Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education - PE, Music & Dance Year 2 Semester 2

HANDBOOK FOR **COORDINATORS**

















Published by the Ministry of Education; Ghana, under Creative Commons Attribution-ShareAlike 4.0 International License.

Foreword

t is a great pleasure and privilege to be asked to write the Foreword to this latest set of Professional Development Handbooks for the Bachelor of Education (B.Ed.) in Initial Teacher Education Year 2 Semester 2 courses.

These Professional Development Handbooks are at the heart of Ghana's ambitious teacher education reforms and have played a key role in the successes achieved to date. The Handbooks aim to ensure that tutors in Colleges of Education are reflecting critically on their methods of teaching and learning and supporting each other to implement the B.Ed. in line with the National Teacher Education Curriculum Framework and National Teacher Education Assessment Policy.

Tutors act as role models for student teachers. If tutors use the 'lecture-method' then this is what student teachers will imitate when they enter basic school classrooms. If tutors use a wide variety of interactive approaches, aligned with the National Teachers' Standards, then these approaches will become standard behaviour for beginning teachers when they graduate.

Over the last six years there is compelling empirical evidence that there has been a substantial shift in tutors' behaviour and approaches. This has had a tremendous impact on student teachers. An annual external evaluation of beginning teachers' classroom practices is carried out nationwide. In the 2015 evaluation only 2% beginning teachers demonstrated competencies and behaviours in the National Teachers' Standards. By 2019 this had increased to 42%. When one considers that these figures are derived from a national sample of all beginning teachers in the country it demonstrates that there has been a genuine transformation in Ghana's teacher education system.

This latest set of Professional Development Handbooks, developed by four mentoring universities (Kwame Nkrumah University of Science and Technology, University of Education, Winneba, University for Development Studies and University of Ghana) and tutors from their affiliated Colleges of Education, represents the first set of Handbooks developed since the onset of the COVID-19 pandemic. COVID-19 has had a significant impact on all of our lives and Colleges of Education should be commended for the way in which they rapidly responded to institutional closures and made the transition to emergency remote teaching and learning. These Handbooks have been designed to reflect the current realities of the blended learning approach which is being used in Colleges of Education and it is hoped that they will play a role in increasing the effectiveness of these new approaches.

These are also the first Professional Development Handbooks to be developed since Transforming Teaching, Education & Learning (T-TEL) was established as a Ghanaian not-for-profit organisation. I would like to take this opportunity to thank both the Ghana Tertiary Education Commission and Mastercard Foundation for their collaboration and support with the 'new T-TEL' which has made the development of these Handbooks possible.

Robin Todd Executive Director, T-TEL May 2021

ACKNOWLEDGEMENTS

Many thanks to Robin Todd and all other members of the T-TEL team for contributing to the success of the writing of the manual in diverse ways. The writing team was made up of the following contributors:

following contrib	utors:		
		Supervisory T	eam
Professor Jophu	s Anamuah-Mensah	T-TEL – Key Ad	dviser, Teacher Education Curriculum
Professor Jonath	nan Fletcher	T-TEL – Key Ad	dviser, Teaching and Learning Partnerships
Bea Noble-Roge	rs	T-TEL – Intern Expert	ational Teacher Education Curriculum t
Dr. Eric Ananga		-	dviser, Phase 5 Curriculum Development & mentation
Dr. Sam Awuku		T-TEL – Key Ad	dviser, Leadership for Learning &
		Institu	itional Development
Dinah Adiko		T-TEL – Key Ad	dviser, Gender Equality and Social Inclusion
Beryl Opong-Agy	yei	T-TEL – Natior	nal Coordinator for Teacher Education
Abdul-Karim Kad	diri	T-TEL – Resea	rch & Learning Coordinator
Peter Chammik		T-TEL – Education Adviser	
James Adefrah		T-TEL – Education Adviser	
Issahaku Abudul	lai	T-TEL – Educa	tion Adviser
	:	Subject Writing	Team
SUBJECT	NAME		INSTITUTION
Pedagogy	Dr. Maxwell Kw	esi Nyatsikor	University for Development Studies
	Dr. Winston Kw	vame	Kwame Nkrumah University of Science &
	Abroampa		Technology
	Raymond Adda	Bakete	St. John Bosco's College of Education
	Kweku Esia-Dor	nkor	University of Education Winneba
	Dr. John Sedofi	a	University of Ghana
	Fadilata Seidu		Nusrat Jahan Ahmadiyya College of
			Education

Mampong Technical College of Education

Kwame Nkrumah University of Science &

Mampong Technical College of Education

University for Development Studies

University of Education Winneba Tamale College of Education

Accra College of Education

Technology

Victoria Boafo

Richard Adusei

Joseph Mihaye Cletus Ngaaso

Tia Yahaya

Dr. Dacosta Aboagye

Rev. Dr. Nyuieko Avotri

ICT

TVET

Social Sciences

	1
Rev. Godwin Gbadagba	Dambai College of Education
Michael Eco Adixey	Akatsi College of Education
Bismark Osei	St. Joseph's College of Education
Justice Gideon Adjerakor	University of Education Winneba
Prof. Reuben Yao Tamakloe	Kwame Nkrumah University of Science &
	Technology
Valentina Osei – Himah	Atebubu College of Education
Comfort Korkor Sam	University for Development Studies
Ambrose Ayikue	St. Francis College of Education
Maxwell Bunu	Ada College of Education
Prof. Gabriel Asare Okyere	Kwame Nkrumah University of Science &
	Technology
Bilson Abdulai Dramani	Bagabaga College of Education
Frank Akuffo Asah	University for Development Studies
Eric Abban	Mt. Mary College of Education
Abdul-Moomin Abdul-Aziz	Nusrat Jahan Ahmadiyya College of
	Education
Dr. Yvonne Akwele Ollenu	University of Education Winneba
Prof. Charles Owu – Ewie	University of Education Winneba
Benedict Salifu Akuka	St. John Bosco's College of Education
Dr. Abraham Okrah	University of Ghana
Dr. Osei Yaw Akoto	Kwame Nkrumah University of Science &
	Technology
Comfort Dorvlo	Accra College of Education
Awudu Rafick	University for Development Studies
Dr. Stella Afi Makafui	Kwame Nkrumah University of Science &
Yegblemenawo	Technology
Felix Asare Odonkor	University of Education Winneba
Osmanu Ibrahim	Mt. Mary College of Education
Abrokwah Seth	Wesley College of Education
	Michael Eco Adixey Bismark Osei Justice Gideon Adjerakor Prof. Reuben Yao Tamakloe Valentina Osei – Himah Comfort Korkor Sam Ambrose Ayikue Maxwell Bunu Prof. Gabriel Asare Okyere Bilson Abdulai Dramani Frank Akuffo Asah Eric Abban Abdul-Moomin Abdul-Aziz Dr. Yvonne Akwele Ollenu Prof. Charles Owu – Ewie Benedict Salifu Akuka Dr. Abraham Okrah Dr. Osei Yaw Akoto Comfort Dorvlo Awudu Rafick Dr. Stella Afi Makafui Yegblemenawo Felix Asare Odonkor Osmanu Ibrahim

The New approach to the Weekly Professional Development (PD) Sessions for Tutors

Guidance Notes for the CoE Professional Development Coordinators (PDC)

Overview

- 1. Background to the new approach to PD Sessions
- 2. Features of the B.Ed. PD Sessions
- 3. The Role of the PDC
- 4. The Role of the PDC in coordinating the introductory Session for tutors

1. Background to the new approach to PD

- For four years the CoE have been supported in leading weekly Tutor PD Sessions. The PD Sessions have focused on key themes, such as: the NTS, Action research and classroom enquiry among others. The ten theme-based PD modules have been vital in paving the way for the Reform of Teacher Education in Ghana. They have equipped tutors with important skills and knowledge to support the smooth transition to the New B.Ed.
- The New Four-Year B.Ed. will be implemented in CoEs, now affiliated to the Public Universities, and a new approach to the tutors' weekly PD is required. This new approach involves the Universities supporting their affiliated CoE in implementing the subject specific PD Sessions.
- The weekly PD Sessions are designed to prepare subject tutors to use the B.Ed. Course Manuals to teach the 12 lessons in the Course Manuals to student teachers. This means the PD Sessions will now be subject specific. This means there will be subject specific PD groups running each week in the CoEs and universities.
- The PD Sessions are designed to help operationalize the reform of teacher education at tutor and student teacher level and to support:
 - professionalising teaching by supporting teachers in developing communities of practice and raising the status of the teaching profession
 - o improving the quality of new teachers by ensuring that they undergo a rigorous and practically focused, high-quality degree level programme
 - o improving the learning outcomes and life chances for all children.

2. Features of the B.Ed. PD Sessions

- The universities will prepare the Subject Leads or HoDs from their affiliated CoE to lead the weekly subject tutor Sessions,
- The subject-tutor-groups can work at separate tables in one room. However, in exceptional cases a subject may need to work in another space in order to use specific materials or resources, e.g. video or science equipment,
- The main resources for the weekly tutor Sessions are the Subject Specific Course Manuals and the PD Guidance Notes on each Course Manual,
- Each PD Guidance Note is subject specific and contains two sections. The first section
 provides guidance for the Introductory Session for tutors. The second section is written to
 provide information to guide the weekly PD Sessions that are linked directly to the twelve
 lessons in the Course Manual,
- The three-hour Introductory Session is to;
 - o introduce the new approach to PD and organisation of the weekly Sessions
 - o introduce the course manuals.

Further Principles and Techniques in Music Composition Analysis of Policy Documents and Syllabi for Music and Dance Physical Activity for Healthy Living Analysis of Policy Documents and Syllabi for Physical Education

Age Phase:

Name of Subject

- 1. Policy Documents and Syllabus Analysis for JHS
- 2. Further Principles and Techniques in Music Composition
- 3. Physical Activity for Healthy Living
- 4. Analysis of Policy Documents and Syllabi

Year 2 Semester 2

Lesson Topic:

- 1. Existing pre-tertiary educational policies and legislative documents-, Music and Dance, Physical Education
- 2. Rudiments of Music I: Accidentals and Construction of Major and Minor Scales
- 3. Preparation for lifelong active health I

TUTOR PD SESSION FOR LESSON 1 IN THE COURSE MANUAL

pro wh gu ide SL/	cus: the bullet points ovide the frame for nat is to be done. The idance notes in italics entify the prompt the /HoD needs and each e must be addressed	Lea the say	dance notes on ding the session. What SL/HoDs will have to during each stage of session	Act Ses pai do the No dui Wh pai do	idance Notes on Tutor tivity during the PD ssion. What PD Session rticipants (Tutors) will during each state of session) Guidance tes on Tutor Activity ring the PD Session. nat PD Session rticipants (Tutors) will during each state of sesssion)	Time in session
1.	Introduction / lesson	1.	Introduction /	1.	Introduction / lesson	10 min
	overview		lesson overview		overview	
•	Reflection on previous					
	PD Session	1.1	Ask tutors to reflect	1.1	Using post-it-note,	
	(Introduction to the		and write at least two		write at least two	
	course manual)		things they learnt		things you learnt	
•	Introduction and		from semester 1 PD		from semester 1 PD	
	overview of the main		Sessions on a post-it-		Sessions.	
	purpose of the lesson		note.			
	in the course manual.					
•	Highlight cross cutting	1.2	Ask tutors to explain	1.2	Explain how your	
	themes i.e., gender		how their knowledge		knowledge gained in	
	equality and social		gained in semester 1		semester 1 PD	
	inclusion (GESI), ICT		PD sessions will		sessions will	
			influence their		influence your	

