style-type: none"> <li><i>a. Lesson plans (Lesson objectives, materials, introduction, procedure, evaluation etc.)</i></li> <li><i>b. Students' work</i></li> <li><i>c. Unit Outlines</i></li> <li><i>d. Published Articles</i></li> <li><i>e. Research Papers</i></li> </ul> <p><b>Classroom</b></p> <ul style="list-style-type: none"> <li><i>a. Student Work Samples</i></li> <li><i>b. Classroom Photos</i></li> <li><i>c. Quizzes &amp; Tests</i></li> <li><i>d. Class Projects</i></li> <li><i>e. Class Performances</i></li> <li><i>f. Grouping Strategies</i></li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li><i>a. Reflection Journals</i></li> <li><i>b. Teaching Philosophy</i></li> <li><i>c. Curriculum Vitae</i></li> <li><i>d. Student Letters</i></li> <li><i>e. Reference Letters</i></li> <li><i>f. Parent/Admin Comments</i></li> <li><i>g. Position Papers</i></li> <li><i>h. Testimonials from superiors/colleagues/students</i></li> </ul>	

<p><b><i>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</i></b></p>	<p><b>1.7</b> Ask Tutors to discuss and share with the larger group how they will provide prompts to student teachers to integrate GESI, CCI and ICT into their lesson delivery.</p> <p>E.g.,</p> <p>a. <i>Student teachers assigning groups to learners to develop social skills, communication skills, collaborative skills.</i></p> <p>b. <i>Student teachers ensuring learners participate in both male and female sporting games (e.g., mixing males and females to play football and basketball together).</i></p> <p>c. <i>Allowing both male and female students to take turns to fix ICT gadgets during classes and group performances.</i></p> <p>d. <i>Allowing student teachers with SEN to take leadership positions during class and group presentations.</i></p>	<p><b>1.7</b> Discuss with your left or right elbow partners and share with the larger group how you will provide prompt to student teachers to integrate GESI, CCI and ICT into their lesson delivery.</p> <p>E.g.,</p> <p>a. <i>Student teachers assigning groups to learners to develop social skills, communication skills, collaborative skills.</i></p> <p>b. <i>Student teachers ensuring learners participate in both male and female sporting games (e.g., mixing males and females to play football and basketball together).</i></p> <p>c. <i>Allowing both male and female students to take turns to fix ICT gadgets during classes and group performances.</i></p> <p>d. <i>Allowing student teachers with SEN to take leadership positions during class and group presentations.</i></p>	
<p><b>2 Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>➤ Identification and discussion of new learning,</li> <li>➤ Potential barriers to</li> </ul>	<p><b>2.1</b> Ask Tutors to identify and discuss key concepts in this lesson and share their findings with the larger group for feedback.</p> <p>E.g.</p> <p><b>Music &amp; Dance: Advanced Music Technology.</b></p>	<p><b>2.1</b> Identify and discuss key concepts in this lesson and share with the larger group for feedback.</p> <p>E.g.</p> <p><b>Music &amp; Dance: Advanced Music Technology.</b></p>	<p>15 mins</p>

<p>learning for student teachers or students,</p> <p>➤ new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<p><i>Discussion on meaning and benefits of Concert Event Preparation.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b> <i>Discussion on Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 1 of 3).</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b> <i>Discussion on Day 2: PEMD Festival of Professional Development and Advocacy Activities.</i></p> <p><b>2.2</b> Ask Tutors to identify and discuss potential barriers to learning the main concepts for student teachers in lesson 10.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <ul style="list-style-type: none"> <li><i>a. Student teachers without formal Music background.</i></li> <li><i>b. Lack of computers.</i></li> <li><i>c. Student teachers without or with little IT background.</i></li> <li><i>d. Lack of Headphones.</i></li> <li><i>e. Lack of MIDI Keyboards.</i></li> <li><i>f. Lack of Digital audio workstations.</i></li> <li><i>g. Lack of Virtual Studio Technologies.</i></li> </ul>	<p><i>Discussion on meaning and benefits of Concert Event Preparation.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b> <i>Discussion on Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 2 of 3).</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b> <i>Discussion on Day 2: PEMD Festival of Professional Development and Advocacy Activities.</i></p> <p><b>2.2</b> Identify and discuss potential barriers to learning the main concepts for student teachers in lesson 10.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Advanced Music Technology.</b></p> <ul style="list-style-type: none"> <li><i>a. Student teachers without formal Music background.</i></li> <li><i>b. Lack of computers.</i></li> <li><i>c. Student teachers without or with little IT background.</i></li> <li><i>d. Lack of Headphones.</i></li> <li><i>e. Lack of MIDI Keyboards.</i></li> <li><i>f. Lack of Digital audio workstations.</i></li> <li><i>g. Lack of Virtual Studio Technologies.</i></li> </ul>	
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	<p><i>h. Mirror Room and internet accessibility.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <ul style="list-style-type: none"> <li><i>a. Possible last-minute disappointment with materials/resources for the programme activities.</i></li> <li><i>b. Weather conditions (rain)</i></li> <li><i>c. Students with SEN</i></li> <li><i>d. Lack of interest</i></li> <li><i>e. Lack of internet accessibility</i></li> </ul> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <ul style="list-style-type: none"> <li><i>a. Lack of time for rehearsals.</i></li> <li><i>b. Lack of requisite equipment.</i></li> <li><i>c. Unwillingness of student teachers to participate in programmes.</i></li> <li><i>d. Possible last-minute disappointment with materials/resources for the programme activities,</i></li> <li><i>e. Bad Weather conditions that may work against rehearsal.</i></li> </ul> <p><b>2.3</b> Ask Tutors to identify and discuss new concepts and pedagogies they will introduce in teaching the lesson, which need to be explored and shared with</p>	<p><i>h. Mirror Room and internet accessibility.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <ul style="list-style-type: none"> <li><i>a. Possible last-minute disappointment with materials/resources for the programme activities.</i></li> <li><i>b. Weather conditions (rain)</i></li> <li><i>c. Students with SEN</i></li> <li><i>d. Lack of interest</i></li> <li><i>e. Lack of internet accessibility</i></li> </ul> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <ul style="list-style-type: none"> <li><i>a. Lack of time for rehearsals.</i></li> <li><i>b. Lack of requisite equipment.</i></li> <li><i>c. Unwillingness of student teachers to participate in programmes.</i></li> <li><i>d. Possible last-minute disappointment with materials/resources for the programme activities,</i></li> <li><i>e. Bad Weather conditions that may work against rehearsal</i></li> </ul> <p><b>2.3</b> Identify and discuss new concepts and pedagogies you will introduce in teaching the lesson, which need to be explored and</p>	
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	<p>the larger group for feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Advanced Music Technology.</b></p> <ol style="list-style-type: none"> <li>a. <i>Explanation and statement of useful rehearsal techniques for performing on the electronic gadgets and public address and sound systems,</i></li> <li>b. <i>Manageable Rehearsal Schedules</i></li> <li>c. <i>Description of the Ethos of Rehearsal Activity,</i></li> <li>d. <i>Class discussion on the stages involved in setting public address system.</i></li> <li>e. <i>Demonstration of useful rehearsal techniques for performing on the electronic gadgets and public address as well as sound systems,</i></li> <li>f. <i>Explanation of the Ethos of Rehearsal Activity.</i></li> </ol> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <ol style="list-style-type: none"> <li>a. <i>Class Discussion: To introduce new topics and engage student teachers in small group work and presentations (e.g., Application of movement concepts, principles, and strategies in performing and coaching full-contact</i></li> </ol>	<p>shared with the larger group for feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Advanced Music Technology.</b></p> <ol style="list-style-type: none"> <li>a. <i>Explanation and statement of useful rehearsal techniques for performing on the electronic gadgets and public address and sound systems,</i></li> <li>b. <i>Manageable Rehearsal Schedules</i></li> <li>c. <i>Description of the Ethos of Rehearsal Activity,</i></li> <li>d. <i>Class discussion on the stages involved in setting public address system.</i></li> <li>e. <i>Demonstration of useful rehearsal techniques for performing on the electronic gadgets and public address as well as sound systems,</i></li> <li>f. <i>Explanation of the Ethos of Rehearsal Activity.</i></li> </ol> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <ol style="list-style-type: none"> <li>a. <i>Class Discussion: To introduce new topics and engage student teachers in small group work and presentations (e.g., Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports),</i></li> </ol>	
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	<p><i>traditional wrestling sports),</i></p> <p><i>b. Small Group Presentation/Discussion : Engage discussions to demonstrate knowledge and understanding of how the content can provide opportunity for developing core values, physical literacy and core competencies through participation in full-contact traditional wrestling sports,</i></p> <p><i>c. They use think-pair-share: Student teachers to use “think-pair-share” method to do their work and then refine them for class presentation.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>a. Class discussions on PEMD Festival of Professional Development and Advocacy Activities.</i></p> <p><i>b. Class participation in PEMD Festival of Professional Development and Advocacy Activities.</i></p>	<p><i>b. Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding how the content can provide opportunity for developing core values, physical literacy and core competencies through participation in full-contact traditional wrestling sports.</i></p> <p><i>c. Using think- pair-share: Student teachers to use “think-pair-share” method to do their work and then refine them for class presentation.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>a. Class discussions on PEMD Festival of Professional Development and Advocacy Activities.</i></p> <p><i>b. Class participation in PEMD Festival of Professional Development and Advocacy Activities.</i></p>	
<p><b>3.Planning for teaching, learning and assessment activities for the lesson/s</b></p> <p>➤ Reading and discussion of</p>	<p><b>3.1</b> Ask Tutors to read and discuss the teaching and learning activities of lesson 10 from their course manuals, link them to the Basic School Creative Arts and Physical Education</p>	<p><b>3.1</b> Read and discuss the teaching and learning activities of lesson 10 from your course manual, link them to the Basic School Creative Arts and Physical Education curricula and</p>	40 mins