important or distinctive aspects of the lesson Reading and discussion of the introductory sections up to learning outcomes The guidance notes for SI/HoD need to Provide short overview of the lesson including use of digital tools and attention to equity and inclusion issues Identify assessment, aligned to NTEAP Anticipate questions which might arise from the introduction to the lesson and provide responses for SI/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SI/HoD This course Manual Overview Course Manual Overview 1.3 In your groups, discuss your assigned topics and share with the larger group in a class presentation. (Refer to pp. 408–414 of course manual) Learning outcomes and indicators Delivery mode Purpose of lesson Learning outcomes and indicators How GESI and ICT should be addressed Assessment & Cross cutting issues (Refer to pp. 408–414 of course manual) 1.3.1 Ask the group that read the lesson description to lead the discussion on the lesson overview. Poc Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and					1
introductory sections up to learning outcomes The guidance notes for SI/HoD need to Provide short overview of the lesson i Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues I dentify assessment, aligned to NTEAP Anticipate questions which might arise from the introduction to the lesson and provide responses for SI/HoD. Anticipate controversial questions or discussion during curriculum and course writing may well also be issues for SI/HoD I ssues that prompted questions or discussion during curriculum and course writing may well also be issues for SI/HoD PDC Note: Lesson wanual Overview Course Manual Overview 1.3 Put tutors in small groups (NTS 3h) and assign each group to discuss your assigned topics and share with the larger group in a class presentation. Pessible barriers on believery mode on Delivery	im di th	nportant or istinctive aspects of ne lesson eading and	teaching in this semester.	teaching in this semester.	
up to learning outcomes The guidance notes for \$SL/HoD need to Provide short overview of the lesson identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues Identify assessment, aligned to NTEAP Anticipate questions which might arise from the introduction to the lesson and provide responses for \$SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for \$SL/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for \$SL/HoD POC Note: Lesson Overview This course manual Overview Course Manual Overview 1.3 Put tutors in small groups (NTS 3h) and assign each group to work on at least one of the introductory topics in the course manual. E.g., o Lesson description of the introductory topics in the course manual. E.g., o Lesson description of lesson elastion on the lesson and provide responses for \$SL/HoD. Issues that prompted questions or discussion during curriculum and course writing may well also be issues for \$SL/HoD PDC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and					
The guidance notes for SL/HoD need to Provide short overview of the lesson identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues Identify assessment, aligned to NTEAP Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD PDC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and					
The guidance notes for SL/HoD need to • Provide short overview of the lesson identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues • Identify assessment, aligned to NTEAP • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions or discussion during curriculum and course writing may well also be issues for SL/HoD • PC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and indicators Course Manual Overview Course Manual Overview					
SI/HoD need to Provide short overview of the lesson Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues Identify assessment, aligned to NTEAP Anticipate questions which might arise from the introduction to the lesson and provide responses for SI/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SI/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SI/HoD PDC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and Overview 1.3 In your groups, discuss your assigned topics and share with the larger group in a class presentation. (Refer to pp. 408– 414 of course manual) 1.3.1 Ask the group that read the lesson description to lead the discussion on the lesson overview. PDC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and			Course Manual Overview	Course Manual	10 min
Provide short overview of the lesson of lidentify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues Identify assessment, aligned to NTEAP Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions or discussion during curriculum and course writing may well also be issues for SL/HoD PC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and 1.3 In your groups, discuss your assigned topics and share with the larger group in a class presentation. (Refer to pp. 408–414 of course manual) 1.3 In your groups, discuss your assigned topics and share with the larger group in a class presentation. (Refer to pp. 408–414 of course manual) 1.3 In your groups, discuss your assigned topics and share with the larger group in a class presentation. (Refer to pp. 408–414 of course manual) 1.3 In your groups, discuss your assigned topics and share with the larger group in a class presentation. (Refer to pp. 408–414 of course manual) 1.3 In your groups, discuss your assigned topics and share with the larger group in a class presentation. (Refer to pp. 408–414 of course manual) 1.3 In your groups, discuss your assigned topics and share with the larger group in a class presentation. (Refer to pp. 408–414 of course manual) 1.3 In your groups, discuss your assigned topics and share with the larger group in a class presentation. (Refer to pp. 408–414 of course manual) 1.3 In your groups, discuss your assigned topics and share with the larger group in a class presentation. (Refer to pp. 408–414 of course manual) 1.3 In your groups, discuss your assigned topics and share with the larger group in a class presentation. (Refer to pp. 408–414 of course manual) 1.3.1 The group that read the lesson overview as found in the course manual.	_	=	Course Manual Overview		10 min
overview of the lesson Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues Identify assessment, aligned to NTEAP Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and Identify important or distinctive features of the lesson including of the introductory assigned topics and share with the larger group in a class presentation. (Refer to pp. 408– 414 of course manual) I.3.1 In your groups, discuss your assigned topics and share with the larger group in a class presentation. (Refer to pp. 408– 414 of course manual) I.3.1 The group that read the lesson description to lead the discussion on the lesson overview. Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and	_		1.2 Dut tutors in small	Overview	
Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues Identify assessment, aligned to NTEAP Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD Identify important or discussion during curriculum and course writing may well also be issues for SL/HoD				1.2. In your groups	
distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues Identify assessment, aligned to NTEAP Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD Description of the introductory topics in the course manual. E.g., Lesson description Possible barriers Delivery mode Purpose of lesson Learning outcomes and indicators How GESI and ICT should be addressed Assessment & Cross cutting issues (Refer to pp.408–414 of course manual) 1.3.1 Ask the group that read the lesson description to lead the discussion on the lesson overview. PC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and			. , , ,		
the lesson including use of digital tools and attention to equity and inclusion issues I Identify assessment, aligned to NTEAP Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate questions related to GESI and ICT and provide responses for SL/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD PC Note: Lesson Officers and legislative documents and inclustory topics in the course manual. E.g., Lesson description Possible barriers Delivery mode Purpose of lesson Learning outcomes and indicators How GESI and ICT should be addressed Assessment & Cross cutting issues (Refer to pp. 408–414 of course manual) 1.3.1 The group that read the lesson description to lead the discussion on the lesson overview as found in the course manual.				•	
use of digital tools and attention to equity and inclusion issues I Identify assessment, aligned to NTEAP Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions or discussion during curriculum and course writing may well also be issues for SL/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD Delivery mode Purpose of lesson O Learning outcomes and indicators How GESI and ICT should be addressed Assessment & Cross cutting issues (Refer to pp. 408–414 of course manual) Cross cutting issues (Refer to pp. 408–414 of course manual) 1.3.1 Ask the group that read the lesson description to lead the discussion on the lesson overview. PDC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and					
attention to equity and inclusion issues Identify assessment, aligned to NTEAP Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD PDC Note: Lesson description Delivery mode Purpose of lesson Learning outcomes and indicators How GESI and ICT should be addressed Cross cutting issues (Refer to pp. 408–414 of course manual) Assessment & Cross cutting issues (Refer to pp. 408–414 of course manual) 1.3.1 Ask the group that read the lesson description to lead the discussion on the lesson overview. PDC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and		_		_	
and inclusion issues Identify assessment, aligned to NTEAP Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate questions related to GESI and ICT and provide responses for SL/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD PDC Note: Lesson Clearning outcomes and indicators How GESI and ICT should be addressed Assessment & Cross cutting issues (Refer to pp. 408–414 of course manual) 1.3.1 Ask sessment & Cross cutting issues (Refer to pp. 408–414 of course manual) 1.3.1 Ask sessment & Cross cutting issues (Refer to pp. 408–414 of course manual) 1.3.1 The group that read the lesson description to lead the discussion on the lesson overview. PDC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and		•		<u> </u>	
 Identify assessment, aligned to NTEAP Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD Possible barriers Delivery mode Purpose of lesson Learning outcomes and indicators How GESI and ICT should be addressed Assessment & Cross cutting issues (Refer to pp.408–414 of course manual) 1.3.1 Ask the group that read the lesson description to lead the discussion on the lesson overview. PDC Note: Lesson		• •		•	
aligned to NTEAP Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD PC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and			-		
Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD POC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and Purpose of lesson Learning outcomes and indicators How GESI and ICT should be addressed		•			
responses for SL/HoD. Anticipate controversial questions related to GESI and ICT and provide responses for SL/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD Assessment & Cross cutting issues (Refer to pp.408–414 of course manual) 1.3.1 Ask the group that read the lesson description to lead the discussion on the lesson overview. PDC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and	w th	hich might arise from ne introduction to the	 Learning outcomes and indicators 		
GESI and ICT and provide responses for SL/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD Issues (Refer to pp.408–414 of course manual) 1.3.1 Ask the group that read the lesson description to lead the discussion on the lesson overview. PDC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and	re Ai	esponses for SL/HoD. nticipate ontroversial	should be addressed Assessment &		
provide responses for SL/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD PDC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and (Refer to pp.408–414 of course manual) 1.3.1 The group that read the lesson description should lead the discussion on the lesson overview.	-		_		
SL/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD PDC Note: Lesson Overview This course manual) 1.3.1 Ask the group that read the lesson description to lead the discussion on the lesson overview. PDC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and					
Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD PDC Note: Lesson Overview PDC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and 1.3.1 The group that read the lesson description should lead the discussion on the lesson overview as found in the course manual.	•	•	course manual)		
writing may well also be issues for SL/HoD the discussion on the lesson overview. PDC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and	• Iss	sues that prompted uestions or	1.3.1 Ask the group that read the lesson	read the lesson	
be issues for SL/HoD the lesson overview. on the lesson overview as found in the course manual. This course provides a reflection and synthesis of existing educational policies and legislative documents and	CL	urriculum and course			
overview as found in the course manual. This course provides a reflection and synthesis of existing educational policies and legislative documents and		o ,			
PDC Note: Lesson Overview This course provides a reflection and synthesis of existing educational policies and legislative documents and	be	e issues for SL/HoD	the lesson overview.		
This course provides a reflection and synthesis of existing educational policies and legislative documents and				in the course	
reflection and synthesis of existing educational policies and legislative documents and					
existing educational policies and legislative documents and			•		
policies and legislative documents and			,		
documents and					
			_		
establishes the			establishes the		

appropriate connections for application of such policies and legislative documents in PE, Music and Dance.

Anticipated Questions

- 1.4 Based on the lesson overview, ask tutors to engage in a shower thought session on some possible questions that they anticipate in the delivery of this lesson.
- 1.5 Ask tutors to list possible barriers to the delivery of the lesson.

PDC Note: E.g. lack of knowledge about policy development, lack of understanding of the functions of Ministry of **Education** (policy development) and the **Ghana Education Service** (policy implementation) and other related stakeholder; lack of knowledge regarding medical/exercise vital signs; lack of awareness of the existence of excuses about exercise and misconception about physical activity, sport and exercise; internet connectivity to download information from suggested links.

Anticipated Questions

- 1.4 Based on the lesson overview engage in a shower thought session on some possible questions that you anticipate in the delivery of this lesson.
- 1.5 List at least two possible barriers to the delivery of this lesson.

- 2. Concept Development (New learning likely to arise in this lesson):
- Identification and discussion of concepts
- Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts.
- Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept.

Activity

2.1 Ask tutors to in turns share the trends and history of Music Education from the Gold Coast through to the 1987 Educational reform.

https://www.eajournals.org/wp-content/uploads/Fifty-Nine-Years-of-Formal-Music-Education-in-Ghanaian-Primary-

Activity

2.1 In your small groups share the trends and history of Music Education from the Gold Coast through to the 1987 Educational reform.

https://www.eajour.nals.org/wp-content/uploads/Fifty-Nine-Years-of-Formal-Music-Education-in-Ghanaian-Primary-Schools.pdf

25 min

- 2.2 Sit in groups and receive task.
- 2.2 Put tutors in small groups and assign each group to work on a policy and legislative document on education.

Schools.pdf

- 2.3 Ask tutors in their small groups to review their assigned policy and or legislative document each on education concentrating on purpose, objectives, vision and mission.
- 2.4 Guide tutors to identify possible challenging areas in the teaching of concepts relevant to the lesson and state specifically how to integrate GESI and ICT in the teaching of the concepts.
- e.g. How does the educational policy ensure

- 2.3 In your groups review your assigned policy and or legislative document on education concentrating on purpose, objectives, vision and mission.
- 2.4 Identify possible challenging areas in the teaching of concepts relevant to the lesson and state specifically how to integrate GESI and ICT in the teaching of the concepts.

	the involvement of	
	learners with varied	
	needs in PEMD activities?	
	needs in PEIVID activities:	
	2.5 Put tutors in pairs to	2.5 With a colleague,
	outline applicable	outline appropriate
	delivery mode.	and applicable
	delivery mode.	delivery modes for
	Example:	this lesson.
	i. Class Discussion	tills lesson.
	regarding existing	
	pre-tertiary policy	
	documents and	
	syllabi	
	ii. Small Groupwork	
	to review existing	
	education policies.	
	iii. Documentary	
	Video Analysis of	
	sample PEMD	
	lessons in	
	Ghanaian basic	
	schools	
	iv. Group Work on	
	syllabi	
	v. Independent	
	Study on action	
	research	
Guidance notes for	2.6 Ask tutors to identify	2.6 Reading from the
SL/HoD should	from the course	course manual
 Identify any aspect of 	manual aspects of the	identify aspects of
the lesson that might	lesson that might be	the lesson that
be challenging for	challenging in terms	might be challenging
tutors in terms of new	of new learning and	in terms of new
learning, and which	share with the larger	learning and share
needs to be	group for ideas for	with the larger
considered prior to	addressing any	group for ideas for
taking tutors through	challenges.	addressing any
the lesson activities		challenges.
"walk through". Equity and inclusion issues as	2.7 Ack tutors to identify	2.7 Identify ICT
well as ICT resources	2.7 Ask tutors to identify ICT resources needed	2.7 Identify ICT resources needed
need consideration	for the delivery of	for the delivery of
	this lesson and how	this lesson and how
 The resources needed must be identified: 	Equity and Inclusion	Equity and Inclusion
literature – page	issues regarding the	issues regarding the
referenced etc, on	resources can be	resources can be
referenced etc, on		

	web, YouTube,	considered in this	considered in this	
	physical resources,	lesson.	lesson.	
	power point; how they			
	should be used.	e.g. a. Policy Documents		
	Consideration needs	http://sapghana.com/data		
	to be given to local	/documents/Inclusive-		
	•			
	availability	EducationPolicy-official-		
•	This section can build	document.pdf		
	on the PD needs			
	identified from the	https://www.guttmacher.		
	course manuals	org/sites/default/files/rep		
		ort pdf/sexualityeducatio		
		n-ghana-report.pdf		
		b. Compact Disc (Audio		
		& Video) player with		
		, , , , , , , , , , , , , , , , , , ,		
		a recording facility		
		(possibly with a		
		detached		
		microphone)		
		c. Computers (Laptops		
		or PCs) for playing		
		back MP3 and MP4		
		files.		
		d. Video Camera, LCD		
		Projector and Screen,		
		Tripod and		
		Monitoring Unit (for		
		• ,		
		listening and		
		recording, viewing		
		and reviewing		
		performances)		
		2.8 Ask tutors to identify	2.8 Identify some local	
		some local materials /	materials /	
		resources that can be	resources that can	
		used for the delivery	be used for the	
		of this lesson, suggest	delivery of this	
		their sources and	lesson, suggest their	
		discuss how they are	sources and discuss	
		•		
		used.	how they are used.	
2	Tooching learning and	2.1 Load tutors to	2.1 Idontifutasahina	40 min
3.	Teaching, learning and	3.1 Lead tutors to	3.1 Identify teaching,	40 min
	assessment activities	identify teaching,	learning and	
	for the lesson	learning and	assessment	
•	Reading of teaching	assessment activities,	activities, linked to	
	and learning activities	linked to CLOs and	CLOs and CLIs, from	

- and identification of areas that require clarification especially GESI related activities.
- Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification.
- Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%)
 Working through one or two activities,

CLIs, from the lesson that are different from their experiences and share with colleagues for new ideas.

NB This may include approaches to teaching, learning and assessment, including gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.

- 3.2 Let tutors discuss the various suggested teaching and learning activities used in the course manual and how they will use these to promote the delivery of the New 4-year B.Ed and the, basic school curricula (through STS activities) taking into account GESI and transferable skills. (refer to the teaching and learning activities section of the course manual)
- 3.3 Ask a tutor to model a selected activity in a teaching situation and receive feedback on the teaching from colleagues.
- 3.4 Ask tutors to read the lesson 1 activities from the course

the lesson that are most different from your experience and share with colleagues for new ideas

- 3.2 Discuss the various suggested teaching and learning activities used in the course manual and how they will use these to promote the delivery of the New 4-year B.Ed and the, basic school curricula (through STS activities) taking into account GESI and transferable skills. (refer to the teaching and learning activities section of the course manual)
- 3.3 Model a selected activity in a teaching situation for feedback from colleagues.
- 3.4 Read the lesson 1 activities from the course manual and

		manual and discuss	discuss how	
		how assessment can	assessment of this	
		be aligned to the	lesson can be	
		NTEAP (e.g. subject	aligned to the	
		project 30% and	NTEAP (e.g. subject	
		subject portfolio 30%)	project 30% and	
		Subject portions 30/0/	subject portfolio	
_	• • • •		30%)	
	idance notes for			
SL	/HoD should			
•	Select activities, linked			
	to CLO and indicators,			
	from the lesson that			
	are likely to be most			
	different from tutors'			
	previous experience.			
	These could involve			
	applying new content,			
	e.g. from section 2, or			
	approaches to			
	teaching, learning and			
	assessment, incl.			
	gender responsive,			
	differentiation and			
	inclusive approaches			
	and use of appropriate			
	ICT tools.			
•	Identify how any			
	assessments during			
	the lesson relate to			
	course assessment			
	components.			
	The selected activities			
	should be done with			
	tutors in real or close			
	to real time.			
•	Anticipate any issues			
	for clarification or			
	questions which might			
	arise as the tutors			
	work through the			
	activities and provide			
	guidance on these.			
•	Identify where, and			
	which, core and			
	transferable skills,			
	including digital skills,			

				1
	are being developed			
	or applied			
•	Makes links to the			
	existing PD Themes			
	with page reference			
	where they can			
	support teaching, for			
	example: action			
	research, questioning			
	and to other external			
	reference material.			
•	Identify where power			
	point presentations or			
	other resources need			
	to be developed to			
	support learning and			
	provide guidance.			
•	Identify resources			
	required for any TLMs			
	and provide guidance			
	on their development			
4.	Evaluation and review	4.1 Ask tutors to identify	4.1 Identify any	5 min
	of session:	any outstanding issues	outstanding issues	
•	Review learning and	rolating to thic loccon	"	
	-	relating to this lesson	relating to this lesson	
	identification of any	that may require	that you may require	
	identification of any outstanding issues	_	_	
	identification of any outstanding issues relating to this lesson	that may require clarification.	that you may require clarification.	
	identification of any outstanding issues relating to this lesson for clarification.	that may require clarification. 4.2 Remind tutors to	that you may require clarification. 4.2 Identify a critical	
•	identification of any outstanding issues relating to this lesson for clarification. Course assignment	that may require clarification. 4.2 Remind tutors to identify a critical	that you may require clarification. 4.2 Identify a critical friend to observe	
• 0	identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation	that may require clarification. 4.2 Remind tutors to identify a critical friend to observe and	that you may require clarification. 4.2 Identify a critical friend to observe and provide	
• 0	identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation In the case of	that may require clarification. 4.2 Remind tutors to identify a critical friend to observe and provide feedback on	that you may require clarification. 4.2 Identify a critical friend to observe and provide feedback on your	
• 0	identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation	that may require clarification. 4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the	that you may require clarification. 4.2 Identify a critical friend to observe and provide feedback on your teaching of the	
• 0	identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation In the case of	that may require clarification. 4.2 Remind tutors to identify a critical friend to observe and provide feedback on	that you may require clarification. 4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson and report at	
• 0	identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation In the case of	that may require clarification. 4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the	that you may require clarification. 4.2 Identify a critical friend to observe and provide feedback on your teaching of the	
• 0	identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation In the case of	that may require clarification. 4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson.	that you may require clarification. 4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session.	
• 0	identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation In the case of	that may require clarification. 4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson. 4.3 Remind tutors to read	that you may require clarification. 4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session. 4.3 Read on the topic	
• 0	identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation In the case of	that may require clarification. 4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson. 4.3 Remind tutors to read on the topic of next PD	that you may require clarification. 4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session. 4.3 Read on the topic of next PD session	
• 0	identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation In the case of	that may require clarification. 4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson. 4.3 Remind tutors to read on the topic of next PD session by way of	that you may require clarification. 4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session. 4.3 Read on the topic of next PD session by way of	
• 0	identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation In the case of	that may require clarification. 4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson. 4.3 Remind tutors to read on the topic of next PD	that you may require clarification. 4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session. 4.3 Read on the topic of next PD session by way of advance	
• 0	identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation In the case of	that may require clarification. 4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson. 4.3 Remind tutors to read on the topic of next PD session by way of advance preparation.	that you may require clarification. 4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session. 4.3 Read on the topic of next PD session by way of	
• 0	identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation In the case of	that may require clarification. 4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson. 4.3 Remind tutors to read on the topic of next PD session by way of advance preparation. NB	that you may require clarification. 4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session. 4.3 Read on the topic of next PD session by way of advance	
• 0	identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation In the case of	that may require clarification. 4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson. 4.3 Remind tutors to read on the topic of next PD session by way of advance preparation. NB Take note of all	that you may require clarification. 4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session. 4.3 Read on the topic of next PD session by way of advance	
• 0	identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation In the case of	that may require clarification. 4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson. 4.3 Remind tutors to read on the topic of next PD session by way of advance preparation. NB Take note of all unresolved issues and	that you may require clarification. 4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session. 4.3 Read on the topic of next PD session by way of advance	
• 0	identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation In the case of	that may require clarification. 4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson. 4.3 Remind tutors to read on the topic of next PD session by way of advance preparation. NB Take note of all unresolved issues and discuss with Subject Leads	that you may require clarification. 4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session. 4.3 Read on the topic of next PD session by way of advance	
• 0	identification of any outstanding issues relating to this lesson for clarification. Course assignment Advance preparation In the case of	that may require clarification. 4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson. 4.3 Remind tutors to read on the topic of next PD session by way of advance preparation. NB Take note of all unresolved issues and	that you may require clarification. 4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session. 4.3 Read on the topic of next PD session by way of advance	

Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.

NB. Examples of assessment items for subject project (30%) and subject portfolio (30%) are:

- 1. Reflection by student teachers on the development of Music Education in Ghana.
- 2. Small Group Assignment to list events for the Music and Dance Schools Cultural Festival.
- 3. Describe what should be the basic equipment for basic schools' music and dance.

Age Phase:

Name of Subject

- 1. Policy Documents and Syllabus Analysis for JHS
- 2. Further Principles and Techniques in Music Composition
- 3. Physical Activity for Healthy Living
- 4. Analysis of Policy Documents and Syllabi

Year 2 Semester 2

Lesson Topic:

- 1. Existing pre-tertiary educational policies and legislative documents-, Music and Dance, Physical Education
- 2. Rudiments of Music: Construction of Modal Scales and other African Scale Systems
- 3. Preparation for lifelong active health II

TUTOR PD SESSION FOR LESSON 2 IN THE COURSE MANUAL

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	1. Introduction / lesson overview 1.1 Give tutors post-it-note and ask them to write at least two educational policy documents they learnt from session 1 (last PDS).	1. Introduction / lesson overview 1.1 Using post-it-note write at least two educational policy documents you learnt from session 1 (last PDS).	10 min
	1.2 Ask tutors to explain how their knowledge gained in PDS 1 will influence their teaching in this semester.	1.2 Explain how your knowledge gained in PDS 1 will influence your teaching in this semester.	

Course Manual Overview	Course Manual Overview	10 min
1.3 Ask tutors to discuss with their elbow partner (NTS 3h) the overview of the course as stated in the course manual.	1.3 With your elbow partner (NTS 3h) discuss the description of the course as stated in the course manual.	
1.3.1 Guide tutors to have a whole group discussion of the course description to have the overview of the lesson.	1.3.1 Have a whole group discussion on the lesson overview as found in the course manual.	
PDC Note: Lesson Overview MUSIC & DANCE: This course provides a reflection and synthesis of existing educational policies and legislative documents and establishes the appropriate connections for application of such policies and legislative documents in music and dance.		
PE: The lesson will help student teachers to apply knowledge gained through previous courses to promote physical activity for healthy living for all manner of learners including those with SEN. This lesson		

examines barriers to physical education sport implementation in basic

schools (e.g., time allocation for physical education and sport in

schools and PA

children to move).

opportunities to empower

Anticipated Questions

- 1.4 Base on the lesson overview ask tutors to suggest and discuss some possible questions that they anticipate in the delivery of this lesson.
- 1.5 Ask tutors to list possible barriers to the delivery of this lesson.

PDC Note: Lack of knowledge about policy development, lack of understanding of the functions of Ministry of Education (policy development) and the Ghana Education Service (policy implementation) and other related stakeholders.

Internet connectivity to download information from suggested links. Students without WAEC SSSCE Music background; Class Size, Lack of keyboard instrument, Students with SEN.

Lack of awareness of the existence of excuses about exercise and misconception about physical activity. Lack of familiarity with the time allocated for teaching PES in basic schools.

Anticipated Questions

- 1.4 Base on the lesson overview discuss some possible questions that you anticipate in the delivery of this lesson.
- 1.5 List at least two possible barriers to the delivery of this lesson.

2. Concept	Activity	Activity	25 min
Development (New	Activity	Activity	23 111111
learning likely to arise in this lesson):	2.1 Ask tutors to sit according to their course areas to receive a task.	2.1 Sit in your course groups and receive a task.	
	2.2 Ask tutors in their small groups to discuss the Curriculum Enrichment Programme with its impact on the teaching of PEMD subjects in the basic schools.	2.2 In your small groups discuss the Curriculum Enrichment Programme with its impact on the PEMD subjects in the basic schools.	
	2.3. Ask each group to discuss the features of the Music and Dance and PE syllabi for basic education.	2.3 In your course groups discuss the features of the Music and Dance and PE syllabi for basic education.	
	 2.4 Ask tutors to outline the major concepts to be taught in lesson two (2) of the course manual. E.g. Events or disciplines for Arts and Cultural and Sports 	2.4 In your groups outline major concepts to be taught in lesson two(2) of the course manual.	
	and Games Festivals in schools. Demonstration of content knowledge on the construction of modal, pentatonic, and other African scale systems		
	Development of a catalogue of annotated descriptions of various educational reforms, existing policies, and syllabi documents of PE		
	Demonstration of understanding of various excuses and barriers that hinder regular participation		

in physical activity for healthy living- and being able to assess strategies to curb non-participation/avoidance		
2.5 Guide tutors in a whole group to identify and discuss possible challenging areas in teaching concepts in lesson two (2).	2.5 In a whole group discussion identify and possible challenging areas in teaching concepts in lesson two (2).	
2.6 Ask tutors to identify specific GESI and ICT related issues that may come up in the delivery of this lesson and suggest ways of addressing them.	2.6 Identify specific GESI and ICT related issues that may come up in the delivery of this lesson and suggest ways of addressing them.	
e.g. Societal perceptions of female participation in PEMD activities?		
2.7 Ask tutors in a whole group discussion outline which delivery mode(s) is/are more appropriate and applicable to lesson two (2) in the course manual.	2.7 In a whole group discussion outline which delivery mode(s) is/are more appropriate and applicable to lesson two (2) in the course manual.	
Example:		
 i. Class Discussion regarding existing pre-tertiary policy documents and syllabi ii. Small Groupwork to review existing education policies iii. Documentary Video Analysis of sample PEMD 		

lessons in Ghanaian basic schools iv. Group Work on syllabi v. Independent Study on action research		
2.8 Ask tutors to identify from the course manual aspects of the lesson that might be challenging in terms of new learning.	2.8 Reading from the course manual identify aspects of the lesson that might be challenging in terms of new learning.	
2.9 Ask tutors to identify ICT resources needed for the delivery of this lesson and how Equity and Inclusion issues can be addressed in this lesson. e.g. 1. Policy Documents http://sapghana.com/data/documents/Inclusive-EducationPolicy-official-document.pdf	2.9 Identify ICT resources needed for the delivery of this lesson and how Equity and Inclusion issues can be addressed in this lesson.	
https://www.guttmacher.or g/sites/default/files/report pdf/sexualityeducation- ghana-report.pdf		
2. Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone) 3. Computers (Laptops or PCs) for playing back MP3 and MP4 files. 4. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)		

2.10 Ask tutors to identify 2.10 Identify some local materials/resources some local materials/resources that can be used for that can be used for the delivery of this the delivery of this lesson, suggest their lesson, suggest their sources and discuss sources and discuss how they are used. how they are used. 40 min 3. Teaching, learning 3.1 Lead tutors to identify 3.1 Identify teaching, and assessment teaching, learning and learning and assessment activities, activities for the lesson. assessment activities, linked to CLOs and linked to CLOs and CLIs, from the lesson CLIs, from the lesson that are different from that are different their experiences and from their share with colleagues experiences and for new ideas. share with colleagues for new ideas. NB This may include approaches to teaching, learning and assessment, including gender responsion, differentiation and inclusive approaches and use of appropriate ICT tools. 3.2 Let tutors discuss the 3.2 Discuss the various various suggested suggested teaching teaching and learning and learning activities activities used in the used in the course course manual and manual and how you will use these to how they will use these to promote the promote the delivery delivery of the New 4of the New 4-year vear B.Ed and the B.Ed and the basic basic school curricula school curricula (through STS activities (through STS) taking into account activities) taking into GESI and transferable account GESI and skills. (refer to the transferable skills. teaching and learning (refer to the teaching activities section of the and learning activities course manual) section of the course

manual)

			_		
	seled teac rece the t	tutor to model a cted activity in a hing situation and ive feedback on eaching from agues.	3.3	Model a selected activity in a teaching situation for feedback from colleagues.	
	Lesso from man how be a NTE, proje	utors to read the on 2 activities the course ual and discuss assessment can ligned to the AP (e.g. subject ect 30% and ect portfolio 30%)	3.4	Read the Lesson 2 activities from the course manual and discuss how assessment of this lesson can be aligned to the NTEAP (e.g. subject project 30% and subject portfolio 30%)	
4 Evaluation and review of session:	any o relat that	cutors to identify outstanding issues ing to this lesson they may require fication.	4.1	Identify any outstanding issues relating to this lesson that you may require clarification.	5 min
	iden to ol prov	ind tutors to tify a critical friend oserve and ide feedback on teaching of the on.	4.2	Identify a critical friend to observe and provide feedback on your teaching of this lesson.	
	Less man PD s	ind tutors to read on 3 of the course ual for our next ession by way of nce preparation.	4.3	Remind tutors to read on the topic of next PD session by way of advance preparation.	
	issues and	of all unresolved d discuss with eads or Subject eads	unro	e note of all esolved issues and uss with Subject Leads ubject Writers Leads	
Course assessment in accordance with the NTEAP: SWL need to review assessment in	-	of assessment items (30%) are:	for s	ubject project (30%) and	l subject

the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40% End of semester examination.
This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.

- 1 Peer assessment of the construction of modal and pentatonic scales—dorian mode, pentatonic (the two anhemitonic) scales.
- 2 Reflection by student teachers on strategies they will employ to assist SEN learners to fully participate in music lessons.
- 3 Small Group Assignment on researching and constructing examples of Hemitonic Pentatonic, Hexatonic and Heptatonic scales on their own for class the following week.
- 4 Describe the organisation of the structure of anhemitonic pentatonic scales—the *me* type and the *fa* type.

Age Phase:

Name of Subject

- 1. Policy Documents and Syllabus Analysis for JHS
- 2. Further Principles and Techniques in Music Composition
- 3. Physical Activity for Healthy Living
- 4. Analysis of Policy Documents and Syllabi

Year 2 Semester 2

Lesson Topic:

- 1. Initial measurement of physical activity-related variables I
- 2. Meter Systems I: Compound Duple, Compound Triple and Compound Quadruple Time Signatures.
- 3. Integrating Physical Education and Music & Dance at the KG Level

TUTOR PD SESSION FOR LESSON 3 IN THE COURSE MANUAL

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	1. Introduction / lesson overview 1.1 Give tutors post-it-note and ask them to write at least two impacts of the Curriculum Enrichment Programme on the teaching of PEMD subjects in the basic schools as discussed in PDS 2	1. Introduction / lesson overview 1.1 Using post-it-note, write at least two impacts of the Curriculum Enrichment Programme on the teaching of PEMD subjects in the basic schools as discussed in PDS 2	10 min

				T
1.2	Ask tutors to explain how their knowledge gained in PDS 2 will influence their teaching in this lesson.	1.2	Explain how your knowledge gained in PDS 2 will influence your teaching in this lesson.	
1.3	Ask a volunteer tutor to read out lesson three's (3) description from the course manual.	Cour 1.3	se Manual Overview A volunteer reads out the lesson description from the course manual.	10 min
1.4	Ask tutors to discuss as a whole class (NTS 3h) the course overview as stated in the course description of the course manual.	1.4	As a whole class, (NTS 3h) discuss the description of the course as stated in the course manual.	
focus mete mete time note feelis cond rhyti This refle Educ at th integ sylla intro follo focus and Sylla Sylla PE: I mea	course provides a ction on how Physical cation and Music & Dance le KG Level have been grated into the NaCCA KG bus. They will also be leduced to the processes to w to conduct a Case Study sing on children's learning progress in PEMD NaCCA bi nvolves practice of surement of exercise-			
(e.g., resti	ed medical vital signs , blood pressure, pulse, ng pulse, weight, height BMI) required to ensure			

safe and injury-free participation in PA.
Accommodations and/or modifications shall be employed to ensure accurate assessment/measurement.