<p>the teaching and learning activities</p> <ul style="list-style-type: none"> <li>➤ Noting, addressing, and explaining areas where tutors may require clarification</li> <li>➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum</li> <li>➤ Noting opportunities for integrating: GESI responsiveness and ICT</li> <li>➤ and 21<sup>st</sup> C skills</li> <li>➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning , subject specific examples should be provided for SL/HoD</li> <li>➤ Resources: links to the existing PD Themes, for example, action research,</li> </ul>	<p>curricula and share their findings with the larger group for feedback.</p> <p><b>E.g.,</b>  <b>Music &amp; Dance: Advanced Music Technology.</b></p> <ul style="list-style-type: none"> <li><i>a. Reflection: Student teachers reflect on the new things they have learnt in the lesson.</i></li> <li><i>b. Leaders of various student teachers’ groups assembling of group members for Concert Event Preparation and surfing the net using Google search engines for documentaries on concert event preparation,</i></li> <li><i>c. Group work on practical activities on Concert Event Preparation,</i></li> <li><i>d. Class Discussion on matters concerning Concert Event Preparation.</i></li> </ul> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <ul style="list-style-type: none"> <li><i>a. Small group presentation tasks</i></li> <li><i>b. Small group assignment tasks</i></li> <li><i>c. Reflection-connection and application- Student teachers reflect on what they learned, connect what they learned to their</i></li> </ul>	<p>share your findings with the larger group for feedback.</p> <p><b>E.g.,</b>  <b>Music &amp; Dance: Advanced Music Technology.</b></p> <ul style="list-style-type: none"> <li><i>a. Reflection: Student teachers reflect on the new things they have learnt in the lesson.</i></li> <li><i>b. Leaders of various student teachers’ groups assembling of group members for Concert Event Preparation and surfing the net using Google search engines for documentaries on concert event preparation,</i></li> <li><i>c. Group work on practical activities on Concert Event Preparation,</i></li> <li><i>d. Class Discussion on matters concerning Concert Event Preparation.</i></li> </ul> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <ul style="list-style-type: none"> <li><i>a. Small group presentation tasks</i></li> <li><i>b. Small group assignment tasks</i></li> <li><i>c. Reflection-connection and application- Student teachers reflect on what they learned, connect what they learned to their personal</i></li> </ul>	
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<p>questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>personal circumstances or others, and how they intend to apply what they learned in their real professional world.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>a. Small group presentation tasks on PEMD Festival of Professional Development and Advocacy Activities,</i></p> <p><i>b. Small group assignments/tasks on PEMD Festival of Professional Development and Advocacy Activities,</i></p> <p><b>NB:</b> <i>Subject leads may be called for clarification on any aspect of the PD manual that raises doubts.</i></p> <p><b>3.2</b> Ask Tutors to discuss how they will make their lessons Gender responsive and ICT sensitive.</p> <p><b>E.g.,</b> <b>Music &amp; Dance: Advanced Music Technology</b></p> <p><i>a. Create equal opportunity for both genders and student teachers with SEN/other abilities to take turns in leading discussions on Concert Event Preparation,</i></p>	<p><i>circumstances or others, and how they intend to apply what they learned in their real professional world.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>a. Small group presentation tasks PEMD Festival of Professional Development and Advocacy Activities,</i></p> <p><i>b. Small group assignments/tasks on PEMD Festival of Professional Development and Advocacy Activities,</i></p> <p><b>3.2</b> Discuss how you will make your lesson Gender responsive and ICT sensitive.</p> <p><b>E.g.,</b> <b>Music &amp; Dance: Advanced Music Technology</b></p> <p><i>a. Create equal opportunity for both genders and student teachers with SEN/other abilities to take turns in leading discussions on Concert Event Preparation,</i></p>	
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	<p><b>b.</b> <i>Being mindful of ethical issues that inhibit participation of females and males in certain societal performances,</i></p> <p><b>c.</b> <i>Use of computers/mobile phones, search engines and other internet facilities to access documentaries on Concert Event Preparation,</i></p> <p><b>d.</b> <i>Use of playback gadgets such as mp3/mp4, i-box, woofers, Bluetooth facilities etc. to paly documentaries on Concert Event Preparation.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>a.</b> <i>Using motivation to cause gender equilibrium, inclusion, equity and participation in sporting activities.</i></p> <p><b>b.</b> <i>Regularising gender sensitive training sessions to aid participation.</i></p> <p><b>c.</b> <i>Using ICT tools such as Computers, mobile phones, and Bluetooth facilities etc. to download coaching &amp; non-contact sports documentaries for playback.</i></p>	<p><b>b.</b> <i>Being mindful of ethical issues that inhibit participation of females and males in certain societal performances,</i></p> <p><b>c.</b> <i>Use of computers/mobile phones, search engines and other internet facilities to access documentaries on Concert Event Preparation,</i></p> <p><b>e.</b> <i>Use of playback gadgets such as mp3/mp4, i-box, woofers, Bluetooth facilities etc. to paly documentaries on Concert Event Preparation.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><b>d.</b> <i>Using motivation to cause gender equilibrium, inclusion, equity and participation in sporting activities,</i></p> <p><b>e.</b> <i>Regularising gender sensitive training sessions to aid participation.</i></p> <p><b>f.</b> <i>Using ICT tools such as Computers, mobile phones, and Bluetooth facilities etc. to download coaching &amp; non-contact sports documentaries for playback.</i></p>	
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	<p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>a. Forming ability groups in task execution.</i></p> <p><i>b. Using the mobile phone and audio-visual gadgets to enhance lesson delivery.</i></p> <p><b>3.3.</b> Ask Tutors to discuss how they will help student teachers to develop the core and transferable skills stated in their respective course manual for lesson 10 during their lesson delivery and share with the larger group for feedback.</p> <p><b>E.g.,</b> <b>Music &amp; Dance: Advanced Music Technology</b> <i>By using mixed/ability groupings, class discussion, class presentations, peer assessments, project/action research, etc., student teachers will develop the following 21st century skills:</i></p> <p><i>a. Social skills,</i></p> <p><i>b. Communication skills,</i></p> <p><i>c. Assessment skills,</i></p> <p><i>d. Innovation and collaboration,</i></p> <p><i>e. Critical thinking and Problem solving,</i></p> <p><i>f. Reflection and honesty,</i></p>	<p><b>PEMD: Professional Development and Advocacy in PES-MD</b></p> <p><i>c. Forming ability groups in task execution.</i></p> <p><i>d. Using the mobile phone and audio-visual gadgets to enhance lesson delivery</i></p> <p><b>3.3.</b> Discuss how you will help student teachers to develop the core and transferable skills stated in your course manual for lesson 10 during your lesson delivery and share with the larger group for feedback.</p> <p><b>E.g.,</b> <b>Music &amp; Dance: Advanced Music Technology</b> <i>By using mixed/ability groupings, class discussion, class presentations, peer assessments, project/action research, etc., student teachers will develop the following 21st century skills:</i></p> <p><i>a. Social skills,</i></p> <p><i>b. Communication skills,</i></p> <p><i>c. Assessment skills,</i></p> <p><i>d. Innovation and collaboration,</i></p> <p><i>e. Critical thinking and Problem solving,</i></p> <p><i>f. Reflection and honesty,</i></p>	
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	<p><i>g. Gender issues,</i></p> <p><i>h. Adaptations for children with SEN,</i></p> <p><i>i. Diversity and inclusivity in Music and Dance,</i></p> <p><i>j. Information literacy, and</i></p> <p><i>k. Ethical issues on stereotyping in Music and Dance.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b>  <i>Student teachers through practice and coaching full&amp; non-contact sporting activities will develop the following 21st century skill:</i></p> <p><b>a. Physical literacy,</b></p> <p><b>b. Life skills,</b></p> <p><b>c. Communication skills,</b></p> <p><b>d. Leadership,</b></p> <p><b>e. Self-discipline/responsibility,</b></p> <p><b>f. Critical thinking and problem solving,</b></p> <p><b>g. Innovation and collaboration,</b></p> <p><b>h. GESI (i.e., integration of gender equilibrium, equity, Social inclusivity in lesson delivery), and</b></p>	<p><i>g. Gender issues,</i></p> <p><i>h. Adaptations for children with SEN,</i></p> <p><i>i. Diversity and inclusivity in Music and Dance,</i></p> <p><i>j. Information literacy, and</i></p> <p><i>k. Ethical issues on stereotyping in Music and Dance.</i></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b>  <i>Student teachers through practice and coaching full&amp; non-contact sporting activities will develop the following 21st century skill:</i></p> <p><b>a. Physical literacy,</b></p> <p><b>b. Life skills,</b></p> <p><b>c. Communication skills,</b></p> <p><b>d. Leadership,</b></p> <p><b>e. Self-discipline/responsibility,</b></p> <p><b>f. Critical thinking and problem solving,</b></p> <p><b>g. Innovation and collaboration,</b></p> <p><b>h. GESI (i.e., integration of gender equilibrium, equity, Social inclusivity in lesson delivery), and</b></p>	
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	<p><i>i. Adaptations for children with SEN.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b>  <i>Student teachers through professional development and advocacy explorative programmes will develop the following 21st century skill thus:</i></p> <p><i>a. Physical literacy,</i></p> <p><i>b. Life skills,</i></p> <p><i>c. Communication skills</i></p> <p><i>d. Leadership,</i></p> <p><i>e. Self-discipline/Responsibility,</i></p> <p><i>f. Critical thinking and problem solving, innovation and collaboration,</i></p> <p><i>g. GESI (i.e., integration of gender equilibrium, equity, Social inclusivity in lesson delivery), and</i></p> <p><i>h. Adaptations for children with SEN.</i></p> <p><b>3.5</b> Ask Tutors to discuss the teaching and learning resources of lesson 10, suggest GESI responsive ones and explain to the larger group how they should be used in the delivery of the lesson.</p>	<p><i>i. Adaptations for children with SEN.</i></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b>  <i>Student teachers through professional development and advocacy explorative programmes will develop the following 21st century skill thus:</i></p> <p><i>a. Physical literacy,</i></p> <p><i>b. Life skills,</i></p> <p><i>c. Communication skills</i></p> <p><i>d. Leadership,</i></p> <p><i>e. Self-discipline/Responsibility,</i></p> <p><i>f. Critical thinking and problem solving, innovation and collaboration,</i></p> <p><i>g. GESI (i.e., integration of gender equilibrium, equity, Social inclusivity in lesson delivery), and</i></p> <p><i>h. Adaptations for children with SEN.</i></p> <p><b>3.5</b> Discuss the teaching and learning resources of lesson 10, suggest GESI responsive ones and explain to the larger group how they should be used in the delivery of the lesson.</p>	
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	<p>E.g.,  <b>Music &amp; Dance: Advanced Music Technology</b>  <i>a. Computers (Laptops or PCs),</i>    <i>b. Console,</i>    <i>c. Studio microphones,</i>    <i>d. Loud speakers,</i>    <i>e. Audio interface,</i>    <i>f. Studio Monitor,</i>    <i>g. Headset,</i>    <i>h. Software package etc.</i></p> <p><a href="https://www.google.com/search?q=ssp=eJzj4tTP1TewzEouK1ZgNGB0Y">https://www.google.com/search?q=ssp=eJzj4tTP1TewzEouK1ZgNGB0Y</a></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>Watching documentaries and videos in the classroom or music room with the aid of computers (Laptops or PCs), television sets, and other online resources.</i></p> <p><a href="https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bg0vLzAhUOT8AKHTUCBe8QPAqI">https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bg0vLzAhUOT8AKHTUCBe8QPAqI</a></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b>  <i>a. Viewing videos and documentaries of same using Video Camera, LCD Projector and</i></p>	<p>E.g.,  <b>Music &amp; Dance: Advanced Music Technology</b>  <i>a. Computers (Laptops or PCs),</i>    <i>b. Console</i>    <i>c. Studio microphones,</i>    <i>d. Loud speakers,</i>    <i>e. Audio interface,</i>    <i>f. Studio Monitor,</i>    <i>g. Headset,</i>    <i>h. Software package etc.</i></p> <p><a href="https://www.google.com/search?q=ssp=eJzj4tTP1TewzEouK1ZgNGB0Y">https://www.google.com/search?q=ssp=eJzj4tTP1TewzEouK1ZgNGB0Y</a></p> <p><b>PE: Practice and Coaching Full &amp; Non- Contact Sports</b></p> <p><i>Watching documentaries and videos in the classroom or music room with the aid of computers (Laptops or PCs), television sets, and other online resources.</i></p> <p><a href="https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bg0vLzAhUOT8AKHTUCBe8QPAqI">https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bg0vLzAhUOT8AKHTUCBe8QPAqI</a></p> <p><b>PEMD: Professional Development and Advocacy in PES-MD</b>  <i>a. Viewing videos and documentaries of same using Video Camera, LCD Projector and</i></p>	
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	<p><i>Screen, Tripod and Monitoring Unit (for listening and recording, viewing, and reviewing performances),</i></p> <p><b>b.</b> <i>Making available needed resources such as Cones, markers, whistles, stop watches, hoola hoops, studio-meter, audiometer, bathroom scale, skinfold callipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, Place mats, playing field, goals, balls and various equipment as needed for culminating festival.</i></p> <p><a href="https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI">https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI</a></p> <p><b>NB:</b> <i>Remind Tutors to make plans for the next lesson for student teachers.</i></p>	<p><i>Screen, Tripod and Monitoring Unit (for listening and recording, viewing, and reviewing performances),</i></p> <p><b>b.</b> <i>Making available needed resources such as cones, markers, whistles, stop watches, hoola hoops, studio-meter, audiometer, bathroom scale, skinfold callipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, Place mats, playing field, goals, balls and various equipment as needed for culminating festival.</i></p> <p><a href="https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI">https://www.google.com/webhp?hl=qaa&amp;sa=X&amp;ved=0ahUKEwjp57bq0vLzAhUOT8AKHTUCBe8QPAqI</a></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>➤ Tutors should Identifying critical friends to observe lessons and report at next session</li> <li>➤ Identifying and addressing any outstanding</li> </ul>	<p><b>4.1</b> Ask Tutors to invite their critical friends to observe during lesson delivery to provide feedback and report at the next session.</p> <p><b>4.2</b> Ask Tutors to outline any outstanding issues relating to their respective lessons per</p>	<p><b>4.1</b> Invite a critical friend to observe your lesson delivery to provide feedback and report at the next session.</p> <p><b>4.2</b> Outline any outstanding issues relating to your lesson that require clarification.</p>	15 mins

<p>issues relating to the lesson/s for clarification</p>	<p>their course groups that require clarification.</p> <p><b>4.3</b> With a gender responsive approach, ask Tutors from each course group to do a recap of their lessons to the session.</p> <p><b>4.4</b> Ask Tutors to read lesson 11 in their course manuals before the next session.</p> <p><b>NB</b> <i>Subject lead's support may be sought for further assistance.</i></p>	<p><b>4.3</b> Do a recap your lesson of the session.</p> <p><b>4.4</b> Read lesson 11 in your course manual before the next session.</p>	
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<b>Age Levels/s:</b> <b>JHS Education</b>	<b>Name of Subject/s:</b> 1. Advanced Music Technology 2. Practice and Coaching Full & Non- Contact Sports 3. Professional Development and Advocacy in PES and M & D
1. Rolling the Musical Concert Event 2. Application of movement concepts, principles, and strategies in performing and coaching full-contact <b>traditional wrestling sports (NOTE: This is lesson 3 of 3)</b> . 3. Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.	