Anticipated Questions

- 1.5 Based on the lesson overview ask tutors to suggest and discuss some possible questions that they anticipate in the delivery of this lesson.
- 1.6 Ask tutors to list at least two possible barriers to the delivery of lesson three (3) of their courses.

PDC Note: Lack of the needed equipment and technical know-how on the measurement protocols.

Internet connectivity to download information from suggested links.

Students without WAEC SSSCE Music background; Class Size, Lack of keyboard instrument, Students with SEN.

Lack of knowledge about policy development, lack of understanding of the functions of Ministry of Education (policy development) and the Ghana Education Service (policy implementation) and other related stakeholders.

Anticipated Questions

- 1.5 Based on the lesson overview discuss some possible questions that you anticipate in the delivery of this lesson.
- 1.6 List at least two possible barriers to the delivery of this lesson.

2. Concept	Acti	vity	Activ	/ity	25 min
Development					
(New learning	2.1	Ask tutors to sit in their	2.1	Sit in your course	
likely to arise in		course groups for a task.		groups for a task.	
this lesson):				- '	
	2.2	Ask tutors in their course	2.2	In your course groups,	
		groups to briefly discuss		briefly discusses the	
		the following points:		following points:	
		 Organisation and 		 Organisation and 	
		Structure of the basic		Structure of the	
		school Curriculum		basic school	
		 Understanding the 		Curriculum	
		Termly Themes for		 Understanding the 	
		Performing Arts		Termly Themes for	
		 Content Standards 		Performing Arts	
		and Sub-strands		 Content Standards 	
		 Annotation of the 		and Sub-strands	
		Curriculum		 Annotation of the 	
		Building a teaching		Curriculum	
		portfolio		Building a teaching	
		•		-	
		 Preparation towards 		portfolio	
		STS		Preparation towards STS	
	2.2	A al. T. Hanain Hadin annua	2.2	towards STS	
	2.3	Ask Tutors in their course	2.3	In your course groups	
		groups to develop a		develop a Scope and	
		Scope and Sequence		Sequence Chart for	
		Chart for the basic		the basic education	
		education curriculum.		curriculum.	
	2.4	Ask tutors to outline the	2.4	In your groups outline	
		major concepts to be		major concepts to be	
		taught in lesson three (3)		taught in lesson three	
		of the course manual.		(3) of the course	
	E.g.			manual.	
		nonstration of a			
		prehensive content			
		wledge in the NaCCA KG			
		bus trends pertaining to			
	PEM	1D.			
	Den	nonstration of content			
	kno	wledge and understanding			
		ompound— duple, triple			
		quadruple—time			
		atures.			

use approp accurately i medical/ex	tion of the ability to riate tools to measure ercise vital signs al fitness indicators.			
possibl in the t concep lesson specific integra	tutors to identify e challenging areas eaching of its relevant to this and state cally how to te GESI and ICT in ching of the its.	2.5	Identify possible challenging areas in the teaching of concepts relevant to this lesson and state specifically how to integrate GESI and ICT in the teaching of the concepts.	
some people	al prohibitions of le from ng in some PEMD			
group o which o is/are r	tors in a whole discuss to outline delivery mode(s) more appropriate plicable to this	2.6	In a whole group discuss, outline which delivery mode(s) is/are more appropriate and applicable to this lesson.	
Exampl	e:			
re pr do sy ii. Sr re ec iii. D o A I	ass Discussion garding existing re-tertiary policy ocuments and flabi mall Groupwork to eview existing ducation policies. ocumentary Video malysis of sample EMD lessons in			
iv. Gi sy v. In	hanaian basic chools roup Work on rllabi dependent Study n action research			

	2.7	Ask tutors to identify from the course manual aspects of the lesson that might be challenging in terms of new learning and share with the larger group for ideas for addressing any challenges.	2.7	Reading from the course manual identify aspects of the lesson that might be challenging in terms of new learning and share with the larger group for ideas for addressing any challenges.	
	2. Co Vide facili deta 3. Co for p files. 4. Vi Proje and lister view	Ask tutors to identify ICT resources needed for the delivery of this lesson and how Equity and Inclusion issues can be addressed in this lesson. 1. Curriculum Documents impact Disc (Audio & o) player with a recording ty (possibly with a ched microphone) imputers (Laptops or PCs) is laying back MP3 and MP4 deo Camera, LCD ector and Screen, Tripod Monitoring Unit (for ning and recording, ing and reviewing ormances)	2.8	Identify ICT resources needed for the delivery of this lesson and how Equity and Inclusion issues can be addressed in this lesson.	
	2.9	Ask tutors to identify some local materials/resources that can be used for the delivery of this lesson, suggest their sources and discuss how they are used.	2.9	Identify some local materials/resources that can be used for the delivery of this lesson, suggest their sources and discuss how they are used.	
3. Teaching, learning and assessment activities for the lesson.	3.1	Lead tutors to identify teaching, learning and assessment activities, linked to CLOs and CLIs, from the lesson that are different from their experiences and share	3.1	Identify teaching, learning and assessment activities, linked to CLOs and CLIs, from the lesson that are most different from your experience	40 min

with colleagues for new ideas.

NB This may include approaches to teaching, learning and assessment, including gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.

- 3.2 Let tutors discuss the various suggested teaching and learning activities used in the course manual and how they will use these to promote the delivery of the New 4-year B.Ed and the basic school curricula (through STS activities) taking into account GESI and transferable skills. (refer to the teaching and learning activities section of the course manual)
- 3.3 Ask a tutor to model a selected activity in a teaching situation and receive feedback on the teaching from colleagues.
- 3.4 Ask tutors to read the Lesson 3 activities from the course manual and discuss how assessment can be aligned to the NTEAP (e.g. subject project 30% and subject portfolio 30%)

and share with colleagues for new ideas.

- 3.2 Discuss the various suggested teaching and learning activities used in the course manual and how you will use these to promote the delivery of the New 4year B.Ed and the basic school curricula (through STS activities) taking into account GESI and transferable skills. (refer to the teaching and learning activities section of the course manual)
- 3.3 Model a selected activity in a teaching situation for feedback from colleagues.
- 3.4 Read the Lesson 3
 activities from the
 course manual and
 discuss how
 assessment of this
 lesson can be aligned
 to the NTEAP (e.g.
 subject project 30%
 and subject portfolio
 30%)

4. Evaluation and	4.1	Ask tutors to identify	4.1	Identify any	5 min
review of session:		any outstanding issues		outstanding issues	
		relating to this lesson		relating to this lesson	
		that may require		that you may require	
		clarification.		clarification.	
	4.2	Remind tutors to	4.2	Identify a critical friend	
		identify a critical friend		to observe and provide	
		to observe and provide		feedback on your	
		feedback on their		teaching of the lesson	
		teaching of the lesson.		and report at the next	
		G		PD session.	
	4.3	Remind tutors to read			
		on the topic of next PD	4.3	Read on the topic of	
		session by way of		next PD session by way	
		advance preparation.		of advance	
				preparation.	
	NB				
	Take	note of all unresolved			
	issue	s and discuss with Subject			
	Lead	s or Subject Writers Leads			
Course assessment	Exam	ple of assessment items fo	r sub	ject project (30%) and sub	ject
in accordance with	portf	olio (30%) are:			
the NTEAP: SWL	1	. Small Group Assignment	to D	evelop a Scope and Seque	nce
need to review		Chart.			
assessment in the	2	. Peer assessment of the c		•	
course manual to				onic (the two anhemitonic	
ensure it complies	3	. Reflection by student tea		• ,	
with NTEAP		assist SEN learners to full		•	ons.
implementation	4	. Peer assessment of the c		-	
and the 60%	_			quadruple time signature	
continuous	5	. Describe how simple tim			nd times
assessment and 40		and demonstrate their be	eat p	atterns in conducting	
% End of semester					
examination. This					
means ensuring					
subject project,					
subject portfolio					
preparation and					
development are					
explicitly					
addressed in the					
PD sessions.	1				

Age Phase:

Name of Subject

- 1. Policy Documents and Syllabus Analysis for JHS
- 2. Further Principles and Techniques in Music Composition
- 3. Physical Activity for Healthy Living
- 4. Analysis of Policy Documents and Syllabi

Year 2 Semester 2

Lesson Topic:

- 1. Initial measurement of physical activity-related variables II
- 2. B1-B6 NaCCA Curriculum for Music and Dance I
- 3. Meter Systems II: Metrical and Non-metrical Rhythms— Divisive and Additive Rhythms, Syncopation, Cross rhythm, Polyrhythm and Hemiola.
- 4. IB1-B6 NaCCA Curricu min min min lum for Physical Education I

TUTOR PD SESSION FOR LESSON 4 IN THE COURSE MANUAL

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	1. Introduction / lesson overview NB: Write some reflective questions on PDS 3 and cut them out to form a pool of questions.	1. Introduction / lesson overview	10 min
	1.1 Ask tutors to pick at least one of the reflective questions from your pool of cut outs.	1.1 Pick at least one of the reflective questions from the facilitator's pool of cut outs.	
	1.2 Ask tutors to find "someone who can"	1.2 Find "someone who can" provide answer(s)	

	assist to provide answer(s) to their picked question(s) on PDS 3.		to your picked question(s) on PDS 3	
1.3	Ask tutors to share with the larger group how their knowledge gained in PDS 3 will influence their teaching in this lesson.	1.3	Share with the larger group how your knowledge gained in PDS 3 will influence your teaching in this lesson.	
Cou	rse Manual Overview	Cou	rse Manual Overview	10 min
1.4	Ask a volunteer tutor to read out the purpose of lesson four (4) as per the course manual.	1.4	A volunteer tutor should read out the purpose of lesson four (4) as per the course manual.	
1.5	Guide tutors to have a whole group discussion of the course description and purpose for the lesson to have the overview of the lesson.	1.5	As a whole group, (NTS 3h) discuss the description of the course as stated in the course manual.	
Involved mean reconstruction reconstruction relations flex relations for silear accommod acco	Note: Lesson Overview olves practice of, asurement of, and ording of physical fitnessted indicators (e.g., pushosit-ups, sit-ups, sit-n-reach and ibility) to set health-ted physical fitness level self and all manner of ners including ommodations and/or diffications to ensure urate essment/measurement. Lesson focuses on crical and non-metrical chms by looking at			
peri	nitions, writing and Forming by clapping Thms that are in			

syncopation, cross rhythm, polyrhythm and hemiola. Students will also internalised and identify aurally these metrical and non-metrical rhythms.

Involves practice of measurement of exercise-related medical vital signs (e.g., blood pressure, pulse, resting pulse, weight, height and BMI) required to ensure safe and injury-free participation in PA.

Accommodations and/or modifications shall be employed to ensure accurate assessment/measurement.

Anticipated Questions

- 1.6 Based on the lesson overview ask tutors to suggest and discuss some possible questions that they anticipate in the delivery of this lesson.
- 1.7 Ask tutors to list at least two possible barriers to the delivery of this lesson.

PDC Note: Lack of the needed equipment and technical know -how on the measurement protocols.

Internet connectivity to download information from suggested links. Students without WAEC SSSCE Music background; Class Size, Lack of keyboard instrument, Students with SEN.

- 1.6 Based on the lesson overview discuss some possible questions that you anticipate in the delivery of this lesson.
- 1.7 List at least two possible barriers to the delivery of this lesson.

	Lack of knowledge about policy development, lack of understanding of the functions of Ministry of Education (policy development) and the Ghana Education Service (policy implementation) and other related stakeholders.		
2. Concept	Activity	Activity	25 min
Development (New			
learning likely to arise in this lesson):	2.1 Ask tutors to sit in their course groups and assign them task.	2.1 Sit in your course groups and take a task.	
	 2.2 Assign the following topics to the groups for discussion and ask them to write their responses on a flip chart for presentation: Organisation and Structure of the basic school Curriculum Understanding the Termly Themes for Performing Arts Content Standards and Sub-strands Annotation of the Curriculum Building a teaching portfolio Preparation towards STS 	 2.2 In your small groups, briefly discusses the following points for a group presentation: Organisation and Structure of the basic school Curriculum Understanding the Termly Themes for Performing Arts Content Standards and Sub-strands Annotation of the Curriculum Building a teaching portfolio Preparation towards STS 	
	2.3 Ask groups to post their works on the wall for a gallery walk.	2.3 Post your works on the wall for a gallery walk.	

e v p	1.4 Guide tutors to identify possible challenging areas in the teaching of concepts relevant to this lesson and state specifically how to integrate GESI and ICT in the teaching of the concepts. 1.5. How can learners with isual impairment and thysically challenged be assisted to actively articipate in this week's	2.4 Identify possible challenging areas in the teaching of concepts relevant to the lesson and state specifically how to integrate GESI and ICT in the teaching of the concepts.
le	.5 Ask tutors to have shower thoughts on some delivery modes for lesson four (4).	2.5 With a colleague, outline appropriate and applicable delivery modes for this lesson.
	Example: i. Class Discussion regarding existing pre-tertiary policy documents and syllabi ii. Small Groupwork to review existing education policies iii. Documentary Video Analysis of sample PEMD lessons in Ghanaian basic schools iv. Group Work on syllabi v. Independent Study on action research	
2	.6 Ask tutors to identify from the course manual aspects of the lesson that might be	2.6 Reading from the course manual identify aspects of the lesson that might be

	challenging in terms of new learning and share with the larger group for ideas for addressing any challenges. 2.7 Ask tutors to identify ICT resources needed for the delivery of this lesson and how Equity and Inclusion issues can be addressed in this lesson. e.g. 1. Curriculum Documents 2. Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone) 3. Computers (Laptops or PCs) for playing back MP3 and MP4 files. 4. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)	challenging in terms of new learning and share with the larger group for ideas for addressing any challenges. 2.7 Identify ICT resources needed for the delivery of this lesson and how Equity and Inclusion issues regarding the resources can be considered in this lesson.	
	2.8 Ask tutors to identify some local materials/resources that can be used for the delivery of this lesson, suggest their sources and discuss how they are used.	2.8 Identify some local materials/resources that can be used for the delivery of this lesson, suggest their sources and discuss how they are used.	
3. Teaching, learning and assessment activities for the lesson.	3.1 Lead tutors to identify teaching, learning and assessment activities, linked to CLOs and CLIs, from the lesson that are different from their experiences and share with colleagues for new ideas.	3.1 Identify teaching, learning and assessment activities, linked to CLOs and CLIs, from the lesson that are most different from your experience and share with colleagues for new ideas.	40 min

	ND This was trained		
	NB This may include approaches to teaching, learning and assessment, including gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.		
	3.2 Let tutors discuss the various suggested teaching and learning activities used in the course manual and how they will use these to promote the delivery of the New 4-year B.Ed and the basic school curricula (through STS activities) taking into account GESI and transferable skills. (refer to the teaching and learning activities section of the course manual)	3.2 Discuss the various suggested teaching and learning activities used in the course manual and how you will use these to promote the delivery of the New 4-year B.Ed and the basic school curricula (through STS activities) taking into account GESI and transferable skills. (refer to the teaching and learning activities section of the course manual)	
	3.3 Ask a tutor to model a selected activity in a teaching situation and receive feedback on the teaching from colleagues.	3.3 Model a selected activity in a teaching situation for feedback from colleagues.	
	3.4 Ask tutors to read the Lesson 4 activities from the course manual and discuss how assessment can be aligned to the NTEAP (e.g. subject project 30% and subject portfolio 30%)	3.4 Read the Lesson 4 activities from the course manual and discuss how assessment of this lesson can be aligned to the NTEAP (e.g. subject project 30% and subject portfolio 30%)	
4. Evaluation and review of session:	4.1 Ask tutors to identify any outstanding issues relating to this lesson that may require clarification.	4.1 Identify any outstanding issues relating to this lesson that you may require clarification.	5 min

	4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson and report at the next PD session.
	4.3 Remind tutors to read on the topic of next PD session by way of advance preparation. 4.3 Read on the topic of next PD session by way of preparation.
	NB Take note of all unresolved issues and discuss with Subject Leads or Subject Writers Leads
Course assessment	NB. Examples of assessment items for subject project (30%) and
in accordance with	subject portfolio (30%) are:
the NTEAP: SWL	Example:
need to review	Small Group Assignment to Develop a Scope and Sequence
assessment in the	Chart.
course manual to	2. Small Group Assignment on researching traditional
ensure it complies	instrumental and vocal art musical forms—rondo, sonata form,
with NTEAP	fugue, free fantasia, antiphony, strophic, through-composed.
implementation and	3. Reflection by student teachers on strategies they will employ
the 60% continuous	to assist SEN learners to fully participate in music lessons.
assessment and 40	4. Describe how simple time metamorphose into compound
% End of semester	times and demonstrate their beat patterns in conducting
examination. This	
means ensuring	
subject project,	
subject portfolio	
preparation and	
development are	
explicitly addressed	

in the PD sessions.

Age Phase:

Name of Subject

- 1. Policy Documents and Syllabus Analysis for JHS
- 2. Further Principles and Techniques in Music Composition
- 3. Physical Activity for Healthy Living
- 4. Analysis of Policy Documents and Syllabi

Year 2 Semester 2

Lesson Topic:

- 1. B1-B6 NaCCA Curriculum for Creative Arts I
- 2. Form in Music: I: Conventional instrumental and vocal art musical forms.
- 3. Preparatory assessments for beginning a physical activity programme

TUTOR PD SESSION FOR LESSON 5 IN THE COURSE MANUAL

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	 Introduction / lesson overview 1.1 Give tutors post-it-note and ask them to write any two things they learnt from PDS 4. 1.2 Ask tutors to explain how their knowledge gained in PDS 4 will influence their teaching in this lesson. 	 Introduction / lesson overview 1.1 Using a Post-it Note, write any two things you learnt from PDS 4. 1.2 Explain how your knowledge gained in PDS 4 will influence your teaching in this lesson. 	10 min

			1
1.3 Ask tutors to share with the larger group how their knowledge gained in PDS 4 will influence their teaching in this lesson.	1.3	Share with the larger group how your knowledge gained in PDS 4 will influence your teaching in this lesson.	
Course Manual Overview	Cou	rse Manual Overview	10 min
1.4 Guide tutors to have a whole group discussion of the course description and purpose for the lesson to have the overview of the lesson.	1.4	As a whole group, (NTS 3h) discuss the description of the course as stated in the course manual.	
PDC Note: Lesson Overview Involves introduction to preparatory assessments for beginning a physical activity programme including physical activity questionnaire, Physical activity readiness questionnaire, medical information/report and Individual biographical data.			
This course provides a reflection on how B1-B6 NaCCA Curriculum for Creative Arts can be integrated into the PEMD syllabus.			
To familiarise students with all the popular conventional musical architectural designs for creating both instrumental and vocal art musical works including rondo, sonata form, fugue, free fantasia, antiphony, strophic and through-composed.			

	Anticipated Questions	Anticipated Questions	
	1.5 Based on the lesson overview, ask tutors to suggest and discuss some possible questions that they anticipate in the delivery of this lesson.	1.5 Based on the lesson overview, discuss some possible questions that you anticipate in the delivery of this lesson.	
	1.6 Ask tutors to list at least two possible barriers to the delivery of lesson five (5) of their courses.	1.6 List at least two possible barriers to the delivery of this lesson.	
	PDC Note: Lack of the needed equipment and technical know -how on the measurement protocols.		
	Internet connectivity to download information from suggested links. Students without WAEC SSSCE Music background; Class Size, Lack of keyboard instrument, Students with SEN.		
	Lack of knowledge about policy development, lack of understanding of the functions of Ministry of Education (policy development) and the Ghana Education Service (policy implementation) and other related stakeholders.		
2. Concept Development (New learning likely to arise in this lesson):	Activity 2.1 Ask tutors to sit in their course groups and assign them task.	Activity 2.1 Sit in your course groups and take task.	25 min

- 2.2 Ask tutors in their small groups to briefly discuss the following points:
 Organisation and
 - Organisation and Structure of the basic school Curriculum
 - Understanding the Termly Themes for Performing Arts
 - Content Standards and Sub-strands
 - Annotation of the Curriculum
 - Building a teaching portfolio
 - Preparation towards STS

- 2.2 In your small groups, briefly discusses the following points for a group presentation:
 - Organisation and Structure of the basic school Curriculum
 - Understanding the Termly Themes for Performing Arts
 - Content Standards and Sub-strands
 - Annotation of the Curriculum
 - Building a teaching portfolio
 - Preparation towards STS
- 2.3 Tutors still in their course groupings ask each group to develop a Scope and Sequence Chart for the basic education curriculum.
- 2.4 Ask groups to post their works on the wall and go for a gallery walk.
- 2.5 Guide tutors to identify possible challenging areas in the teaching of concepts relevant to this lesson and state specifically how to integrate GESI and ICT in the teaching of the concepts.
- e.g. How can learners with visual impairment and physically challenged be assisted to actively participate in this week's lesson?

- 2.3 Siting in your course groupings develop a Scope and Sequence Chart for the basic education curriculum.
- 2.4 Post your works on the wall and go for a gallery walk.
- 2.5 Identify possible challenging areas in the teaching of concepts relevant to the lesson and state specifically how to integrate GESI and ICT in the teaching of the concepts.

2.6 Ask tutors in a whole group discussion to outline which delivery mode(s) is/are more appropriate and applicable to lesson five (5) in the course manual.	2.6 In a whole group discussion, outline which delivery mode(s) is/are more appropriate and applicable to this lesson.
i. Class Discussion regarding existing pre-tertiary policy documents and syllabi. ii. Small Groupwork to review existing education policies iii. Documentary Video Analysis of sample PEMD lessons in Ghanaian basic schools. iv. Group Work on syllabi v. Independent Study	
on action research 2.7 Ask tutors to identify from the course manual aspects of the lesson that might be challenging in terms of new learning and share with the larger group for ideas for addressing any challenges. 2.8 Ask tutors to identify ICT resources needed for the delivery of this lesson and how Equity and Inclusion issues can be addressed in this lesson.	 2.7 Identify aspects of the lesson that might be challenging in terms of new learning and share with the larger group for ideas for addressing any challenges. 2.8 Identify ICT resources needed for the delivery of this lesson and how Equity and Inclusion issues regarding the resources can be considered in this lesson.

		T	, · · · · · · · · · · · · · · · · · · ·
	e.g. 1. Curriculum Documents http://sapghana.com/data/ documents/Inclusive- Education-Policy-official- document 2. Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone) 3. Sexuality Education Policies: https://www.guttmacher.or g/sites/default/files/report pdf/sexuality-education- ghana-report 4. Computers (Laptops or PCs) for playing back MP3 and MP4 files. 5. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances) 2.9 Ask tutors to identify some local	2.9 Identify some local materials/resources	
	materials/resources that can be used for the delivery of this lesson, suggest their sources and discuss how they are used.	that can be used for the delivery of this lesson, suggest their sources and discuss how they are used.	
3. Teaching, learning and assessment activities for the lesson.	3.1 Lead tutors to identify teaching, learning and assessment activities, linked to CLOs and CLIs, from the lesson that are different from their experiences and share with colleagues for new ideas.	3.1 Identify teaching, learning and assessment activities, linked to CLOs and CLIs, from the lesson that are most different from your experience and share with colleagues for new ideas.	40 min

appi lear inclu resp and	This may include roaches to teaching, ning and assessment, uding gender ronsive, differentiation inclusive approaches use of appropriate ICT s.			
3.2	Let tutors discuss the various suggested teaching and learning activities used in the course manual and how they will use these to promote the delivery of the New 4-year B.Ed and the, basic school curricula (through STS activities) taking into account GESI and transferable skills. (refer to the teaching and learning activities section of the course manual)	3.2	Discuss the various suggested teaching and learning activities used in the course manual and how you will use these to promote the delivery of the New 4-year B.Ed and the, basic school curricula (through STS activities) taking into account GESI and transferable skills. (refer to the teaching and learning activities section of the course manual)	
3.3	Ask a tutor to model a selected activity in a teaching situation and receive feedback on the teaching from colleagues.	3.3	Model a selected activity in a teaching situation for feedback from colleagues.	
3.4	Ask tutors to read the Lesson 5 activities from the course manual and discuss how assessment can be aligned to the NTEAP (e.g. subject project 30% and subject portfolio 30%)	3.4	Read the Lesson 5 activities from the course manual and discuss how assessment of this lesson can be aligned to the NTEAP (e.g. subject project 30% and subject portfolio 30%)	

5. Evaluation and	4.1 Ask tutors to identify 4.1 Identify any	5 min		
review of session:	any outstanding issues outstanding issues			
	relating to this lesson relating to this lesson			
	that may require that you may require			
	clarification. clarification.			
	4.2 Remind tutors to 4.2 Identify a critical			
	identify a critical friend friend to observe and			
	to observe and provide provide feedback on			
	feedback on their your teaching of the			
	teaching of the lesson. lesson and report at			
	the next PD session.			
	4.3 Remind tutors to read 4.3 Read on the topic of			
	on the topic of next PD			
	session by way of way of advance			
	advance preparation. preparation.			
	NB			
	Take note of all unresolved			
	issues and discuss with			
	Subject Leads or Subject			
	Writers Leads			
Course assessment in	NB. Examples of assessment items for subject project (30%)	and		
accordance with the	subject portfolio (30%) are:			
NTEAP: SWL need to	Example:			
review assessment in	1. Reflection on the B1-B6 NaCCA Curriculum for Creat	ive		
the course manual to	Arts.			
ensure it complies with	2. Small Group Assignment to Develop a Scope and Sec	quence		
NTEAP implementation	Chart.			
and the 60%	3. Small Group Assignment on researching traditional			
continuous assessment	instrumental and vocal art musical forms—rendo, conata			

accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.

- Small Group Assignment on researching traditional instrumental and vocal art musical forms—rondo, sonata form, fugue, free fantasia, antiphony, strophic, throughcomposed.
- 4. Reflection by student teachers on strategies they will employ to assist SEN learners to fully participate in music lessons.
- 5. Describe how simple time metamorphose into compound times and demonstrate their beat patterns in conducting

Age Phase:

Name of Subject

- 1. Policy Documents and Syllabus Analysis for JHS
- 2. Further Principles and Techniques in Music Composition
- 3. Physical Activity for Healthy Living
- 4. Analysis of Policy Documents and Syllabi

Year 2 Semester 2

Lesson Topic:

- 1. B1-B6 NaCCA Curriculum for Physical Education II
- 2. Form in Music: II: Pop Musical Designs and Indigenous Musical Forms.
- 3. Introduction to global guidelines and recommendations for Physical Activity (WHO Guidelines) I

TUTOR PD SESSION FOR LESSON 6 IN THE COURSE MANUAL

Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the	Activity during the PD	session
frame for what is to	SL/HoDs will have to say	Session. What PD Session	
be done. The	during each stage of the	participants (Tutors) will do	
guidance notes in	session	during each state of the	
italics identify the		session) Guidance Notes	
prompt the SL/HoD		on Tutor Activity during	
needs and each one		the PD Session. What PD	
must be addressed		Session participants	
		(Tutors) will do during each	
		state of the session)	
• Introduction /	1. Introduction /	1. Introduction /	10 min
lesson overview	lesson overview	lesson overview	
	 1.1 Give tutors post-it-note and ask them to write any two things they learnt from PDS 5 1.2 Ask tutors to explain how their knowledge gained in PDS 5 will influence their teaching in this lesson. 	 1.1 Using a Post-it Note, write any two things you learnt from PDS 5. 1.2 Explain how your knowledge gained in PDS 5 will influence your teaching in this lesson. 	

1.3	Ask tutors to share with the larger group how their knowledge gained in PDS 5 will influence their teaching in this lesson.	1.3	Share with the larger group how your knowledge gained in PDS 5 will influence your teaching in this lesson.	
Co	urse Manual Overview	Cou	rse Manual Overview	10 min
1.4	Ask a volunteer tutor to read out the purpose of lesson six (6) as per the course manual.	1.4	A volunteer tutor should read out the purpose of lesson six (6) as per the course manual.	
1.	Guide tutors to have a whole group discussion of the course description and purpose for the lesson to have the overview of the lesson.	1.5	As a whole group, (NTS 3h) discuss the description of the course as stated in the course manual.	
To all co de mi bo ar th Br Ch Ch as (n et fo ba (ye na	familiarise students with the popular musical nventional architectural signs and indigenous usical forms for creating th instrumental and vocal musical works including a Ballad (AAA), Versedidge Song (AABB), Verseorus Song (ABAB), Verseorus-Bridge (ABC) as well Recitative song forms nwomkro, ebibindwom, c.), Dance genre song ms (atsiagbeko, Kete, amaaya, etc.), vocal effects odelling, ululation, holler, salization).			
les	ercise prescription. The son will help student achers to recognize that			

over-training and undertraining can all lead to incomplete adaptation. This course provides a reflection on how B1-B6 NaCCA Curriculum for Physical Education can be integrated into a PEMD syllabus.

Anticipated Questions

- 1.6 Based on the lesson overview ask tutors to suggest and discuss some possible questions that they anticipate in the delivery of this lesson.
- 1.7 Ask tutors to list at least two possible barriers to the delivery of lesson six (6) of their courses.

PDC Note: Lack of the needed equipment and technical know -how on the measurement protocols.

Internet connectivity to download information from suggested links.

Students without WAEC SSSCE Music background; Class Size, Lack of keyboard instrument, Students with SEN.

Lack of knowledge about policy development, lack of understanding of the functions of Ministry of Education (policy development) and the Ghana Education Service (policy

- 1.6 Based on the lesson overview discuss some possible questions that you anticipate in the delivery of this lesson.
- 1.7 List at least two possible barriers to the delivery of this lesson.