### Tutor PD Session for Lesson 11 in the Course Manual

<b>Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.</b>	<b>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>
<b>1 Introduction to the session</b> ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory	Icebreaker: <b><i>What does your ideal day look like?) You may Pre-inform some Tutors share their experiences.</i></b>  <b>1.1.</b> Ask Tutors to reflect and share their key experiences and observation of PD session 10 with the group.  <b>1.2.</b> Ask Tutors with their critical friends to report	Icebreaker: <b><i>What does your ideal day look like?</i></b>  1.1. Reflect and share your key experiences and observation of PD session 10 with the group.  1.2. With your critical friend, report on best	20 mins

<p>sections of the lesson up to and including learning outcomes and indicators</p> <p>➤ Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>on best practices and areas of improvement per the delivery of lesson 10.</p> <p><b>1.3.</b> Ask Tutors to sit in their respective course groupings to read and discuss the lesson description, including LOs and LIs to have a general overview of Lesson 11.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Rolling the Musical Concert Event.</b></p> <p><b>Description:</b> <i>To discuss how to effectively organise their musical concerts explaining some useful rehearsal technique adaptations, manageable rehearsal schedules and the ethos and concert etiquette.</i></p> <p><b>LO:</b> <i>Demonstrate comprehensive content knowledge on useful rehearsal techniques, concert directing and etiquette. (NTS 2c &amp; 2d, NTECF p16.</i></p> <p><b>LI:</b> <i>i. Exhibit notes on rehearsal techniques on concert performance.</i> <i>ii. List three (3) rehearsal techniques for performing on electronic gadgets, public address and sound systems.</i></p>	<p>practices and areas of improvement per the delivery of lesson 10.</p> <p>1.3. Sit in your course group to read and discuss the lesson description, including LOs and LIs to have a general overview of Lesson 11.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Rolling the Musical Concert Event.</b></p> <p><b>Description:</b> <i>To discuss how to effectively organise their musical concerts explaining some useful rehearsal technique adaptations, manageable rehearsal schedules and the ethos and concert etiquette.</i></p> <p><b>LO:</b> <i>Demonstrate comprehensive content knowledge on useful rehearsal techniques, concert directing and etiquette. (NTS 2c &amp; 2d, NTECF p16.</i></p> <p><b>LI:</b> <i>i. Exhibit notes on rehearsal techniques on concert performance.</i> <i>ii. List three (3) rehearsal techniques for performing on electronic gadgets, public address and sound systems.</i></p>	
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	<p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b></p> <p><b>Description:</b>  <i>This lesson exposes student teachers to full-contact traditional wrestling sports disciplines including arm wrestling and abotri/kukule. Tutors select 1 full-contact traditional wrestling sports and create opportunities for practice and coaching while applying movement principles and strategies to develop core values and competencies, physical literacy, and address cross-cutting issues. This lesson will span over 3 periods for the one selected sports.</i></p> <p><b>LO:</b>  <i>Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p><b>LI:</b></p> <ul style="list-style-type: none"> <li><i>i. Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></li> <li><i>ii. Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross-</i></li> </ul>	<p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b></p> <p><b>Description:</b>  <i>This lesson exposes student teachers to full-contact traditional wrestling sports disciplines including arm wrestling and abotri/kukule. Tutors select 1 full-contact traditional wrestling sports and create opportunities for practice and coaching while applying movement principles and strategies to develop core values and competencies, physical literacy, and address cross-cutting issues. This lesson will span over 3 periods for the one selected sports.</i></p> <p><b>LO:</b>  <i>Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p><b>LI:</b></p> <ul style="list-style-type: none"> <li><i>i. Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></li> <li><i>ii. Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross-</i></li> </ul>	
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	<p><i>disciplinary connections.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p> <p><b>Description:</b> <i>This is the <b>Closing Ceremony</b> of the PEMD Festival of Professional Development and Advocacy Activities.</i></p> <p><b>LO:</b> <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LI:</b> <i>i. Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime)</i></p> <p><i>ii. Maintains professional relationships including respect of student teacher boundaries in and out of the school setting</i></p> <p><i>iii. Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p><b>1.4.</b> Ask Tutors to read, discuss and write on a post-it-note the</p>	<p><i>disciplinary connections.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p> <p><b>Description:</b> <i>This is the <b>Closing Ceremony</b> of the PEMD Festival of Professional Development and Advocacy Activities.</i></p> <p><b>LO:</b> <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LI:</b> <i>i. Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the school setting (e.g., classroom; duties, such as playtime)</i></p> <p><i>ii. Maintains professional relationships including respect of student teacher boundaries in and out of the school setting</i></p> <p><i>iii. Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p><b>1.4</b> Read, discuss and write on a post-it-note the distinctive aspects of</p>	
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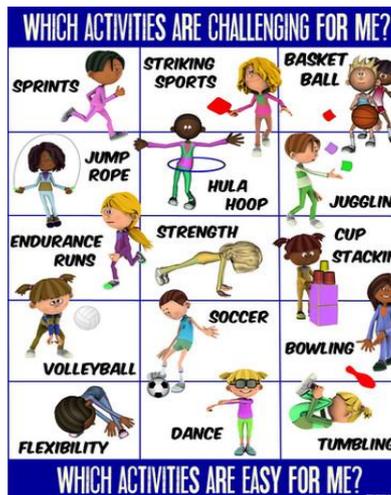
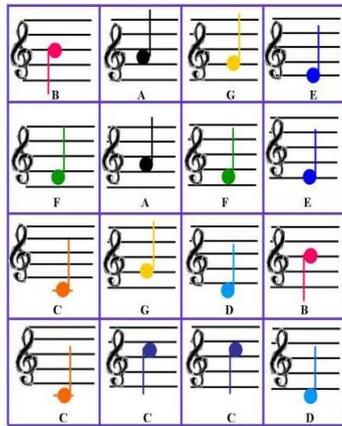
	<p>distinctive aspects of their lessons and post it on the wall/canvas (as applicable).</p> <p><b>1.4.1</b> Ask Tutors to take a gallery walk and call a volunteer Tutor to read the write-ups on the post-it-note to the larger group for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music: Rolling the Musical Concert Event.</b>  <i>Showing video documentaries on a concert performance, draw student's attention to Etiquette, order of the works being rendered, communication with the accompanist, etc.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b>  <i>Elaborating and expanding on the analysis of the connection between core competences, core values, physical literacy, life skills and entrepreneurial skills.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities. (Closing Ceremony of the PEMD Festival of</b></p>	<p>your lessons and post it on the wall/canvas (as applicable).</p> <p><b>1.4.1</b> Take a gallery walk for a volunteer Tutor to read the write-ups on the post-it-note to the larger group for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music: Rolling the Musical Concert Event.</b>  <i>Showing video documentaries on a concert performance, draw student's attention to Etiquette, order of the works being rendered, communication with the accompanist, etc.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b>  <i>Elaborating and expanding on the analysis of the connection between core competences, core values, physical literacy, life skills and entrepreneurial skills.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities. (Closing Ceremony of the PEMD Festival of</b></p>	
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	<p><b>Professional Development and Advocacy Activities)</b> Directing student teachers, in collaboration with the Apex Organising Committee, to assume their roles and to take responsibility of their assigned tasks.</p> <p><b>NB SL/HoD</b> <b>Ask Tutors to plan lesson 11 of their respective courses as the PD session progresses.</b></p>	<p><b>Professional Development and Advocacy Activities)</b> Directing student teachers, in collaboration with the Apex Organising Committee, to assume their roles and to take responsibility of their assigned tasks.</p> <p><b>NB:</b> <b>Have a plan for lesson 11 of your course as the PD session progresses</b></p>	
<p><b>As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development and/or Classroom Enquiry and Action Research Project Report writing. Tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.</b></p>	<p><b>1.5.</b> Lead tutors to discuss how they will prepare student teachers for NTC'S <b>Professional Teaching Portfolio (PTP) Assessment</b> in the world of work as beginning teachers.</p> <p><b>E.g.</b></p> <p>a. <i>Sample Videos of their teaching (on a CD).</i> <a href="https://www.youtube.com/watch?v=MqLGBmr_oXQ">https://www.youtube.com/watch?v=MqLGBmr_oXQ</a> <b>Accessed on the 7<sup>th</sup> November 2021.</b></p> <p>b. <i>Statement of teaching philosophy.</i></p> <p><i>"I aspire to create student-centred learning environments in which the student is in the driving seat of their own learning."</i></p> <p>Or</p> <p><i>"Central to my pedagogy is a focus on the needs of students. I embrace</i></p>	<p><b>1.5</b> Discuss how you will prepare student teachers for NTC'S <b>Professional Teaching Portfolio (PTP) Assessment</b> in the world of work as beginning teachers.</p> <p><b>E.g.</b></p> <p>a. <i>Sample Videos of their teaching (on a CD)..</i> <a href="https://www.youtube.com/watch?v=MqLGBmr_oXQ">https://www.youtube.com/watch?v=MqLGBmr_oXQ</a> <b>Accessed on the 7<sup>th</sup> November 2021.</b></p> <p>b. <i>Statement of teaching philosophy.</i></p> <p><i>"I aspire to create student-centred learning environments in which the student is in the driving seat of their own learning."</i></p> <p>Or</p> <p><i>"Central to my pedagogy is a focus on the needs of students. I embrace</i></p>	

Vygotsky's Zone of Proximal Development as a key pedagogical tool to ensure all students are taught content that is achievable yet challenging."

c. Report on or sample of Classroom Innovations (e.g., creation of TLRs, new methods)  
Created TLRs

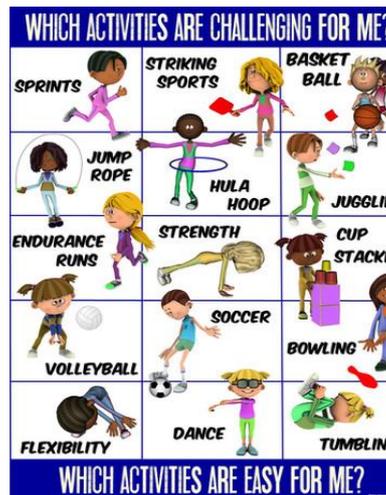
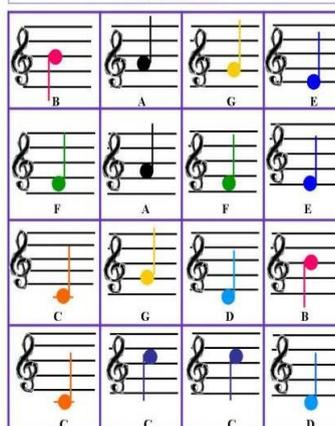
**The Music Memory Game**  
Cut out the notes below. Place face down in straight rows. Each person turns over two notes. If they match, the player keeps them. If no match, turn back over face down. Continue playing until all cards have been matched. The player with the most cards wins.