	1	I	T
	implementation) and other		
	related stakeholders.		
2. Concept	Activity	Activity	25 min
Development (New			
learning likely to	2.1 Ask tutors to sit in their	2.1 Sit in your course	
arise in this lesson):	course groups and	groups and take a	
	assign them task.	task.	
	2.2 Assign the following		
	topics to the groups for	2.2 In your small groups,	
	discussion and ask them	briefly discusses the	
	to write their responses	following points for a	
	on a flip chart for	group presentation:	
	presentation:	 Organisation and 	
	 Organisation and 	Structure of the	
	Structure of the basic	basic school	
	school Curriculum	Curriculum	
	 Understanding the 	 Understanding the 	
	Termly Themes for	Termly Themes for	
	Performing Arts	Performing Arts	
	Content Standards	Content Standards	
	and Sub-strands	and Sub-strands	
	 Annotation of the 	Annotation of the	
	Curriculum	Curriculum	
	 Building a teaching 	Building a teaching	
	portfolio	portfolio	
	 Preparation towards 	Preparation	
	STS	towards STS	
	313	towards 313	
	2.3 Ask groups to post their	2.3 Post your works on	
	works on the wall for a	the wall for a gallery	
	gallery walk.	walk.	
	2.4 Guide tutors to identify	2.4 Identify possible	1
	possible challenging	challenging areas in	
	areas in the teaching of	the teaching of	
	concepts relevant to this	concepts relevant to	
	lesson and state	the lesson and state	
	specifically how to	specifically how to	
	integrate GESI and ICT in	integrate GESI and ICT	
	the teaching of the	in the teaching of the	
	concepts.	concepts.	
	concepts.	сопсерьз.	
	e.g. How can learners with		
	visual impairment and		
	physically challenged be		
	assisted to actively		
	assisted to delivery		
	1	l	1

participate in this week's	
lesson?	
-	2.5 With a colleague, outline appropriate and applicable delivery modes for this lesson.
v. Independent Study	
on action research 2.6 Ask tutors to identify from the course manual aspects of the lesson that might be challenging in terms of new learning and share with the larger group for ideas for addressing any challenges.	2.6 Reading from the course manual identify aspects of the lesson that might be challenging in terms of new learning and share with the larger group for ideas for addressing any challenges.
2.7 Ask tutors to identify ICT resources needed for the delivery of this lesson and how Equity and Inclusion issues can be addressed in this lesson.	2.7 Identify ICT resources needed for the delivery of this lesson and how Equity and Inclusion issues regarding the resources can be

	a a 1 Completions Decree	appaid and the state	
	e.g. 1. Curriculum Documents http://sapghana.com/data/d ocuments/Inclusive- Education-Policy-official- document 2. Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone) 3. Sexuality Education Policies: https://www.guttmacher.org /sites/default/files/report pd f/sexuality-education-ghana- report 4. Computers (Laptops or PCs) for playing back MP3 and MP4 files. 5. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)	considered in this lesson.	
	2.8 Ask tutors to identify some local materials/resources that can be used for the delivery of this lesson, suggest their sources, and discuss how they are used.	2.8 Identify some local materials/resources that can be used for the delivery of this lesson, suggest their sources and discuss how they are used.	
3.Teaching, learning and assessment activities for the lesson.	3.1 Lead tutors to identify teaching, learning and assessment activities, linked to CLOs and CLIs, from the lesson that are different from their experiences and share with colleagues for new ideas. NB This may include approaches to teaching, learning and assessment, including gender responsive,	3.1 Identify teaching, learning and assessment activities, linked to CLOs and CLIs, from the lesson that are most different from your experience and share with colleagues for new ideas.	40 min

a	ifferentiation and inclusive pproaches and use of ppropriate ICT tools.		
3	various suggested teaching and learning activities used in the course manual and how they will use these to promote the delivery of the New 4-year B.Ed and the basic school curricula (through STS activities) taking into account GESI and transferable skills. (refer to the teaching and learning activities section of the course manual)	3.2 Discuss the various suggested teaching and learning activities used in the course manual and how you will use these to promote the delivery of the New 4-year B.Ed and the basic school curricula (through STS activities) taking into account GESI and transferable skills. (refer to the teaching and learning activities section of the course manual)	
3	.3 Ask a tutor to model a selected activity in a teaching situation and receive feedback on the teaching from colleagues.	3.3 Model a selected activity in a teaching situation for feedback from colleagues.	
	.4 Ask tutors to read the Lesson 6 activities from the course manual and discuss how assessment can be aligned to the NTEAP (e.g. subject project 30% and subject portfolio 30%)	3.4 Read the Lesson 6 activities from the course manual and discuss how assessment of this lesson can be aligned to the NTEAP (e.g. subject project 30% and subject portfolio 30%)	
d w sl ca b	iscuss where in the lesson, which core and transferable kills, including digital skills, an be developed or applied y student teachers in this esson.	,	

4. Evaluation and review of session:	4.1 Ask tutors to identify any outstanding issues relating to this lesson that may require clarification. 4.1 Identify any outstanding issues relating to this lesson that you may require clarification.	
	 4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson. 4.2 identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session. 4.3 Remind tutors to read on the topic of next PD session by way of advance preparation. 4.4 identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session. 4.3 Read on the topic of next PD session by way of advance preparation. 	
	NB Take note of all unresolved	
	issues and discuss with	
	Subject Leads or Subject Writers Leads	
Course assessment	NB. Examples of assessment items for subject project (30%) and	
in accordance with	subject portfolio (30%) are:	
the NTEAP: SWL	Example:	
need to review	1. Reflection on the B1-B6 NaCCA Curriculum for Creative Arts.	
assessment in the	2. Small Group Assignment to Develop a Scope and Sequence	
course manual to	Chart.	
ensure it complies	3. Small Group Assignment on researching traditional	
with NTEAP	instrumental and vocal art musical forms—rondo, sonata	
implementation and the 60% continuous	form, fugue, free fantasia, antiphony, strophic, through- composed.	
assessment and 40	4. Reflection by student teachers on strategies they will employ	
% End of semester	4. Reflection by student teachers on strategies they will employ to assist SEN learners to fully participate in music lessons.	
examination. This	5. Describe how simple time metamorphose into compound	
means ensuring	times and demonstrate their beat patterns in conducting	
subject project,	,	

subject portfolio preparation and development are explicitly addressed in the PD sessions.

Age Phase:

Name of Subject

- 1. Policy Documents and Syllabus Analysis for JHS
- 2. Further Principles and Techniques in Music Composition
- 3. Physical Activity for Healthy Living
- 4. Analysis of Policy Documents and Syllabi

Year 2 Semester 2

Lesson Topic:

- 1. B1-B6 NaCCA Curriculum for Physical Education II
- 2. Form in Music: II: Pop Musical Designs and Indigenous Musical Forms.
- 3. Introduction to global guidelines and recommendations for Physical Activity (WHO Guidelines) I

TUTOR PD SESSION FOR LESSON 7 IN THE COURSE MANUAL

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview	 Introduction / lesson overview Give tutors post-it-note and ask them to write any two things they learnt from PDS 6. Ask tutors to explain how their knowledge gained in PDS 6 will influence their teaching in this lesson. 	Introduction / lesson overview 1.1 Using a Post-it Note, write any two things you learnt from PDS 6. 1.2 Explain how your knowledge gained in PDS 6 will influence your teaching in this lesson.	10 min

		T	
	1.3 Ask tutors to share with the larger group how their knowledge gained in PDS 6 will influence their teaching in this lesson.	1.3 Share with the larger group how your knowledge gained in PDS 6 will influence your teaching in this lesson.	
The guidance notes for	Course Manual Overview	Course Manual Overview	10 min
SL/HoD need to			
	1.4 Ask a volunteer tutor to read out the purpose of lesson seven (7) as per the course manual.	1.4 A volunteer tutor should read out the purpose of lesson seven (7) as per the course manual.	
	1.5 Guide tutors to have a whole group discussion of the course description and purpose for the lesson to have the overview of the lesson.	1.5 As a whole group, (NTS 3h) discuss the description of the course as stated in the course manual.	
	PDC Note: Lesson Overview To familiarise students with all the popular musical conventional architectural designs and indigenous musical forms for creating both instrumental and vocal art musical works including the Ballad (AAA), Verse-Bridge Song (AABB), Verse-Chorus Song (ABAB), Verse-Chorus-Bridge (ABC) as well as Recitative song forms (nnwomkrɔ, ebibindwom, etc.), Dance genre song forms (atsiagbekɔ, Kete, baamaaya, etc.), vocal effects (yodelling, ululation, holler, nasalization). This lesson focuses on the concents or the principles of		
	concepts or the principles of exercise prescription. The lesson will help student		

teachers to recognize that over-training and under-training can all lead to incomplete adaptation.

This course provides a reflection on how B1-B6 NaCCA Curriculum for Physical Education can be integrated into a PEMD syllabus.

Anticipated Questions

- 1.6 Based on the lesson overview ask tutors to suggest and discuss some possible questions that they anticipate in the delivery of this lesson.
- 1.7 Ask tutors to list at least two possible barriers to the delivery of seven (7) of their courses.

PDC Note: Lack of the needed equipment and technical know -how on the measurement protocols.

Internet connectivity to download information from suggested links.

Students without WAEC SSSCE Music background; Class Size, Lack of keyboard instrument, Students with SEN.

Lack of knowledge about policy development, lack of understanding of the functions of Ministry of Education (policy

- 1.6 Based on the lesson overview discuss some possible questions that you anticipate in the delivery of this lesson.
- 1.7 List at least two possible barriers to the delivery of lesson seven (7).

	development) and the Ghana Education Service (policy implementation) and other related stakeholders.		
2. Concept Development (New learning likely to arise in this lesson):	 Activity 2.1 Ask tutors to sit in their course groups and assign them task. 2.2 Ask tutors in their small groups to briefly discuss the following points: Motor Skill and Movement Patterns Movement Concepts, Principles and Strategies Physical Fitness Physical Fitness Physical Fitness Values and Psycho-Social Concepts, Principles and Strategies Building a teaching portfolio Preparation towards STS 	Activity 2.1 Sit in your course groups and take a task. 2.2 In your small groups, briefly discusses the following points: • Motor Skill and Movement Patterns • Movement Concepts, Principles and Strategies • Physical Fitness • Physical Fitness Concepts, Principles and Strategies • Values and Psycho-Social Concepts, Principles and Strategies • Values and Psycho-Social Concepts, Principles and Strategies • Building a teaching portfolio • Preparation towards STS	25 min
	2.3 Ask groups to post their works on the wall for a gallery walk.	2.3 Post your works on the wall for a gallery walk.	
	2.4 Guide tutors to identify possible challenging areas in the teaching of concepts relevant to this lesson and state specifically how to integrate GESI and ICT in	2.4 Identify possible challenging areas in the teaching of concepts relevant to the lesson and state specifically how to integrate GESI and	

	107: 11 . 11 .	
the teaching of the	ICT in the teaching of	
concepts.	the concepts.	
e.g. How can learners with visual impairment and physically challenged be assisted to actively participate in this week's lesson?		
2.5 Ask tutors in a whole group discussion to outline which delivery mode(s) is/are more appropriate and applicable to lesson seven (7) in the course manual.	2.5 With a colleague, outline appropriate and applicable delivery modes for this lesson.	
i. Class Discussion regarding existing pretertiary policy documents and syllabi. ii. Small Groupwork to review existing education policies. iii. Documentary Video Analysis of sample PEMD lessons in Ghanaian basic schools. iv. Group Work on syllabi Independent Study on action research		
2.6 Ask tutors to identify from the course manual aspects of the lesson that might be challenging in terms of new learning and share with the larger group for ideas for addressing any challenges.	2.6 Reading from the course manual identify aspects of the lesson that might be challenging in terms of new learning and share with the larger group for ideas for addressing any challenges.	

2.7 Ask tutors to identify ICT resources needed for the delivery of this lesson and how Equity and Inclusion issues can be addressed in this lesson.

e.g. 1. Curriculum
Documents
http://sapghana.com/data/d
ocuments/InclusiveEducation-Policy-official-

- document2. Compact Disc (Audio & Video) player with a recording facility (possibly
- with a detached microphone)
- 3. Sexuality Education Policies:

https://www.guttmacher.or g/sites/default/files/report pdf/sexuality-educationghana-report.

- 4. Computers (Laptops or PCs) for playing back MP3 and MP4 files.
- 5. Video Camera, LCD
 Projector and Screen, Tripod
 and Monitoring Unit (for
 listening and recording,
 viewing and reviewing
 performances)

Musical Form

https://www.youtube.com/watch?v=T5wTqFteQVYBamaya Dance of Ghanahttps://www.youtube.com/watch?v=STxyTCmJGsc

Nana Baayie Adowa

Nwomkro Kuo

https://www.youtube.com/

watch?v=XdXn2dAtbY0

Ebibindwom

https://www.youtube.com/ watch?v=F1Zu7SGE00E 2.7 Identify ICT resources needed for the delivery of this lesson and how Equity and Inclusion issues regarding the resources can be considered in this lesson.

	2.8 Ask tutors to identify some local materials/resources that can be used for the delivery of this lesson, suggest their sources and discuss how they are used.	2.8 Identify some local materials/resources that can be used for the delivery of this lesson, suggest their sources and discuss how they are used.
3. Teaching, learning and assessment activities for the lesson.	3.1 Lead tutors to identify teaching, learning and assessment activities, linked to CLOs and CLIs, from the lesson that are different from their experiences and share with colleagues for new ideas.	3.1 Identify teaching, learning and assessment activities, linked to CLOs and CLIs, from the lesson that are most different from your experience and share with colleagues for new ideas.
	NB This may include approaches to teaching, learning and assessment, including gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.	
	3.2 Let tutors discuss the various suggested teaching and learning activities used in the course manual and how they will use these to promote the delivery of the New 4-year B.Ed and the, basic school curricula (through STS activities) taking into account GESI and transferable skills. (refer to the teaching and learning activities section of the course manual)	3.2 Discuss the various suggested teaching and learning activities used in the course manual and how you will use these to promote the delivery of the New 4-year B.Ed and the, basic school curricula (through STS activities) taking into account GESI and transferable skills. (refer to the teaching and learning activities section of the course manual)

	3.3 Ask a tutor to model a selected activity in a teaching situation and receive feedback on the teaching from colleagues. 3.3 Model a selected activity in a teaching situation for feedback from colleagues.	
	3.4 Ask tutors to read the Lesson 7 activities from the course manual and discuss how assessment can be aligned to the NTEAP (e.g., subject project 30% and subject portfolio 30%) 3.4 Read the Lesson 7 activities from the course manual and discuss how assessment of this lesson can be aligned to the NTEAP (e.g. subject project 30% and subject portfolio 30%)	
4. Evaluation and review of session:	4.1 Ask tutors to identify any outstanding issues relating to this lesson that may require clarification. 4.1 Identify any outstanding issues relating to this lesson that you may require clarification.	5 min
	 4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson. 4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session. 	
	 4.3 Remind tutors to read on the topic of next PD session by way of advance preparation. 4.3 Read on the topic of next PD session by way of advance preparation. 	
	NB Take note of all unresolved issues and discuss with Subject Leads or Subject Writers Leads.	
Course assessment in accordance with the	NB. Examples of assessment items for subject project (30%) subject portfolio (30%) are:) and
NTEAP: SWL need to review assessment in	Example: 1. Reflection on the B1-B6 NaCCA Curriculum for Creat	tive
the course manual to ensure it complies	Arts.	

with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.

- 2. Describe the Content Standards for the five sub-strands for the B1-B6 NaCCA Curriculum for Physical Education.
- Small Group Assignment on researching traditional instrumental and vocal art musical forms—rondo, sonata form, fugue, free fantasia, antiphony, strophic, throughcomposed.
- 4. Reflection by student teachers on strategies they will employ to assist SEN learners to fully participate in music lessons.
- 5. Describe how simple time metamorphose into compound times and demonstrate their beat patterns in conducting.

Age Phase:

Name of Subject

- 1. Policy Documents and Syllabus Analysis for JHS
- 2. Further Principles and Techniques in Music Composition
- 3. Physical Activity for Healthy Living
- 4. Analysis of Policy Documents and Syllabi

Year 2 Semester 2

Lesson Topic:

- 1. B1-B6 NaCCA Curriculum for Creative Arts II
- 2. Harmony: The Dominant Seventh Chord, Secondary Seventh Chords, Secondary Dominants and Diminished Seventh Chord.
- 3. Physical Education and Creative Arts Curricula Integration I
- 4. Introduction to global guidelines and recommendations for Physical Activity (WHO Guidelines) III

TUTOR PD SESSION FOR LESSON 8 IN THE COURSE MANUAL

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
• Introduction / lesson overview	Introduction / lesson overview	Introduction / lesson overview	10 min
	1.1 Give tutors post-it-note and ask them to write any two things they learnt from PDS 7	1.1 Using a Post-it Note, write any two things you learnt from PDS 7.	
	1.2 Ask tutors to explain how their knowledge gained in PDS 7 will influence their teaching in this lesson.	1.2 Explain how your knowledge gained in PDS 7 will influence your teaching in this lesson.	

Course Manual Overview	Course Manual Overview	10 min
1.3 Ask a volunteer tutor to read out the description and purpose of lesson eight (8) as per the course manual.	1.3 A volunteer tutor should read out the description and purpose of lesson eight (8) as per the course manual.	10 mm
1.4 Guide tutors to have a whole group discussion of the course description and purpose of the lesson to have the overview of the lesson.	1.4 As a whole group, (NTS 3h) discuss the description and purpose of the course as stated in the course manual.	
PDC Note: Lesson Overview This lesson aims at training student teachers to be knowledgeable in the definition, tests, activities and health implications of body composition and flexibility. Accommodations and/or modifications shall be employed to support learners with SEN to demonstrate skilful performance and fitness.		
To give student-teachers an overview of some more advanced chords in tonal harmony—V ⁷ ; I ⁷ , II ⁷ , etc; V ⁷ of V, V ⁷ of VI, etc.; & V ⁰ ₇ or Dim ⁷ . Student teachers will also hear, internalise and identify notes of these advanced, i.e., arpeggio (horizontally) and in harmony (vertically) in solfege.		
This lesson provides a reflection on Creative Arts (CA) and Physical Education		

(PE) strands in the NaCCA basic school curriculum and helps student teachers to integrate the indicators/exemplars to address the core competencies including personal development and leadership, communication and collaboration, critical thinking and innovation and creativity.

Anticipated Questions

- 1.5 Based on the lesson overview, ask tutors to engage in a shower thought session on some possible questions that they anticipate in the delivery of this lesson.
- 1.6 Ask tutors to list possible barriers to the delivery of the lesson.

PDC Note: Lack of the needed equipment and technical know -how on the measurement protocols.

Internet connectivity to download information from suggested links. Students without WAEC SSSCE Music background; Class Size, Lack of keyboard instrument, Students with SEN.

Lack of knowledge about policy development, lack of understanding of the functions of Ministry of Education (policy

- 1.5 Based on the lesson overview discuss some possible questions that you anticipate in the delivery of this lesson.
- 1.6 List at least two possible barriers to the delivery of lesson eight (8).

	T	I	
	development) and the Ghana Education Service (policy implementation) and other related stakeholders.		
Concept Development (New learning likely to	Activity	Activity	25 min
arise in this lesson):	2.1 Ask tutors to sit in their course groups and assign them task based on the following:	21.Sit in your course groups and briefly discuss the following points:	
	 a. Discussion of the rules on how secondary seventh chords are constructed, i.e., preparation, launching and resolution on all the seven scale degrees (I⁷, II⁷, III⁷, IV⁷, V⁷, VI⁷& VII⁷). b. Definition of health-related physical fitness, mention and explain the components (body composition and flexibility) 	 a. Discussion of the rules on how secondary seventh chords are constructed, i.e., preparation, launching and resolution on all the seven scale degrees—(I⁷, II⁷, III⁷, IV⁷, V⁷, VI⁷& VII⁷). b. Definition of health-related physical fitness, mention and explain the components (body composition and flexibility) 	
	c. Discussion of the core competencies enshrined in the NaCCA curriculum including: • Personal development and leadership • Communication and collaboration • Critical thinking and innovation • Creativity	c. Discussion of the core competencies enshrined in the NaCCA curriculum including: • Personal development and leadership • Communication and collaboration • Critical thinking and innovation • Creativity	

- 2.2 Ask Tutors to explain
 the tests that can be
 used to measure,
 activities that can be
 used to improve as well
 as the health
 implications of body
 composition (BC) and
 flexibility (F)
- 2.2 Siting in your course group, explain the tests that can be used to measure, activities that can be used to improve as well as the health implications of body composition (BC) and flexibility (F).
- 2.3 Guide tutors to identify possible challenging areas in the teaching of concepts relevant to the lesson and state specifically how to integrate GESI and ICT in the teaching of the concepts.
- 2.3 Identify possible challenging areas in the teaching of concepts relevant to the lesson and state specifically how to integrate GESI and ICT in the teaching of the concepts.
- e.g. How does the educational policy ensure the involvement of learners with varied needs in PEMD activities?
- 2.4 Put tutors in groups to outline applicable delivery mode.

Example:

- Class Discussion regarding existing pre-tertiary policy documents and syllabi.
- ii. **Small Groupwork** to review existing education policies
- iii. Documentary Video
 Analysis of sample
 PEMD lessons in
 Ghanaian basic
 schools.
- iv. Group Work on syllabi

2.4 With a colleague, outline appropriate and applicable delivery modes for this lesson.

1	ndent Study
on actic	on research
2.5 Ask tutors t	o identify 2.5 Reading from the
from the co	urse manual course manual identify
aspects of t	he lesson aspects of the lesson
that might	pe that might be
challenging	in terms of challenging in terms of
	ng and share new learning and share
	ger group for with the larger group
	dressing any for ideas for addressing
challenges.	any challenges.
2.6 Ask tutors t	o identify 2.6 Identify ICT resources
ICT resourc	·
for the deliv	•
lesson and	,
and Inclusion	
	9 9
can be cons	
this lesson.	lesson.
e.g. 1. Curriculu	ит
Documents	/ / / . /
http://sapghan	
documents/Inc	
Education-Police	cy-official-
document	(2.11.0)
2. Compact Dis	
Video) player v	
recording facili	
with a detache	d
microphone)	
Tonal HARMON	
SECRETS of Fou	ır Part
Writing (SATB)	
https://youtu.k	pe/HuSKULck
<u>394</u>	
3. Sexuality Edu	ucation
Policies:	
https://www.g	uttmacher.or
g/sites/default	
pdf/sexuality-e	
ghana-report .	
4. Computers (Laptops or
PCs) for playing	• •
and MP4 files.	
5. Video Camer	a. LCD
Projector and S	· ·
Trojector and a	e. ceri,

	T	T	<u> </u>
	Tripod and Monitoring Unit (for listening and recording,		
	viewing and reviewing		
	performances)		
	performancesy		
	Musical Form		
	https://www.youtube.com/		
	watch?v=T5wTqFteQVY		
	Bamaya Dance of Ghana		
	https://www.youtube.com/		
	watch?v=STxyTCmJGsc		
	Nana Baayie Adowa		
	Nwomkro Kuo		
	https://www.youtube.com/		
	watch?v=XdXn2dAtbY0		
	Ebibindwom		
	https://www.youtube.com/		
	watch?v=F1Zu7SGE0oE		
	2.7 Ask tutors to identify	2.7 Idon+ifu como local	
	2.7 Ask tutors to identify some local	2.7 Identify some local	
	materials/resources that	materials/resources that can be used for the	
	can be used for the	delivery of this lesson,	
	delivery of this lesson,	suggest their sources	
	suggest their sources	and discuss how they	
	and discuss how they	are used.	
	are used.	are asea.	
3. Teaching, learning	3.1 Lead tutors to identify	3.1Identify teaching,	40 min
and assessment	teaching, learning and	learning and	
activities for the	assessment activities,	assessment activities,	
lesson	linked to CLOs and CLIs,	linked to CLOs and	
	from the lesson that are	CLIs, from the lesson	
	different from their	that are most different	
	experiences and share	from your experience	
	with colleagues for new	and share with	
	ideas.	colleagues for new	
		ideas.	
	NB This may include		
	approaches to teaching,		
	learning and assessment,		
	including gender		
	responsive, differentiation		
	and inclusive approaches and use of appropriate ICT		
	tools.		
	toois.		

	2.2 Lot tutore discuss the	2 2 Discuss the wariance	
	3.2 Let tutors discuss the various suggested teaching and learning activities used in the course manual and how they will use these to promote the delivery of the New 4-year B.Ed and the, basic school curricula (through STS activities) taking into account GESI and transferable skills. (refer to the teaching and learning activities section of the course manual)	3.2 Discuss the various suggested teaching and learning activities used in the course manual and how they will use these to promote the delivery of the New 4-year B.Ed and the, basic school curricula (through STS activities) taking into account GESI and transferable skills. (refer to the teaching and learning activities section of the course manual)	
	3.3 Ask a tutor to model a selected activity in a teaching situation and receive feedback on the teaching from colleagues.	3.3 Model a selected activity in a teaching situation for feedback from colleagues.	
	3.4 Ask tutors to read the Lesson 8 activities from the course manual and discuss how assessment can be aligned to the NTEAP (e.g. subject project 30% and subject portfolio 30%)	3.4 Read the Lesson 8 activities from the course manual and discuss how assessment of this lesson can be aligned to the NTEAP (e.g. subject project 30% and subject portfolio 30%)	
Guidance notes for SL/HoD should	3.5 Ask tutors to identify activities, linked to CLOs and CLIs, from the lesson that are different from their experiences. NB This may include approaches to teaching, learning and assessment, including gender responsion, differentiation	3.5 Identify activities, linked to CLOs and CLIs, from the lesson that are most different from your experience.	

	and inclusive approaches and use of appropriate ICT tools.			
	3.6 Ask tutors to indicate and discuss where in the lesson, which core and transferable skills, including digital skills, can be developed or applied by student teachers in this lesson.	3.6 Identify and discuss where in the lesson, which core and transferable skills, including digital skills, can be developed or applied by student teachers from this lesson.		
4. Evaluation and review of session:	4.1 Ask tutors to identify any outstanding issues relating to this lesson that may require clarification.	.1 Identify any outstanding issues relating to this lesson that you may require clarification.	5 min	
	4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson.	.2 identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session.		
	4.3 Remind tutors to read on the topic of next PD session by way of advance preparation.	.3 Read on the topic of next PD session by way of advance preparation.		
	NB Take note of all unresolved issues and discuss with Subject Leads or Subject Writers Leads			
Course assessment in	NB. Examples of assessment ite	ems for subject project (30%	and	
accordance with the	subject portfolio (30%) are:	», •)••• (5 •/•	, - -	
NTEAP: SWL need to	Describe the Content Standards for the five sub-strands for			
review assessment in	the B1-B6 NaCCA Curriculum for Physical Education.			
the course manual to	2. P eer assessment of the	•		
ensure it complies with	chords; internalising the chords and their application.			
NTEAP implementation	3. Small Group Assignment	t to create an R&B composit	ion	
and the 60%	using chords I-vi-IV-V ⁷ .			

continuous assessment	4.	Sı
and 40 % End of		tŀ
semester examination.		
This means ensuring		
subject project, subject		
portfolio preparation		
and development are		
explicitly addressed in		
the PD sessions.		

4. Small Group Assignment to Developing integrated content that address the core competencies.

PEMD Tutors PD Session 9

Age Phase:

Name of Subject

- 1. Policy Documents and Syllabus Analysis for JHS
- 2. Physical Activity for Healthy Living
- 3. Analysis of Policy Documents and Syllabi
- 4. Further Principles and Techniques in Music Composition

Year 2 Semester 2

Lesson Topic:

- 1. B1-B6 NaCCA Curriculum for Creative Arts II
- 2. Harmony: The Dominant Seventh Chord, Secondary Seventh Chords, Secondary Dominants and Diminished Seventh Chord.
- 3. Physical Education and Creative Arts Curricula Integration I
- 4. Introduction to global guidelines and recommendations for Physical Activity (WHO Guidelines) III

TUTOR PD SESSION FOR LESSON 9 IN THE COURSE MANUAL

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	Introduction / lesson overview	Introduction / lesson overview	10 min
	1.1 Lead a discussion to receive feedback from critical friend on tutors' delivery of lesson eight (8)	1.1 Hold a discussion to receive feedback from critical friend on your delivery of lesson eight (8)	
	1.2 Ask tutors to share with the larger group how	1.2 Share with the larger group how your	

their knowledge gained	knowledge gained in	
in PDS 8 will influence	PDS 8 will influence	
their teaching in this	your teaching of this	
lesson.	lesson.	
Course Manual Overview	Course Manual Overview	10 min
1.3 Guide tutors to have a	1.3 As a whole group, (NTS	
whole group discussion of	3h) discuss the	
the course description	description and	
and purpose of the lesson	purpose of the course	
to have the overview of	as stated in the course	
the lesson.	manual.	
PDC Note: Lesson Overview		
This lesson aims at training		
student teachers to be		
knowledgeable in the		
definition, tests, activities		
and health implications of		
body composition and		
flexibility. Accommodations		
and/or modifications shall be		
employed to support learners		
with SEN to demonstrate		
skilful performance and		
fitness.		
Titile55.		
This lesson focuses on		
integration of Physical		
Education (PE) and Creative		
Arts (CA) strands in the		
NaCCA curriculum to		
facilitate planning and		
implementation of lesson		
plans that aim at learner		
acquisition of the core		
competencies including		
personal development and		
leadership, communication		
and collaboration, critical		
thinking and innovation, and		
creativity.		
To expose student-teachers		
to Part Writing—Two-part		
Writing in Strict and Free		
Counterpoint. They will be		

exposed to the basic rules of writing for the two types of contrapuntal styles. Students will do simple exercises in two part-writing.

Anticipated Questions

- 1.4 Based on the lesson overview, ask tutors to engage in a shower thought session on some possible questions that they anticipate in the delivery of this lesson.
- 1.5 Ask tutors to list possible barriers to the delivery of the lesson.

PDC Note: Lack of the needed equipment and technical know -how on the measurement protocols.

Internet connectivity to download information from suggested links.

Students without WAEC SSSCE Music background; Class Size, Lack of keyboard instrument, Students with SEN.

Lack of knowledge about policy development, lack of understanding of the functions of Ministry of Education (policy development) and the Ghana Education Service (policy implementation) and other related stakeholders. Lack of knowledge of integration of curricula content.

Anticipated Questions

- 1.4 Based on the lesson overview, engage in a shower thought session on some possible questions that you anticipate in the delivery of this lesson.
- 1.5 List at least two possible barriers to the delivery of this lesson.