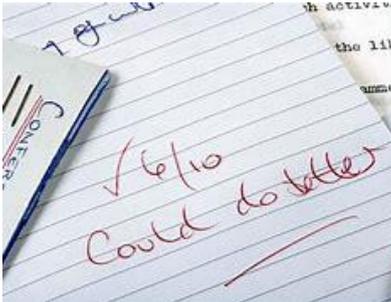
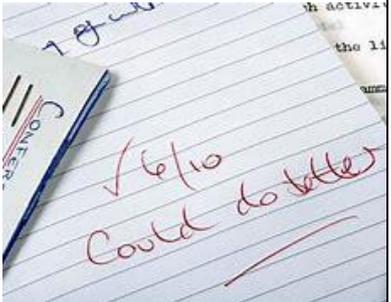


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	<p>d. Relevant photographs.</p>  <p>e. Teaching honours and/or awards</p> <ol style="list-style-type: none"> <li>i. Best teacher award</li> <li>ii. Certificate of commendation</li> <li>iii. Certificate of distinguish service</li> <li>iv. Certificate of recognition etc.</li> </ol>   <p>f. Evidence of student learning (e.g., graded exams, assignments i.e. 1 good/ 1 bad)</p> 	<p>d. Relevant photographs.</p>  <p>e. Teaching honours and/or awards</p> <ol style="list-style-type: none"> <li>i. Best teacher award</li> <li>ii. Certificate of commendation</li> <li>iii. Certificate of distinguish service</li> <li>iv. Certificate of recognition etc.</li> </ol>   <p>f. Evidence of student learning (e.g., graded exams, assignments i.e. 1 good/ 1 bad)</p> 
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	<p>g. Continuing Education/Workshops completed (CPD)</p> <p>i. Certificate of workshop participation</p> <p>ii. Pictures of participation in workshops.</p> <p>iii. Workshop invitation letters.</p> 	<p>g. Continuing Education/Workshops completed (CPD)</p> <p>i. Certificate of workshop participation</p> <p>ii. Pictures of participation in workshops.</p> <p>iii. Workshop invitation letters.</p> 	
<p><b><i>For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.</i></b></p>	<p><b>1.6.</b> Ask tutors in pairs to discuss and share with the larger group how they will in the delivery of this lesson support student teachers to integrate GESI and ICT as beginning teachers.</p> <p><b>E.g.</b></p> <p>i. <i>Assigning equal role for male and female in music performance and participation in games.</i></p> <p>ii. <i>How to allocate mixed ability groups and assign roles in the classroom.</i></p> <p>iii. <i>Making use of GESI responsive resources for teaching learners with SEN etc.</i></p> <p>iv. <i>How to use ICT resources in the delivery of lesson.</i></p>	<p><b>1.6</b> Discuss and share with the larger group how you will in the delivery of this lesson support student teachers to integrate GESI and ICT as beginning teachers.</p> <p><b>E.g.</b></p> <p>i. <i>Assigning equal role for male and female in music performance and participation in games.</i></p> <p>ii. <i>How to allocate mixed ability groups and assign roles in the classroom.</i></p> <p>iii. <i>Making use of GESI responsive resources for teaching learners with SEN etc.</i></p> <p>iv. <i>How to use ICT resources in the delivery of lesson.</i></p>	

	<p><b>1.7.</b> In their course groupings, ask Tutors to discuss and subsequently share with the larger group, ways they will support student teachers to develop the core and transferable skills of lesson 11 in learners in implementing the Basic School curricula.</p> <p><b>E.g.</b></p> <p><i>a. Assessment, Observation and Reflection and Analysis Skills – Through peer assessment and Video critique.</i></p> <p><i>b. Collaboration and Social Skills – Through Group Work.</i></p> <p><i>c. Communication Skills – Through Presentations.</i></p> <p><i>d. Honesty Skills – Through Self-Assessment</i></p> <p><i>e. Critical Thinking – Through Answering Questions Rightly</i></p> <p><i>f. Self-discipline and Problem Solving-Completing Tasks.</i></p>	<p><b>1.7</b> In your course group discuss and share with the larger group, ways you will support student teachers to develop the core and transferable skills of lesson 11 in learners in implementing the Basic School curricula.</p> <p><b>E.g.</b></p> <p><i>a. Assessment, Observation and Reflection and Analysis Skills – Through peer assessment and Video critique.</i></p> <p><i>b. Collaboration and Social Skills – Through Group Work.</i></p> <p><i>c. Communication Skills – Through Presentations.</i></p> <p><i>d. Honesty Skills – Through Self-Assessment</i></p> <p><i>e. Critical Thinking – Through Answering Questions Rightly</i></p> <p><i>f. Self-discipline and Problem Solving-Completing Tasks.</i></p>	
<p><b>2 Concept Development (New learning likely to arise in lesson/s) :</b></p> <p>➤ Identification and discussion of new learning,</p>	<p>2.1 Ask Tutors to read, identify and discuss new concepts from their course manuals and share with the larger group.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Rolling the Musical Concert Event.</b></p>	<p>2.1 Read, identify and discuss new concepts from your course manual and share with the larger group.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Rolling the Musical Concert Event.</b></p>	15 mins

<p>➤ potential barriers to learning for student teachers or students,</p> <p>➤ new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<p><i>Video documentaries on concert performance (Etiquette, order of the works being rendered, communication with the accompanist, etc.)</i></p> <p><b>Mozart - Piano Concerto No.21, K.467 / Yeol Eum Son</b>  <a href="https://www.youtube.com/watch?v=fNU-XAZjhzA">https://www.youtube.com/watch?v=fNU-XAZjhzA</a>  <i>Accessed on the 7<sup>th</sup> November, 2021</i></p> <p><b>Bonwire Kente - By Dr. Ephraim Amu</b>  <a href="https://www.youtube.com/watch?v=eKnsAxFmjY">https://www.youtube.com/watch?v=eKnsAxFmjY</a>  <i>Accessed on the 7<sup>th</sup> November, 2021</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b>  <i>Analysis of the connection between core competences, core values, physical literacy, life skills and entrepreneurial skills.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b>  <i>Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</i></p> <p>2.2 Ask Tutors to identify and discuss potential barriers to learning concepts in</p>	<p><i>Video documentaries on concert performance (Etiquette, order of the works being rendered, communication with the accompanist, etc.)</i></p> <p><b>Mozart - Piano Concerto No.21, K.467 / Yeol Eum Son</b>  <a href="https://www.youtube.com/watch?v=fNU-XAZjhzA">https://www.youtube.com/watch?v=fNU-XAZjhzA</a>  <i>Accessed on the 7<sup>th</sup> November, 2021</i></p> <p><b>Bonwire Kente - By Dr. Ephraim Amu</b>  <a href="https://www.youtube.com/watch?v=eKnsAxFmjY">https://www.youtube.com/watch?v=eKnsAxFmjY</a>  <i>Accessed on the 7<sup>th</sup> November, 2021</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b>  <i>Analysis of the connection between core competences, core values, physical literacy, life skills and entrepreneurial skills.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b>  <i>Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</i></p> <p>2.2 Identify and discuss potential barriers to learning concepts in</p>	
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	<p>lesson 11 for students and share with the larger group for suggestions.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Rolling the Musical Concert Event.</b></p> <ol style="list-style-type: none"> <li>a. <i>Lack of keyboard instrument</i></li> <li>b. <i>Students with SEN</i></li> <li>c. <i>Lack of Playback equipment</i></li> <li>d. <i>Lack of Mirror Room and internet accessibility.</i></li> </ol> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b>  <i>Students with SEN (Students with physical disability)</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p> <ol style="list-style-type: none"> <li>a. <i>Possible last-minute disappointment with materials/resources for the programme activities.</i></li> <li>b. <i>Poor weather conditions.</i></li> </ol> <p>2.3 Ask Tutors to suggest new concepts or pedagogies they will introduce in the lesson which may need to be explored and shared with the larger group for</p>	<p>lesson 11 for students and share with the larger group for suggestions.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Rolling the Musical Concert Event.</b></p> <ol style="list-style-type: none"> <li>a. <i>Lack of keyboard instrument</i></li> <li>b. <i>Students with SEN</i></li> <li>c. <i>Lack of Playback equipment</i></li> <li>d. <i>Lack of Mirror Room and internet accessibility.</i></li> </ol> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b>  <i>Students with SEN (Students with physical disability)</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p> <ol style="list-style-type: none"> <li>a. <i>Possible last-minute disappointment with materials/resources for the programme activities.</i></li> <li>b. <i>Weather conditions.</i></li> </ol> <p>2.3 Suggest new concepts or pedagogies you will introduce in the lesson which may need to be explored and shared with the larger group for clarification and feedback.</p>	
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	<p>clarification and feedback.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Rolling the Musical Concert Event.</b>  <b>Scaffolding Approach:</b> <i>this will allow the Tutor to provide support while a student is under taking a task. In the concert situation tutors can sit behind student teachers and give them prompts, suggestions and advice to ensure they get through their task. Tutors might also give them a 'cheat sheet' that will provides the steps required for completing the task for the concert.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b>  <i>Mixed ability grouping approach can be adopted to enable student teachers to <b>develop new skills and self-confidence.</b></i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b>  <i>Collaborative pedagogy can be adopted to enable student teachers to <b>experience interaction and interpersonal engagement in the learning process.</b></i></p>	<p><b>E.g.</b>  <b>Music &amp; Dance: Rolling the Musical Concert Event.</b>  <b>Scaffolding Approach:</b> <i>this will allow the Tutor to provide support while a student is under taking a task. In the concert situation tutors can sit behind student teachers and give them prompts, suggestions and advice to ensure they get through their task. Tutors might also give them a 'cheat sheet' that will provides the steps required for completing the task for the concert.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b>  <i>Mixed ability grouping approach can be adopted to enable student teachers to <b>develop new skills and self-confidence.</b></i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b>  <i>Collaborative pedagogy will be adopted to enable student teachers to <b>experience interaction and interpersonal engagement in the learning process.</b></i></p>	
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<p><b>3.Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>➤ Reading and discussion of the teaching and learning activities</li> <li>➤ Noting, addressing, and explaining areas where tutors may require clarification</li> <li>➤ Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum</li> <li>➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student</li> </ul>	<p><b>3.1</b> Ask Tutors in their various course groupings to read and discuss the teaching and learning activities from their respective course manuals, link it with the basic school Creative Arts and PE curricular and share with the larger group for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music: Rolling the Musical Concert Event.</b>  <i>Video analysis on a concert performance considering Etiquette, order of the works being rendered, communication with the accompanist, etc.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b>  <i>Small Group Assignment Task on the analysis of the connection between</i></p> <ol style="list-style-type: none"> <li>i. core competences,</li> <li>ii. core values,</li> <li>iii. physical literacy,</li> <li>iv. life skills and</li> <li>v. entrepreneurial skills.</li> </ol> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b>  <b><i>Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</i></b></p>	<p><b>3.1</b> In your course group, read and discuss the teaching and learning activities from your course manual, link it with the basic school Creative Arts and PE curricular and share with the larger group for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music: Rolling the Musical Concert Event.</b>  <i>Video analysis on a concert performance considering Etiquette, order of the works being rendered, communication with the accompanist, etc.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b>  <i>Small Group Assignment Task on the analysis of the connection between</i></p> <ol style="list-style-type: none"> <li>i. core competences,</li> <li>ii. core values,</li> <li>iii. physical literacy,</li> <li>iv. life skills and</li> <li>v. entrepreneurial skills.</li> </ol> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b>  <b><i>Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</i></b></p>	<p>40 mins</p>
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<p>teacher learning , subject specific examples should be provided for SL/HoD</p> <p>➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>-Students teachers assume their roles and take responsibility of their assigned tasks.</i></p> <p><b>3.2</b> Ask Tutors to discuss how they will integrate GESI responsiveness in the delivery of lesson 11.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Rolling the Musical Concert Event</b></p> <p><i>a. Electronic gadgets such as public address system and sound systems should be fixed by both male and female.</i></p> <p><i>b. Equal opportunities should be given to the male, female and students with SEN for group leadership positions.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b></p> <p><i>a. Equal sharing of resources for all students in class</i></p> <p><i>b. Avoid the usage of stereotype language</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of</b></p>	<p><i>-Students teachers assume their roles and take responsibility of their assigned tasks.</i></p> <p><b>3.2</b> Discuss how you will integrate GESI responsiveness in the delivery of lesson 11.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Rolling the Musical Concert Event</b></p> <p><i>a. Electronic gadgets such as public address system and sound systems should be fixed by both male and female.</i></p> <p><i>b. Equal opportunities should be given to the male, female and students with SEN for group leadership positions.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b></p> <p><i>a. Equal sharing of resources for all students in class</i></p> <p><i>b. Avoid the usage of stereotype language</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of</b></p>	
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	<p><b>Professional Development and Advocacy Activities.</b></p> <p>a. <i>Assign equal leadership roles in the class for both male and female.</i></p> <p>b. <i>Students with SEN (Physically challenged) can be given report writing responsibility and presentation.</i></p> <p><b>3.3</b> Ask Tutors to identify and share how they will help student teachers develop ICT skills during the delivery of the lesson.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Rolling the Musical Concert Event.</b>  <i>Fixing of musical instruments and electronic gadgets such as public address systems and keyboard for rehearsal and performances.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b>  <i>Searching for information on the internet with the aid of mobile phones in the classroom.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p>	<p><b>Professional Development and Advocacy Activities.</b></p> <p>a. <i>Assign equal leadership roles in the class for both male and female.</i></p> <p>b. <i>Students with SEN (Physically challenged) can be given report writing responsibility and presentation.</i></p> <p><b>3.3</b> Identify and share how you will help student teachers develop ICT skills during the delivery of the lesson.</p> <p><b>E.g.</b>  <b>Music &amp; Dance: Rolling the Musical Concert Event.</b>  <i>Fixing of musical instruments and electronic gadgets such as public address systems and keyboard for rehearsal and performances.</i></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b>  <i>Searching for information on the internet with the aid of mobile phones in the classroom.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p>	
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	<p>a. <i>Use of laptops computer and projector for presentation.</i></p> <p>b. <i>Using the laptop computer and mobile phone to record and watch rehearsals and performances.</i></p> <p><b>3.4</b> Ask Tutors to discuss and suggest how they will use the teaching and learning activities to enhance the core and transferable skills in student teachers referring to those mentioned in lesson 11 in their respective course manuals.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Rolling the Musical Concert Event.</b></p> <p>a. <i>Acquisition of Assessment skills, social skills, communication skills, reflection and honesty through watching of videos in groups, reflecting and analysing the content.</i></p> <p>b. <i>Acquisition of open-mindedness and financial literacy through planning and financial budgeting for a concert.</i></p> <p>c. <i>Acquisition of digital literacy through the use of musical instruments and ICT tools for musical concert events</i></p>	<p>a. <i>Use of laptops computer and projector for presentation.</i></p> <p>b. <i>Using a laptop computer and mobile phone to record and watch rehearsals and performances.</i></p> <p><b>3.4</b> Discuss and suggest how you will use the teaching and learning activities to enhance the core and transferable skills in student teachers referring to those mentioned in lesson 11 in your course manual.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Rolling the Musical Concert Event.</b></p> <p>a. <i>Acquisition of Assessment skills, social skills, communication skills, reflection and honesty through watching of videos in groups, reflecting and analysing the content.</i></p> <p>b. <i>Acquisition of open-mindedness and financial literacy through planning and financial budgeting for a concert.</i></p> <p>c. <i>Acquisition of digital literacy through the use of musical instruments and ICT tools for musical concert events.</i></p>	
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	<p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b></p> <p><i>a. Development of Physical literacy and Life skills through participation in warm ups, games and sports.</i></p> <p><i>b. Enhancement of Reflection, Critical thinking self-discipline/responsibility and problem solving through group analysis of the connection between, core competences, core values, physical literacy, life skills and entrepreneurial skills.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b> <i>Acquisition of Leadership, innovation and collaboration, and Communication skills through group work, performance and Class Presentation</i></p> <p><b>3.5</b> Ask Tutors to identify and discuss continuous assessment opportunities in lesson 11 with examples and share with the larger group for feedback.</p>	<p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b></p> <p><i>a. Development of Physical literacy and Life skills through participation in warm ups, games and sports.</i></p> <p><i>b. Enhancement of Reflection, Critical thinking self-discipline/responsibility and problem solving through group analysis of the connection between, core competences, core values, physical literacy, life skills and entrepreneurial skills.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b> <i>Acquisition of Leadership, innovation and collaboration, and Communication skills through group work, performance and Class Presentation</i></p> <p><b>3.5</b> Identify and discuss continuous assessment opportunities in lesson 11 with examples and share with the larger group for feedback.</p>	
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	<p><b>E.g. Music &amp; Dance: Rolling the Musical Concert Event.</b></p> <p><i>i. Reflection – Student teachers reflect on their musical concert performance plans.</i></p> <p><i>ii. Small Group Assignment: Students go to watch two classical musical concerts on YouTube online and take notes on how the programme runs.</i></p> <p><b>E.g. (Small Group Assignment) State and explain 5 main concert etiquette you observed in the performance of a classical music you watched on YouTube online.</b></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b></p> <p><i>i. Reflection-connection and application- Student teachers reflect on what they learned connect what they learned to their personal circumstances or others, and how they intend to apply what they learned in the real world.</i></p> <p><i>ii. Small group assignment tasks.</i></p>	<p><b>E.g. Music &amp; Dance: Rolling the Musical Concert Event.</b></p> <p><i>i. Reflection – Student teachers reflect on their musical concert performance plans.</i></p> <p><i>ii. Small Group Assignment: Students go to watch two classical musical concerts on YouTube online and take notes on how the programme runs.</i></p> <p><b>E.g. (Small Group Assignment) State and explain 5 main concert etiquette you observed in the performance of a classical music you watched on YouTube online.</b></p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b></p> <p><i>i. Reflection-connection and application- Student teachers reflect on what they learned connect what they learned to their personal circumstances or others, and how they intend to apply what they learned in the real world.</i></p> <p><i>ii. Small group assignment tasks.</i></p>	
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	<p><b>iii. Small group presentation tasks.</b></p> <p><i>E.g. (Small group presentation tasks.) Explain how three (3) life skill attributes relate or overlap with sports and your understanding of cross-disciplinary connections.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p> <ul style="list-style-type: none"> <li><i>i. Reflection-connection and application.</i></li> <li><i>ii. Small group assignment tasks</i></li> <li><i>iii. Small group presentation tasks.</i></li> </ul> <p><b>E.g. (Small group assignment tasks)</b> <i>Identify 3 advocacy strategies and show how they can be employed in the culminating festival and beyond.</i></p> <p><b>3.6</b> Ask Tutors to read and identify teaching and learning resources from their respective course manuals and suggest new ones for consideration.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Rolling the Musical Concert Event.</b></p> <ul style="list-style-type: none"> <li><i>a. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i></li> </ul>	<p><b>iii. Small group presentation tasks.</b></p> <p><i>E.g. (Small group presentation tasks.) Explain how three (3) life skill attributes relate or overlap with sports and your understanding of cross-disciplinary connections.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p> <ul style="list-style-type: none"> <li><i>i. Reflection-connection and application.</i></li> <li><i>ii. Small group assignment tasks</i></li> <li><i>iii. Small group presentation tasks.</i></li> </ul> <p><b>E.g. (Small group assignment tasks)</b> <i>Identify 3 advocacy strategies and show how they can be employed in the culminating festival and beyond.</i></p> <p><b>3.6</b> Read and identify teaching and learning resources from your course manual and suggest new ones for consideration.</p> <p><b>E.g.</b> <b>Music &amp; Dance: Rolling the Musical Concert Event.</b></p> <ul style="list-style-type: none"> <li><i>a. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i></li> </ul>	
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	<p>b. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</p> <p>c. Notation and Programming Software.</p> <p>Concert by <u>Harmonious Chorale Ghana</u>  <a href="https://www.youtube.com/watch?v=PW2srzgMo5E">https://www.youtube.com/watch?v=PW2srzgMo5E</a>          Accessed on the 7<sup>th</sup> November 2021</p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b>  <i>Cones, markers, whistles, stop watches, hoola hoops, stadiometer, bathroom scale, skinfold callipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, Place mats, playing field, goals and balls.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p> <p>a. Computers (Laptops or PCs) and projector for <b>Presentation</b></p>	<p>b. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</p> <p>c. Notation and Programming Software.</p> <p>Concert by <u>Harmonious Chorale Ghana</u>  <a href="https://www.youtube.com/watch?v=PW2srzgMo5E">https://www.youtube.com/watch?v=PW2srzgMo5E</a>          Accessed on the 7<sup>th</sup> November 2021</p> <p><b>PE: Application of movement concepts, principles, and strategies in performing and coaching full-contact traditional wrestling sports (NOTE: This is lesson 3 of 3).</b>  <i>Cones, markers, whistles, stop watches, hoola hoops, stadiometer, bathroom scale, skinfold callipers, tape measure, sit and reach box, heart rate monitors, medicine ball, free weights, dumb bells, rubber bands, goal ball, Place mats, playing field, goals and balls.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p> <p>a. Computers (Laptops or PCs) and projector for <b>Presentation</b></p>	
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	<p>b. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</p> <p>c. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</p> <p>d. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing, and reviewing performances)</p> <p><b>NB</b> <b>SL/HOD</b> <i>Ensure Tutors have a plan for the delivery of lesson 11.</i></p>	<p>b. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</p> <p>c. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</p> <p>d. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing, and reviewing performances)</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>➤ Tutors should identify critical friends to observe lessons and report at next session</li> <li>➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask Tutors to identify any outstanding issue relating to the lesson for clarification.</p> <p>4.2 Remind Tutors to identify a critical friend to observe lesson 11 and report at the next session.</p> <p>4.3 Remind Tutors to read Lesson 12 from their course manuals before the next PD session.</p> <p><b>NB</b> <b>SL/HOD</b> <i>Subject lead's support may be sought for further assistance.</i></p>	<p>4.1 Identify any outstanding issue relating to the lesson for clarification.</p> <p>4.2 Identify a critical friend to observe lesson 11 and report at the next session.</p> <p>4.3 Read Lesson 12 from your course manuals before the next PD session.</p>	15 mins

<b>Age Levels/s:</b> <b>JHS Education</b>	<b>Name of Subject/s:</b> <ol style="list-style-type: none"> <li>Advanced Music Technology</li> <li>Practice and Coaching Full &amp; Non- Contact Sports</li> <li>Professional Development and Advocacy in PES and M &amp; D</li> </ol>
<b>Lesson Title:</b> <ol style="list-style-type: none"> <li>Revision for Assessment of Learning (Final Examination)</li> <li>Course Revision</li> <li>Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</li> </ol>	

### Tutor PD Session for Lesson 12 in the Course Manual

<b>Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.</b>	<b>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</b>	<b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b>	<b>Time in session</b>
<b>1 Introduction to the session</b> <ul style="list-style-type: none"> <li>➤ Review prior learning</li> <li>➤ A critical friend to share findings for a short discussion and lessons learned</li> <li>➤ Reading and discussion of the introductory sections of the lesson up to and including</li> </ul>	<i>Begin the session with an ice breaker. E.g., <b>What is your proudest accomplishment?</b> You can pre inform a tutor to do the narration.</i> <ol style="list-style-type: none"> <li>1.1 Ask Tutors in their course groups to reflect on PD Session 11 and share 2 lessons from the activities that took place with the larger groups.</li> <li>1.2 Ask tutors and their critical friends to brief the larger group on their observations</li> </ol>	<i><b>Ice breaker: E.g., What is your proudest accomplishment?</b></i> <ol style="list-style-type: none"> <li>1.1 In your course group, reflect on PD Session 11 and share 2 lessons from the activities that took place with the larger group.</li> <li>1.2 With your critical friend, brief the larger group on your observations and experiences during</li> </ol>	20 mins

<p>learning outcomes and indicators</p> <p>➤ Overview of content and identification of any distinctive aspects of the lesson/s,</p> <p>NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>and experiences during the delivery of lesson 11.</p> <p><b>1.3</b> Ask tutors to sit in their course groups, read and discuss the introductory sections of lesson 12 from their respective course manuals, including lesson description, learning outcomes and indicators to have a general overview.</p> <p><b>E.g.</b> <b>Music: Revision for Assessment of Learning (Final Examination)</b></p> <p><b>Description:</b> <i>The lesson focuses on revising the goal of this course which is to enhance students' adequate acquisition of knowledge and skills in Music Notation and Music Programming software.</i></p> <p><b>LO:</b> <i>Demonstrate how success criteria/expectations [i.e., CLOs and Indicators] of the course have been achieved. NTS 2c &amp; 2d, NTECF p 16., NaCCA-PA CS 2, 3, 4 &amp; 5.</i></p> <p><b>LI:</b> <i>i. Compare and contrast two concert performances by the class.</i> <i>ii. Compare and contrast a concert of a music</i></p>	<p>the delivery of lesson 11.</p> <p><b>1.3</b> Sit in your course group, read and discuss the introductory sections of lesson 12 from your course manual, including lesson description, learning outcomes and indicators to have a general overview.</p> <p><b>E.g.</b> <b>Music: Revision for Assessment of Learning (Final Examination)</b></p> <p><b>Description:</b> <i>The lesson focuses on revising the goal of this course which is to enhance students' adequate acquisition of knowledge and skills in Music Notation and Music Programming software.</i></p> <p><b>LO:</b> <i>Demonstrate how success criteria/expectations [i.e., CLOs and Indicators] of the course have been achieved. NTS 2c &amp; 2d, NTECF p 16., NaCCA-PA CS 2, 3, 4 &amp; 5.</i></p> <p><b>LI:</b> <i>i. Compare and contrast two concert performances by the class.</i> <i>ii. Compare and contrast a concert of a music</i></p>	
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	<p><i>notation developed composition and a music programming developed composition. Use the <b>Venn Diagram.</b></i></p> <p><b>PE: Course Revision</b></p> <p><b>Description:</b>  <i>The lesson focuses on revising the goal of this course which is to expose student teachers to lifelong skills and competencies such as self-discipline, teamwork, leadership, goal setting, hard-work, emotional control, and resilience through participation in limited contact sports. Student teachers will develop game adaptations and use such adaptations to influence overall physical activity, inclusion, and gender balance.</i></p> <p><b>LO:</b>  <i>Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p><b>LI:</b></p> <ul style="list-style-type: none"> <li><i>i. Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></li> <li><i>ii. Explain at least how three (3) attributes relate or overlap with sports and their understanding</i></li> </ul>	<p><i>notation developed composition and a music programming developed composition. Use the <b>Venn Diagram.</b></i></p> <p><b>PE: Course Revision</b></p> <p><b>Description:</b>  <i>The lesson focuses on revising the goal of this course which is to expose student teachers to lifelong skills and competencies such as self-discipline, teamwork, leadership, goal setting, hard-work, emotional control, and resilience through participation in limited contact sports. Student teachers will develop game adaptations and use such adaptations to influence overall physical activity, inclusion, and gender balance.</i></p> <p><b>LO:</b>  <i>Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p><b>LI:</b></p> <ul style="list-style-type: none"> <li><i>i. Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></li> <li><i>ii. Explain at least how three (3) attributes relate or overlap with sports and their</i></li> </ul>	
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	<p><i>of cross-disciplinary connections.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p> <p><b>Description:</b>  <i>The lesson focuses on revising the goal of this course which is to expose student teachers to professional ethics and culturally competent practices; continued professional development, promotion/advocacy, core characteristics of the physically/artistically literate person (student teacher/learner).Also, the course is designed to facilitate knowledge and skills in organising events including community engagement/school activities (speech and prize giving day) sports festivals, advocacy poster presentations, workshops and seminars, concerts, carols night, walima etc.</i></p> <p><b>LO:</b>  <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LI:</b>  <i>i. Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all aspects of practice in the</i></p>	<p><i>understanding of cross-disciplinary connections.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p> <p><b>Description:</b>  <i>The lesson focuses on revising the goal of this course which is to expose student teachers to professional ethics and culturally competent practices; continued professional development, promotion/advocacy, core characteristics of the physically/artistically literate person (student teacher/learner).Also, the course is designed to facilitate knowledge and skills in organising events including community engagement/school activities (speech and prize giving day) sports festivals, advocacy poster presentations, workshops and seminars, concerts, carols night, walima etc.</i></p> <p><b>LO:</b>  <i>Engage in behaviour that reflects professional ethics, practice, and cultural competence. (NTS 1d, g &amp; 2c; NTECF 16,21)</i></p> <p><b>LI:</b>  <i>i. Demonstrates professional behaviour of the highest ethical and culturally relevant standards in all aspects of</i></p>	
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	<p><i>school setting (e.g., classroom; duties, such as playtime)</i></p> <p><i>ii. Maintains professional relationships including respect of student teacher boundaries in and out of the school setting</i></p> <p><i>iii Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p><b>1.4</b> Ask tutors to identify and discuss in their respective course groups, distinctive aspects of lesson 12 from their course manuals and share with the larger group for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music: Revision for Assessment of Learning (Final Examination)</b>  Grouping student teachers to discuss and complete the “<i>Wrapping Up for Exam Form</i>”.</p> <p><b>PE: Course Revision</b>  <i>Introducing student teachers to the new topic: <b>Revision for Assessment of Learning, Learning Outcomes and Indicators for the 12th Lesson.</b></i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development sand Advocacy Activities.</b></p>	<p><i>practice in the school setting (e.g., classroom; duties, such as playtime)</i></p> <p><i>ii. Maintains professional relationships including respect of student teacher boundaries in and out of the school setting</i></p> <p><i>iii Demonstrate both verbal and non-verbal skills that reflect cultural competence toward all colleagues and learners.</i></p> <p><b>1.4</b> Identify and discuss in your course group, distinctive aspects of lesson 12 from their course manual and share with the larger group for clarification and feedback.</p> <p><b>E.g.</b>  <b>Music: Revision for Assessment of Learning (Final Examination)</b>  Grouping student teachers to discuss and complete the “<i>Wrapping Up for Exam Form</i>”.</p> <p><b>PE: Course Revision</b>  <i>Introducing student teachers to the new topic: <b>Revision for Assessment of Learning, Learning Outcomes and Indicators for the 12th Lesson.</b></i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development sand Advocacy Activities.</b></p>	
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	<p><i>Introducing student teachers to the new topic: <b>Revision for Assessment of Learning, Learning Outcomes and Indicators for the 12th Lesson.</b></i></p> <p><b>NB SL:</b> <i>Ask tutors to take note of the relevant concepts and plan for their teaching as they go through the PD session.</i></p>	<p><i>Introducing student teachers to the new topic: <b>Revision for Assessment of Learning, Learning Outcomes and Indicators for the 12th Lesson.</b></i></p>	
<p><b>As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development and/or Classroom Enquiry and Action Research Project Report writing, Tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.</b></p>	<p><b>1.5</b> Ask tutors to discuss how they will summarise all key issues discussed from lessons 1 to 11 for student teachers concerning preparation for NTC'S <b>Professional Teaching Portfolio (PTP)</b> in the world of work as beginning teachers.</p> <p><i>E.g. Professional Teaching Portfolio should showcase your proved abilities, examples of completed works and potential for growth.</i></p> <ul style="list-style-type: none"> <li><i>i. Career summary</i></li> <li><i>ii. Teaching philosophy</i></li> <li><i>iii. Short biography</i></li> <li><i>iv. Resume</i></li> <li><i>v. Marketable skills and abilities</i></li> <li><i>vi. Professional accomplishment</i></li> <li><i>vii. Sample of works</i></li> <li><i>viii. Awards and honours</i></li> </ul> <p><b>Benefits</b></p> <ul style="list-style-type: none"> <li><i>i. Promotion</i></li> <li><i>ii. Professional development</i></li> <li><i>iii. Reference material</i></li> </ul>	<p><b>1.5</b> Discuss how you will summarise all key issues discussed from lessons 1 to 11 for student teachers concerning preparation for NTC'S <b>Professional Teaching Portfolio (PTP)</b> in the world of work as beginning teachers.</p> <p><i>E.g. Professional Teaching Portfolio should showcase your proved abilities, examples of completed works and potential for growth.</i></p> <ul style="list-style-type: none"> <li><i>i. Career summary</i></li> <li><i>ii. Teaching philosophy</i></li> <li><i>iii. Short biography</i></li> <li><i>iv. Resume</i></li> <li><i>v. Marketable skills and abilities</i></li> <li><i>vi. Professional accomplishment</i></li> <li><i>vii. Sample of works</i></li> <li><i>viii. Awards and honours</i></li> </ul> <p><b>Benefits</b></p> <ul style="list-style-type: none"> <li><i>i. Promotion</i></li> <li><i>ii. Professional development</i></li> <li><i>iii. Reference material</i></li> </ul>	

	<p><i>iv. Encourages the "scholarship of teaching" as teachers begin to engage in classroom research.</i></p> <p><i>v. Keeps a record of a teacher's accomplishments</i></p> <p><b>1.6</b> Ask Tutors to discuss how they will assist student teachers in reviewing their final Classroom Enquiry and Action Research (CEAR) with reference to directions from the Year 3 School Placement Handbook (STS Handbook). Page 91 – 100</p> <p><b>BACKGROUND TO THE STUDY.</b> <i>Introduction</i> <i>This should include</i></p> <p><b>a.</b> <i>How the problem was identified</i></p> <p><b>b.</b> <i>Conduct pre-intervention class exercise, test etc and mark for evidence that the problem existed in the classroom</i></p> <p><b>c.</b> <i>Diagnosis of the problem</i></p> <p><b>i.</b> <i>Description of the study area</i> <i>Statement of the problem</i></p> <p><b>ii.</b> <i>Purpose (It should seek to bring about a change)</i></p> <p><b>iii.</b> <i>Objective(s) of the study</i> <i>Research Questions</i></p> <p><b>iv.</b> <i>Scope of the study/Delimitation of the study</i></p>	<p><i>iv. Encourages the "scholarship of teaching" as teachers begin to engage in classroom research.</i></p> <p><i>v. Keeps a record of a teacher's accomplishments</i></p> <p><b>1.6</b> Discuss how you will assist student teachers in reviewing their final Classroom Enquiry and Action Research (CEAR) with reference to directions from the Year 3 School Placement Handbook (STS Handbook). Page 91 – 100</p> <p><b>BACKGROUND TO THE STUDY.</b> <i>Introduction</i> <i>This should include</i></p> <p><b>a.</b> <i>How the problem was identified</i></p> <p><b>b.</b> <i>Conduct pre-intervention class exercise, test etc and mark for evidence that the problem existed in the classroom</i></p> <p><b>c.</b> <i>Diagnosis of the problem</i></p> <p><b>i.</b> <i>Description of the study area</i> <i>Statement of the problem</i></p> <p><b>ii.</b> <i>Purpose (It should seek to bring about a change)</i></p> <p><b>iii.</b> <i>Objective(s) of the study</i> <i>Research Questions</i></p>	
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	<p><b>v. Limitations of the study (challenges faced)</b></p> <p><b>LITERATURE REVIEW</b> (The readings that they were tasked to do should be geared towards this)</p> <p><b>METHODOLOGY</b></p> <p><b>a. Design of the study</b></p> <p><b>b. Population of the study</b></p> <p><b>c. Sample size and sampling technique</b></p> <p><b>i. Data collection instrument(s)</b></p> <p><b>i. observation</b></p> <p><b>ii. interview guide</b></p> <p><b>iii. document analysis</b></p> <p><b>d. Intervention</b></p> <p><b>i. Description of step-by-step implementation of the intervention</b></p> <p><b>ii. Description of period of implementation</b></p> <p><b>e. Post-intervention</b></p> <p><b>i. Description of Post intervention data collection</b></p> <p><b>ii. Analysis and discussion of post-intervention data collected</b></p> <p><b>iii. Conducting post-intervention class exercises, tests, etc and marking. Examination of marked post-intervention marked</b></p>	<p><b>iv. Scope of the study/Delimitation of the study</b></p> <p><b>v. Limitations of the study (challenges faced)</b></p> <p><b>LITERATURE REVIEW</b> (The readings that they were tasked to do should be geared towards this)</p> <p><b>METHODOLOGY</b></p> <p><b>a. Design of the study</b></p> <p><b>b. Population of the study</b></p> <p><b>c. Sample size and sampling technique</b></p> <p><b>ii. Data collection instrument(s)</b></p> <p><b>i. observation</b></p> <p><b>ii. interview guide</b></p> <p><b>iii. document analysis</b></p> <p><b>d. Intervention</b></p> <p><b>i. Description of step-by-step implementation of the intervention</b></p> <p><b>ii. Description of period of implementation</b></p> <p><b>e. Post-intervention</b></p> <p><b>i. Description of Post intervention data collection</b></p> <p><b>ii. Analysis and discussion of post-intervention data collected</b></p> <p><b>iii. Conducting post-intervention class exercises, tests, etc and marking. Examination of marked post-intervention marked</b></p>	
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	<p><i>class exercises, tests, etc and collating results and presenting</i></p> <p><i>iv. Comparing Post and Pre- intervention results and interpretation</i></p> <p><b>FINDINGS, CONCLUSION AND RECOMMENDATIONS</b></p> <p><b>a. Indicate the findings of the study</b></p> <p><b>b. Draw conclusions</b></p> <p><b>c. Make recommendations</b></p> <p><b>1.7</b> Ask Tutors to discuss how they will guide student teachers to deliver as professional beginning teachers in the world of work.</p> <p><b>E.g.</b></p> <p><b>a. Class management</b></p> <p><b>b. Assessment</b></p> <p><b>c. GESI responsiveness</b></p> <p><b>d. Classroom Innovations and TLRs</b></p> <p><b>e. Teaching Philosophy</b></p> <p><b>f. Use of ICT tools in teaching</b></p> <p><b>g. Teaching Portfolio Development</b></p> <p><b>h. Using the NTS</b></p> <p><b>i. Classroom Enquiry and Action Research</b></p>	<p><i>class exercises, tests, etc and collating results and presenting</i></p> <p><i>iv. Comparing Post and Pre- intervention results and interpretation</i></p> <p><b>FINDINGS, CONCLUSION AND RECOMMENDATIONS</b></p> <p><b>a. Indicate the findings of the study</b></p> <p><b>b. Draw conclusions</b></p> <p><b>c. Make recommendations</b></p> <p><b>1.7</b> Discuss how you will guide student teachers to deliver as professional beginning teachers in the world of work.</p> <p><b>E.g.</b></p> <p><b>a. Class management</b></p> <p><b>b. Assessment</b></p> <p><b>c. GESI responsiveness</b></p> <p><b>d. Classroom Innovations and TLRs</b></p> <p><b>e. Teaching Philosophy</b></p> <p><b>f. Use of ICT tools in teaching</b></p> <p><b>g. Teaching Portfolio Development</b></p> <p><b>h. Using the NTS</b></p> <p><b>i. Classroom Enquiry and Action Research</b></p>	
<p><b>For each session remember this is the final semester before Students begin teaching provide prompts to help support</b></p>	<p><b>1.8</b> Ask Tutors to discuss how to provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc.</p>	<p><b>1.8</b> Discuss how you will provide prompts to support planning for beginning teachers, considering GESI, CCI, ICT etc.</p>	

<p><b><i>this transition for planning and give regard for GESI, CCI, ICT etc.</i></b></p>	<p><b><i>E.g</i></b></p> <ul style="list-style-type: none"> <li><b><i>a.</i></b> Reminding student teachers to be mindful of GESI issues during the delivery of lessons (learners with hearing impairment, different cultural inclinations, stuttering, introverts etc).</li> <li><b><i>b.</i></b> Asking student teachers to review their teaching philosophy to suit the context of practice.</li> <li><b><i>c.</i></b> Asking student teachers to deal with misconceptions about male and female participation in some games.</li> <li><b><i>d.</i></b> Letting student teachers ensure mixed ability grouping with attention to gender roles and stereotyping.</li> <li><b><i>e.</i></b> Reminding student teachers to use audio-visual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching and appraising physical activities and musical concepts.</li> <li><b><i>f.</i></b> Asking student teachers to use low-cost teaching and learning resources from the environment in teaching.</li> <li><b><i>g.</i></b> Asking students to tap into the expertise of resource persons in their community of teaching.</li> <li><b><i>h.</i></b> Reminding student teachers to always link their lesson with the</li> </ul>	<p><b><i>E.g</i></b></p> <ul style="list-style-type: none"> <li><b><i>a.</i></b> Reminding student teachers to be mindful of GESI issues during the delivery of lessons (learners with hearing impairment, different cultural inclinations, stuttering, introverts etc).</li> <li><b><i>b.</i></b> Asking student teachers to review their teaching philosophy to suit the context of practice.</li> <li><b><i>c.</i></b> Asking student teachers to deal with misconceptions about male and female participation in some games.</li> <li><b><i>d.</i></b> Letting student teachers ensure mixed ability grouping with attention to gender roles and stereotyping.</li> <li><b><i>e.</i></b> Reminding student teachers to use audio-visual materials such as (television, i-box, lap top, mobile phones etc) in listening/watching and appraising physical activities and musical concepts.</li> <li><b><i>f.</i></b> Asking student teachers to use low-cost teaching and learning resources from the environment in teaching.</li> <li><b><i>g.</i></b> Asking students to tap into the expertise of resource persons in their community of teaching.</li> </ul>	
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	<p><b>National Teachers Standard.</b></p> <p>i. Asking Student teachers to be reflective practitioners.</p>	<p><b>h. Reminding student teachers to always link their lesson with the National Teachers Standard.</b></p> <p>i. Asking Student teachers to be reflective practitioners.</p>	
<p><b>2 Concept Development (New learning likely to arise in lesson/s) :</b></p> <ul style="list-style-type: none"> <li>➤ Identification and discussion of new learning,</li> <li>➤ potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.</p>	<p><b>2.1</b> With think-pair- share technique, guide Tutors to identify and discuss key concepts of lesson 12 as per their course manuals.</p> <p><b>E.g.</b>  <b>Music: Revision for Assessment of Learning (Final Examination)</b>  <i>Groups discussion of completed <b>Wrapping up for exam form.</b></i></p> <p><b>PE: Course Revision</b>  <i>Revision for Assessment of Learning.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b>  <i>Revision for Assessment of Learning.</i></p> <p><b>2.2</b> Ask tutors in their respective course groupings to identify any potential barriers to student teacher’s learning for lesson 12 in their course manuals.</p> <p><b>E.g.</b>  <b>Music: Revision for Assessment of Learning (Final Examination)</b></p>	<p><b>2.1</b> Identify and discuss key concepts of lesson 12 as per your course manual with your elbow partner and share with the larger group</p> <p><b>E.g.</b>  <b>Music: Revision for Assessment of Learning (Final Examination)</b>  <i>Groups discussion of completed <b>Wrapping up for exam form</b></i></p> <p><b>PE: Course Revision</b>  <i>Revision for Assessment of Learning.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b>  <i>Revision for Assessment of Learning.</i></p> <p><b>2.2</b> In your grouping, identify any potential barriers to student teacher’s learning for lesson 12 in your course manual.</p> <p><b>E.g.</b>  <b>Music: Revision for Assessment of Learning (Final Examination)</b></p>	15 mins

	<ul style="list-style-type: none"> <li><i>i. Lack of keyboard instrument</i></li> <li><i>ii. Students with SEN</i></li> <li><i>iii. Playback equipment and internet accessibility.</i></li> <li><i>iv. Lack of ICT tools such as Laptop/ computer and projector</i></li> </ul> <p><b>PE: Course Revision</b></p> <ul style="list-style-type: none"> <li><i>i. Low confidence</i></li> <li><i>ii. Lack of interest in some games</i></li> <li><i>iii. Little or no knowledge and skills about some games.</i></li> <li><i>iv. Lack of game materials</i></li> <li><i>v. Lack of playing field</i></li> </ul> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p> <ul style="list-style-type: none"> <li><i>i. Anxiety</i></li> <li><i>ii. Power outage</i></li> <li><i>iii. Lack of appropriate ICT tools for video analysis (lap top/ computer and projector)</i></li> <li><i>iv. Poor internet connectivity</i></li> </ul> <p><b>2.3</b> Ask tutors to identify and discuss concepts or pedagogies they would use in their lessons, which need to be explored.</p> <p><b>E.g.</b> <b>Music: Revision for Assessment of Learning (Final Examination)</b></p> <ul style="list-style-type: none"> <li><i>i. Class Discussion</i></li> </ul>	<ul style="list-style-type: none"> <li><i>i. Lack of keyboard instrument</i></li> <li><i>ii. Students with SEN</i></li> <li><i>iii. Playback equipment and internet accessibility.</i></li> <li><i>iv. Lack of ICT tools such as Laptop/ computer and projector</i></li> </ul> <p><b>PE: Course Revision</b></p> <ul style="list-style-type: none"> <li><i>i. Low confidence</i></li> <li><i>ii. Lack of interest in some games</i></li> <li><i>iii. Little or no knowledge and skills about some games.</i></li> <li><i>iv. Lack of game materials</i></li> <li><i>v. Lack of playing field</i></li> </ul> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p> <ul style="list-style-type: none"> <li><i>i. Anxiety</i></li> <li><i>ii. Power outage</i></li> <li><i>iii. Lack of appropriate ICT tools for video analysis (lap top/ computer and projector)</i></li> <li><i>iv. Poor internet connectivity</i></li> </ul> <p><b>2.3</b> Identify and discuss concepts or pedagogies you will use in your lesson, which need to be explored.</p> <p><b>E.g.</b> <b>Music: Revision for Assessment of Learning (Final Examination)</b></p> <ul style="list-style-type: none"> <li><i>i. Class Discussion</i></li> </ul>	
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	<ul style="list-style-type: none"> <li><i>ii. Analysis of Documentaries</i></li> <li><i>iii. Music Review/Analysis</i></li> <li><i>iv. Group Work</i></li> <li><i>v. Class Presentations</i></li> </ul> <p><b>PE: Course Revision</b></p> <ul style="list-style-type: none"> <li><i>i. Class Discussion</i></li> <li><i>ii. Group Discussion</i></li> <li><i>iii. Group Work</i></li> <li><i>iv. Class Presentations</i></li> </ul> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p> <ul style="list-style-type: none"> <li><i>i. Role play</i></li> <li><i>ii. Demonstration</i></li> <li><i>iii. Class Discussion</i></li> <li><i>iv. Dramatization</i></li> <li><i>v. Analysis of Documentaries</i></li> <li><i>vi. Group Work</i></li> <li><i>vii. Class Presentations</i></li> </ul>	<ul style="list-style-type: none"> <li><i>ii. Analysis of Documentaries</i></li> <li><i>iii. Music Review/Analysis</i></li> <li><i>iv. Group Work</i></li> <li><i>v. Class Presentations</i></li> </ul> <p><b>PE: Course Revision</b></p> <ul style="list-style-type: none"> <li><i>i. Class Discussion</i></li> <li><i>ii. Group Discussion</i></li> <li><i>iii. Group Work</i></li> <li><i>iv. Class Presentations</i></li> </ul> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p> <ul style="list-style-type: none"> <li><i>i. Role play</i></li> <li><i>ii. Demonstration</i></li> <li><i>iii. Class Discussion</i></li> <li><i>iv. Dramatization</i></li> <li><i>v. Analysis of Documentaries</i></li> <li><i>vi. Group Work</i></li> <li><i>vii. Class Presentations</i></li> </ul>	
<p><b>3.Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>➤ Reading and discussion of the teaching and learning activities</li> <li>➤ Noting, addressing, and explaining areas where tutors may require clarification</li> <li>➤ Noting opportunities for making <i>explicit links</i> to the Basic</li> </ul>	<p><b>3.1</b> Ask Tutors to read and share with the larger group the teaching and learning activities of lesson 12 of their respective courses and identify areas that need clarification for discussion.</p> <p><b>E.g.</b>  <b>Music: Revision for Assessment of Learning (Final Examination)</b></p> <ul style="list-style-type: none"> <li><b>a.</b> Group discussion on completed <b><i>Wrapping Up for Exam Form</i></b>, coming into consensus on their answers for:</li> </ul>	<p><b>3.1</b> Read and share with the larger group the teaching and learning activities of lesson 12 of your course and identify areas that need clarification for discussion.</p> <p><b>E.g.</b>  <b>Music: Revision for Assessment of Learning (Final Examination)</b></p> <ul style="list-style-type: none"> <li><b>a.</b> Group discussion on completed <b><i>Wrapping Up for Exam Form</i></b>, coming into consensus on their answers for:</li> </ul>	40 mins

<p>School Curriculum</p> <p>➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p>➤ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD</p> <p>➤ Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical</p>	<p><i>i. When are you preparing for the exam?</i></p> <p><i>ii. How are you going to prepare for the exam?</i></p> <p><i>iii. What type of questions will be most challenging for you?</i></p> <p><i>iv. Name 2 things you expect to see in the exams and 1 thing you will have problem with because of your personal challenge.</i></p> <p><i>v. How can the tutor help you with the exam?</i></p> <p><b>b. Class Presentation on conclusions</b></p> <p><b>PE: Course Revision</b> Revision for Assessment of Learning</p> <p><i>a. Student teachers work in small groups to refine their small group assignment tasks.</i></p> <p><i>b. Presentation of written reports in turns to the class.</i></p> <p><i>c. Group discussion on completed <b>Wrapping Up for Exam Form</b>, coming into consensus on their answers for:</i></p> <p><i>i. When are you preparing for the exam?</i></p> <p><i>ii. How are you going to prepare for the exam?</i></p> <p><i>iii. What type of questions will be most challenging for you?</i></p> <p><i>iv. Name 2 things you expect to see in the exams and 1 thing you will have problem with</i></p>	<p><i>i. When are you preparing for the exam?</i></p> <p><i>ii. How are you going to prepare for the exam?</i></p> <p><i>iii. What type of questions will be most challenging for you?</i></p> <p><i>iv. Name 2 things you expect to see in the exams and 1 thing you will have problem with because of your personal challenge.</i></p> <p><i>v. How can the tutor help you with the exam?</i></p> <p><b>b. Class Presentation on conclusions</b></p> <p><b>PE: Course Revision</b> Revision for Assessment of Learning</p> <p><i>a. Student teachers work in small groups to refine their small group assignment tasks.</i></p> <p><i>b. Presentation of written reports in turns to the class.</i></p> <p><i>c. Group discussion on completed <b>Wrapping Up for Exam Form</b>, coming into consensus on their answers for:</i></p> <p><i>i. When are you preparing for the exam?</i></p> <p><i>ii. How are you going to prepare for the exam?</i></p> <p><i>iii. What type of questions will be most challenging for you?</i></p> <p><i>iv. Name 2 things you expect to see in the exams and 1 thing you will have problem with</i></p>	
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<p>resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p>➤ Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>because of your personal challenge.</i></p> <p><b>v.</b> <i>How can the tutor help you with the exam?</i></p> <p><b>d.</b> Class Presentation on conclusions</p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b> Revision for Assessment of Learning</p> <p><b>a.</b> <i>Student teacher share their experiences from the previous lessons</i></p> <p><b>b.</b> <i>Group presentation on progress student teachers have made so far on assignment tasks.</i></p> <p><b>c.</b> <i>Class discussion or review of the festival or performances</i></p> <p><b>d.</b> Group discussion on completed <b>Wrapping Up for Exam Form</b>, coming into consensus on their answers for:</p> <p><b>i.</b> <i>When are you preparing for the exam?</i></p> <p><b>ii.</b> <i>How are you going to prepare for the exam?</i></p> <p><b>iii.</b> <i>What type of questions will be most challenging for you?</i></p> <p><b>iv.</b> <i>Name 2 things you expect to see in the exams and 1 thing you will have problem with</i></p>	<p><i>because of your personal challenge.</i></p> <p><b>v.</b> <i>How can the tutor help you with the exam?</i></p> <p><b>d.</b> Class Presentation on conclusions</p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b> Revision for Assessment of Learning</p> <p><b>a.</b> <i>Student teacher share their experiences from the previous lessons</i></p> <p><b>b.</b> <i>Group presentation on progress student teachers have made so far on assignment tasks.</i></p> <p><b>c.</b> <i>Class discussion or review of the festival or performances</i></p> <p><b>d.</b> Group discussion on completed <b>Wrapping Up for Exam Form</b>, coming into consensus on their answers for:</p> <p><b>i.</b> <i>When are you preparing for the exam?</i></p> <p><b>ii.</b> <i>How are you going to prepare for the exam?</i></p> <p><b>iii.</b> <i>What type of questions will be most challenging for you?</i></p> <p><b>iv.</b> <i>Name 2 things you expect to see in the exams and 1 thing you will have problem with</i></p>	
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	<p><i>because of your personal challenge.</i></p> <p><b>v.</b> <i>How can the tutor help you with the exam?</i></p> <p><b>e.</b> Class Presentation on conclusions</p> <p><b>3.2</b> Ask Tutors to identify and discuss how they will integrate ICT, GESI and develop the core and transferrable skills in the student teacher during the delivery of lesson 12.</p> <p><b>E.g.</b>  <b>Music: Revision for Assessment of Learning (Final Examination)</b></p> <p><i>i. Use of computer, music combo and mobile phones for video analysis.</i></p> <p><i>ii. Group leadership roles should be gender responsive</i></p> <p><i>iii. Development of reflection and honesty skills, Critical thinking and problem solving, innovation and collaboration skills through group work, video analysis and group presentation.</i></p> <p><b>PE: Course Revision</b></p> <p><i>i. Lead roles during group presentation should adhere to GESI.</i></p>	<p><i>because of your personal challenge.</i></p> <p><b>v.</b> <i>How can the tutor help you with the exam?</i></p> <p><b>e.</b> Class Presentation on conclusions</p> <p><b>3.2</b> Identify and discuss how you will integrate ICT, GESI and develop the core and transferrable skills in the student teacher during the delivery of lesson 12.</p> <p><b>E.g.</b>  <b>Music: Revision for Assessment of Learning (Final Examination)</b></p> <p><i>i. Use of computer, music combo and mobile phones for video analysis.</i></p> <p><i>ii. Group leadership roles should be gender responsive</i></p> <p><i>iii. Development of reflection and honesty skills, Critical thinking and problem solving, innovation and collaboration skills through group work, video analysis and group presentation.</i></p> <p><b>PE: Course Revision</b></p> <p><i>i. Lead roles during group presentation should adhere to GESI.</i></p>	
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	<p><i>ii. Use of lap top and projector and mobile phones for class presentation.</i></p> <p><i>iii. Acquisition of Assessment skills, social skills, communication skills through participating in group tasks and presentations.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p> <p><i>i. Student t teachers with SEN should be given special roles during performances (e.g., clapping, singing, dancing and playing of drums where applicable)</i></p> <p><i>ii. Use of computer, projector, video recorder, and music combo, public address system and mobile phones during performance.</i></p> <p><i>iii. Development of innovation and collaboration in the process of creating and improvising in small groups during rehearsal and performance.</i></p> <p><b>3.3</b> Ask Tutors to read, discuss and identify continuous assessment opportunities in lesson 12 from their respective course manual and</p>	<p><i>ii. Use of lap top and projector and mobile phones for class presentation.</i></p> <p><i>iii. Acquisition of Assessment skills, social skills, communication skills through participating in group tasks and presentations.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p> <p><i>i. Student t teachers with SEN should be given special roles during performances (e.g., clapping, singing, dancing and playing of drums where applicable)</i></p> <p><i>ii. Use of computer, projector, video recorder, and music combo, public address system and mobile phones during performance.</i></p> <p><i>iii. Development of innovation and collaboration in the process of creating and improvising in small groups during rehearsal and performance.</i></p> <p><b>3.3</b> Read, discuss and identify continuous assessment opportunities in lesson 12 from your course manual and compare</p>	
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	<p>compare with the NTEAP (where applicable).</p> <p><b>E.g.</b> <b>Music: Revision for Assessment of Learning (Final Examination)</b></p> <p><i>i. Reflection by student teachers on the semester activities for the End of Semester Exam.</i></p> <p><i>ii. Assignment: Let students take home AREAS FOR THE EXAMINATION.</i></p> <p><b>PE: Course Revision</b></p> <p><i>i. Reflection by student teachers on the course during the semester.</i></p> <p><i>ii. Assignment: Let students complete small group assignment tasks and share with the class.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b> <i>Reflection by student teachers on the course from lesson 1 to 11.</i></p> <p><b>3.4</b> Ask Tutors to read from their respective course manuals and suggest required teaching and learning resources for their lessons and describe how to use them.</p>	<p>with the NTEAP (where applicable).</p> <p><b>E.g.</b> <b>Music: Revision for Assessment of Learning (Final Examination)</b></p> <p><i>i. Reflection by student teachers on the semester activities for the End of Semester Exam.</i></p> <p><i>ii. Assignment: Let students take home AREAS FOR THE EXAMINATION.</i></p> <p><b>PE: Course Revision</b></p> <p><i>i. Reflection by student teachers on the course during the semester.</i></p> <p><i>ii. Assignment: Let students complete small group assignment tasks and share with the class.</i></p> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b> <i>Reflection by student teachers on the course from lesson 1 to 11.</i></p> <p><b>3.4</b> Read from your course manual and suggest required teaching and learning resources for your lesson and describe how to use them.</p>	
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	<p><b>E.g.</b>  <b>Music: Revision for Assessment of Learning (Final Examination)</b></p> <ul style="list-style-type: none"> <li><i>a. Mobile phone for searching information online, recording and playing of videos.</i></li> <li><i>b. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i></li> <li><i>c. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</i></li> </ul> <p><b>PE: Course Revision</b></p> <ul style="list-style-type: none"> <li><i>a. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i></li> <li><i>b. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</i></li> </ul> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p> <ul style="list-style-type: none"> <li><i>a. Course manual</i></li> <li><i>b. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i></li> <li><i>c. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for</i></li> </ul>	<p><b>E.g.</b>  <b>Music: Revision for Assessment of Learning (Final Examination)</b></p> <ul style="list-style-type: none"> <li><i>a. Mobile phone for searching information online, recording and playing of videos.</i></li> <li><i>b. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i></li> <li><i>c. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</i></li> </ul> <p><b>PE: Course Revision</b></p> <ul style="list-style-type: none"> <li><i>a. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i></li> <li><i>b. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</i></li> </ul> <p><b>PEMD: Closing Ceremony of the PEMD Festival of Professional Development and Advocacy Activities.</b></p> <ul style="list-style-type: none"> <li><i>a. Course manual</i></li> <li><i>b. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i></li> <li><i>c. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for</i></li> </ul>	
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	<p><i>listening and recording, viewing and reviewing performances)</i></p> <p><b>d.</b> Theatre <b>e.</b> Playing field <b>f.</b> African drums (high-pitched, medium pitched, low pitched, master drum, and donno)</p> <p><b>NB: SL</b> <i>Emphasis should be on local instruments and materials where possible.</i></p> <p><b>NB: SL</b> <i>Encourage tutors to make adequate preparation for the delivery of this lesson.</i></p> <p><i>In the case of unresolved issues consult the subject writing leads.</i></p>	<p><i>listening and recording, viewing and reviewing performances)</i></p> <p><b>d.</b> Theatre <b>e.</b> Playing field <b>f.</b> African drums (high-pitched, medium pitched, low pitched, master drum, and donno)</p>	
<p><b>4. Evaluation and review of session:</b></p> <p>➤ Tutors should Identifying critical friends to observe lessons and report at next session</p> <p>➤ Identifying and addressing any outstanding issues relating to the lesson/s for clarification</p>	<p><b>4.1.</b> Ask Tutors to identify any outstanding issue for clarification.</p> <p><b>4.2.</b> Ask a Tutor from each course group to do a recap of the session.</p> <p><b>4.3.</b> Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.</p> <p><b>NB</b> <i>Inform Tutors about courses to be taken in the next semester i.e., Y1, Y2 &amp; Y3.</i></p> <p><i>Subject lead's support may be sought for further assistance.</i></p>	<p><b>4.1.</b> Identify any outstanding issue for clarification.</p> <p><b>4.2.</b> Do a recap of the session.</p> <p><b>4.3.</b> Invite a critical friend to observe during lesson delivery and provide feedback.</p> <p><b>NB:</b> Remind student teachers to prepare adequately for the field of work as beginning teachers.</p>	15 mins

**Appendix 1. Course Assessment Components, detail in the Revised NTEAP Toolkit (Sept. 21)**

<b>COMPONENT</b>	<b>SUBJECT PROJECT</b> <b>1 per course per semester, individual or collaborative student teacher work.</b>	<b>SUBJECT PORTFOLIO</b> <b>1 per course per semester, individual or collaborative student teacher work.</b>
<b>WHAT IS IT?</b>	<b>The Subject project</b> is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT and 21stC skills	<b>The Subject Portfolio</b> is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs.
<b>CONSTITUENTS</b>	<p><b>Introduction:</b> a clear statement of aim and purpose</p> <p><b>Methodology:</b> what the student teacher has done and why to achieve the aim and purpose of the project</p> <p><b>Substantive or main section:</b> Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project.</p> <p><b>Conclusion:</b> Statement of the key outcomes of the project; reflection on what the student teacher has learnt</p>	<p><b>Either 3 items of work produced during the semester or 2 items of work and a mid-semester assessment</b></p> <p>The items of work to be selected by student teachers, with tutor support, during the semester as best examples of their progress. For each item they select, Student teacher's need to reflect on: progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome</p> <p>The mid-semester assessment : case study, reflective note, quiz etc.</p>
<b>WEIGHT</b>	<p><b>Overall weighting of project = 30%</b></p> <p><b>Weighting of individual parts of project out of 100</b></p> <ul style="list-style-type: none"> <li>• Introduction – 10</li> <li>• Methodology – 20</li> <li>• Substantive section – 40</li> <li>• Conclusion – 30</li> </ul>	<p><b>Overall weighting of project = 30%</b></p> <p><b>Weighting of individual parts of portfolio out of 100</b></p> <ul style="list-style-type: none"> <li>• Each item of work - 30</li> <li>• Mid semester assessment - 30 - <i>if applicable</i></li> <li>• Presentation and organisation of portfolio - 10</li> </ul>

<b>EXAM</b>	<b>End of semester Exam, weight 40%. To assess:</b> achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21 <sup>st</sup> C skills in teaching and learning
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### Examples of course assessment components

#### Subject portfolio examples of items of work

##### Literacy:

- o Reading log of children’s literature
- o Review of different types of writing and how to teach them
- o Book summaries/reports
- o Report on different purposes for and types of reading or writing
- o Vocabulary achievement
- o Schemes of work

##### Mathematics:

- o Samples of problem solving with written explanations of how the problems were solved and how this can be taught
- o Charts and graphs with written explanations of how and why they were created and how this can be taught
- o Computer analyses conducted as well as use of software to teach mathematics and how effective they are
- o Use indigenous knowledge in mathematics teaching.
- o Schemes of work

##### Science

- o Lab reports,
- o Research reports
- o Charts, graphs created
- o Designs, TLMs, posters, worksheets
- o Integrating indigenous knowledge into science teaching
- o Schemes of work

#### Subject project examples

- o *Pedagogic Studies*. What are the qualities you need to develop to be a good teacher?
- o Reflect on your personal experiences, values, and background, the NTS and the expectations of,
- o and vision for, the B.Ed.

## ACKNOWLEDGEMENTS

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