2. Concept	Activity	Activity	25 min
Development (New	1.00.0.0,	,	
learning likely to arise in this lesson):	2.1 Ask tutors to sit in their course groups and assign them with the following tasks.	2.1 Sit in your course groups and receive tasks.	
	a. Play a Bach Fugue animation. E.g., Bach, Fugue in C Major, WTC I, BWV 846 https://www.youtube.com/watch?v=YvHokjQ6enI	a. Play a Bach Fugue animation. E.g., Bach, Fugue in C Major, WTC I, BWV 846 https://www.youtube. com/watch ?v=YvHokjQ6enI	
	b. Discussion of what Counterpoint is and then explains the rules for writing in Strict Counterpoint style.	b. Discussion of what Counterpoint is and then explains the rules for writing in Strict Counterpoint style.	
	c. Discussion of the rules and procedures necessary for writing Free Counterpoint - Note-against-Note.	c. Discussion of the rules and procedures necessary for writing Free Counterpoint - Note-against-Note.	
	d. Discussion of the Physical Education (PE) strands and the Creative Arts (CA) strands the NaCCA curriculum and helps student teachers to integrate the PE-CA strands.	d. Discussion of the Physical Education (PE) strands and the Creative Arts (CA) strands the NaCCA curriculum and helps student teachers to integrate the PE-CA strands.	
	e. Discussion of games and Sporting activities as well as types of dance and rhythmic movements that can be used to achieve the minimum levels of the global guidelines and recommendations of	e. Discussion of games and Sporting activities as well as types of dance and rhythmic movements that can be used to achieve the minimum levels of the global guidelines and recommendations of	

PA as espoused by WHO	PA as espoused by WHO.	
2.2 Guide each group to use the radio presenter mode to present their discussions with the larger group.	2.2 Use the radio presenter mode to present your discussions with the larger group.	
2.3 Using <i>Think-Pair-Share</i> , ask tutors to identify possible challenging areas in the teaching of concepts relevant to the lesson and state specifically how to integrate GESI and ICT in the teaching of the concepts.	2.3 Identify possible challenging areas in the teaching of concepts relevant to the lesson and state specifically how to integrate GESI and ICT in the teaching of the concepts.	
e.g. How can learners with visual impairment, physically challenged and female learners be assisted to actively participate in this week's lesson?		
2.4 Ask tutors in a whole group discussion to outline which mode(s) is/are more appropriate and applicable to this lesson.	2.4 With a colleague, outline appropriate and applicable delivery modes for this lesson.	
i. Class Discussion regarding existing pre-tertiary policy documents and syllabi. ii. Small Groupwork to review existing education policies. iii. Documentary Video		
Analysis of sample PEMD lessons in		

	T	
	Ghanaian basic	
	schools.	
	iv. Group Work on syllabi	
	v. Independent Study on	
	action research	
Guidance notes for	2.5 Ask tutors to identify	2.5 Reading from the
SL/HoD should	from the course manual	course manual identify
	aspects of the lesson	aspects of the lesson
	that might be	that might be
	challenging in terms of	challenging in terms of
	new learning and share	new learning and share
	with the larger group for	with the larger group
	ideas for addressing any	for ideas for addressing
	challenges.	any challenges.
	chanenges.	arry chancinges.
	2.6 Ask tutors to identify ICT	2.6 Identify ICT resources
	resources needed for	needed for the delivery
	the delivery of this	of this lesson and how
	lesson and how Equity	Equity and Inclusion
	and Inclusion issues	issues regarding the
	regarding the resources	resources can be
	can be considered in this	considered in this
	lesson.	lesson.
	e.g. 1. Curriculum Documents	icason.
	http://sapghana.com/data/d	
	ocuments/Inclusive-	
	Education-Policy-official-	
	document	
	2. Compact Disc (Audio &	
	Video) player with a	
	recording facility (possibly	
	with a detached microphone)	
	Chord Functions for Analysis.	
	CHARLES@UTEP.EDU	
	3. Sexuality Education	
	Policies:	
	https://www.guttmacher.org	
	/sites/default/files/report_pd	
	f/sexuality-education-ghana-	
	<u>report</u> .	
	4. Computers (Laptops or	
	PCs) for playing back MP3	
	and MP4 files.	
	5. Video Camera, LCD	
	Projector and Screen, Tripod	
	and Monitoring Unit (for	
	listening and recording,	

			1
	viewing and reviewing		
	performances)		
	Musical Form https://www.youtube.com/w atch?v=T5wTqFteQVY Bach, Fugue in C Major, WTC I, BWV 846 https://www.youtube.com/w atch?v=YvHokjQ6enI Tonal HARMONY: The SECRETS of Four Part Writing (SATB) https://youtu.be/HuSKULck3 94		
	2.7 Ask tutors to identify some local materials/resources that can be used for the delivery of this lesson, suggest their sources and discuss how they are used.	2.7 Identify some local materials/ resources that can be used for the delivery of this lesson, suggest their sources and discuss how they are used.	
3. Teaching, learning and assessment activities for the lesson.	3.1 Lead tutors to identify teaching, learning and assessment activities, linked to CLOs and CLIs, from the lesson that are different from their experiences and share with colleagues for new ideas.	3.1 Identify teaching, learning and assessment activities, linked to CLOs and CLIs, from the lesson that are most different from your experience and share with colleagues for new ideas.	40 min
	NB This may include approaches to teaching, learning and assessment, including gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.		
	3.2 Let tutors discuss the various suggested teaching and learning activities used in the course manual and how they will use these to	3.2 Discuss the various suggested teaching and learning activities used in the course manual and how they will use these to promote the	

	3.3	promote the delivery of the New 4-year B.Ed and the basic school curricula (through STS activities) taking into account GESI and transferable skills. (refer to the teaching and learning activities section of the course manual) Ask a tutor to model a selected activity in a	delivery of the New 4- year B.Ed and the, basic school curricula (through STS activities) taking into account GESI and transferable skills. (refer to the teaching and learning activities section of the course manual) 3.3 Model a selected activity in a teaching	
		teaching situation and receive feedback on the teaching from colleagues.	situation for feedback from colleagues.	
	3.4	Ask tutors to read the lesson 9 activities from the course manual and discuss how assessment can be aligned to the NTEAP (e.g. subject project 30% and subject portfolio 30%)	3.4 Read the lesson 9 activities from the course manual and discuss how assessment of this lesson can be aligned to the NTEAP (e.g. subject project 30% and subject portfolio 30%)	
4. Evaluation and review of session:	4.1	Ask tutors to identify any outstanding issues relating to this lesson that may require clarification.	4.1 Identify any outstanding issues relating to this lesson that you may require clarification.	5 min
	4.2	Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson.	4.2 identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session.	
	4.3	Remind tutors to read on the topic of next PD session by way of advance preparation.	4.3 Read on the topic of next PD session by way of advance preparation.	

	NB:
	Take note of all unresolved
	issues and discuss with
	Subject Leads or Subject
	Writers Leads
Course assessment in	NB. Examples of assessment items for subject project (30%) and
accordance with the	subject portfolio (30%) are:
NTEAP: SWL need to	 Peer assessment of the secondary dominants and Dim7
review assessment in	chords; internalising the chords and their application.
the course manual to	2. Peer assessment on rules regarding Strict and Free
ensure it complies	Counterpoint in two parts.
with NTEAP	3. Small Group Assignment to Developing integrated content
implementation and	that address the core competencies.
the 60% continuous	
assessment and 40 %	4. Small Group Assignment to developing integrated lesson
End of semester	plans.
examination. This	
means ensuring	
subject project,	
subject portfolio	
preparation and	
development are	
explicitly addressed	
in the PD sessions.	

PEMD Tutors PD Session 10

Age Phase:

Name of Subject

- 1. Policy Documents and Syllabus Analysis for JHS
- 2. Physical Activity for Healthy Living
- 3. Analysis of Policy Documents and Syllabi
- 4. Further Principles and Techniques in Music Composition

Year 2 Semester 2

Lesson Topic:

- 1. PEMD Micro-Teaching I
- 2. Harmony: Four Part Writing—Writing for SATB and Simple Fugal Exposition.
- 3. Individual performance monitoring II

TUTOR PD SESSION FOR LESSON 10 IN THE COURSE MANUAL

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
Introduction / lesson overview	1. Introduction / lesson overview 1.1 Give tutors post-it-note and ask them to write any two things they learnt from PDS 9	1. Introduction / lesson overview 1.1 Using a Post-it Note, write any two things you learnt from PDS 9.	10 min
	1.2 Ask tutors to explain how the knowledge they have gained in PDS 9 will influence their teaching in this lesson.	1.2 Explain how the knowledge you gained in PDS 9 will influence your teaching in this lesson.	

		1
Course Manual Overview	Course Manual Overview	10 min
1.3 Ask a volunteer tutor to read out the description and purpose of lesson ten (10) as per the course manual.	1.3 Read out the description and purpose of lesson ten (10) as per the course manual.	
1.4 Guide tutors to have a whole group discussion of the lesson description and purpose to have the overview of the lesson. PDC Note: Lesson	1.4 Have a whole group discussion of the lesson description and purpose to have the overview of the lesson.	
Overview		
This course provides opportunities for student teachers to develop lessons using the integration of PE and Creative Arts sub-strands realised in the previous lesson. Student teachers will practice microteaching skills in small groups after which they will do peer teaching using their specialisms as laboratory classes (simulated classroom)		
To expose student- teachers to Four Part Writing—Students will be exposed to the rules of writing for SATB and developing a Simple Fugal Exposition. Students will do simple exercises in four-part writing and fugal exposition.		

This lesson aims at training student teachers to be knowledgeable in the monitoring of performances in activities for the maintenance and/or improvement in physical fitness levels. Accommodations and/or modifications shall be employed to support learners with SEN to demonstrate skilful performance and fitness.

Anticipated Questions

- 1.5 Based on the lesson overview ask tutors to suggest and discuss some possible questions that they anticipate in the delivery of this lesson.
- 1.6 Ask tutors to list at least two possible barriers to the delivery of Lesson 10 of their courses.

PDC Note: Examples are :Lack of the needed equipment and technical know -how on the measurement protocols; unstable internet connectivity to download information from suggested links; students without WAEC SSSCE Music background; Class Size, Lack of keyboard instrument, Students with SEN; lack of knowledge about policy development, lack of understanding of

Anticipated Questions

- 1.5 Based on the lesson overview discuss some possible questions that you anticipate in the delivery of this lesson.
- 1.6 List at least two possible barriers to the delivery of Lesson 10 of your course.

			ı
	the functions of Ministry of		
	Education (policy		
	development) and the		
	Ghana Education Service		
	(policy implementation)		
	and other related		
	stakeholders.		
2. Concept	Activity	Activity	25 min
Development (New			
learning likely to arise	2.1 Ask tutors to sit in their	2.1 Sit in your course	
in this lesson):	course groupings and	groupings and briefly	
	briefly discuss the	discuss the following:	
	following points:	5	
	l come transg perment		
	2.2 How to prepare a	2.2 How to prepare a	
	simulated classroom	simulated classroom	
	(identifying real	(identifying real	
	, ,	, , ,	
	students or preparing	students or preparing	
	other learners to play	other learners to play	
	the role of particular	the role of particular	
	types of students,	types of students,	
	adjusting the training	adjusting the training	
	sight to approximate a	sight to approximate a	
	local classroom, etc.)	local classroom, etc.) for	
	for teaching.	teaching.	
	Play a VouTubo vidoo	Watch a YouTube video clip	
	Play a YouTube video	for students titled: Tonal	
	titled: Tonal HARMONY:	HARMONY: The SECRETS of	
	The SECRETS of Four-Part		
	Writing (SATB)	Four-Part Writing (SATB)	
	https://youtu.be/HuSKULc	https://youtu.be/HuSKULck	
	k394 and ask tutors to	394 nd discuss voice ranges	
	discuss voice ranges and	and rules on voice leading,	
	rules on voice leading,	crossing of parts, etc.	
	crossing of parts, etc.		
		2.2.5:	
	2.3 Ask tutors to discuss	2.3 Discuss the Physical	
	the Physical Education	Education (PE) strands	
	(PE) strands and the	and the Creative Arts	
	Creative Arts (CA)	(CA) strands of the	
	strands of the pre-	pre-tertiary education	
	tertiary education	curriculum and	
	curriculum and indicate	indicate how you will	
	how they will help	help student teachers	
	student teachers to	to integrate the PE-CA	
	integrate the PE-CA	strands.	
	strands.		
	Strailus.		

- 2.4 Ask tutors to discuss some related fitness activities (aquatics, hiking, etc.) that can be used to achieve the minimum levels of the global guidelines and recommendations of Physical Activity (PA) as espoused by the World Health Organization (WHO)
- 2.4 Discuss some related fitness activities (aquatics, hiking, etc.) that can be used to achieve the minimum levels of the global guidelines and recommendations of PA as espoused by WHO
- 2.5 Ask Tutors to have a discussion of the PE Strands: -Movement Patterns, Movement Concepts, Physical Fitness, Fitness Concepts and Values CA Strands- Exploring, Composing/Making, Performing/Exhibition and Appreciation
- 2.6 Siting in your course groupings have a discussion of the PE Strands: -Movement Patterns, Movement Concepts, Physical Fitness, Fitness Concepts and Values CA Strands- Exploring, Composing/Making, Performing/Exhibition and Appreciation
- 2.7 Ask tutors to outline the major concepts to be taught in Lesson 10 in the course manual.
- 2.7 In your groups outline major concepts to be taught in Lesson 10 in the course manual.

E.g.

Demonstration of comprehensive content knowledge in the NaCCA Basic 1-6 Physical Education and Creative Arts syllabus trends pertaining to PEMD.

Demonstration of basic knowledge in 2- part and 4-part writing.

Demonstration of basic skills in creating an anthem with a little fugal exposition.

Development and use of individual performance record chart to monitor own performance and the performance of others.		
2.8 Using <i>Think-Pair-Share</i> , ask tutors to identify and discuss possible challenging areas in teaching concepts in lesson ten (10).	2.8 In a whole group identify and discuss possible challenging areas in teaching concepts in Lesson 10.	
2.9 Ask tutors to identify specific GESI and ICT related issues that may come up in the delivery of this lesson and suggest ways of addressing them.	2.9 Identify specific GESI and ICT related issues that may come up in the delivery of this lesson and suggest ways of addressing them.	
e.g. How can learners with visual impairment, physically challenged and female learners be assisted to actively participate in this week's lesson?		
2.10 Ask tutors in a whole group discussion to outline which of the suggested delivery mode(s) in the course manual is/are most appropriate and applicable to the delivery of Lesson 10.	2.10 In a whole group discussion, outline which of the suggested delivery mode(s) in the course manual is/are most appropriate and applicable to the delivery of Lesson 10?	
i. Class Discussion regarding existing pre-tertiary policy documents and		

syllabi.

	ii. Small Groupwork		
	to review existing		
	education policies.		
	iii. Documentary		
	Video Analysis of		
	sample PEMD		
	-		
	lessons in Ghanaian		
	basic schools.		
	iv. Group Work on		
	syllabi		
	v. Independent Study		
	on action research		
Guidance notes for	2.11 Ask tutors to identify	2.11 Reading from the	
SL/HoD should	from the course	course manual identify	
	manual aspects of the	aspects of the lesson	
	lesson that might be	that might be	
	challenging in terms	challenging in terms of	
	of new learning.	new learning.	
	2.12 Ask tutors to identify	2.12 Identify ICT resources	
	ICT resources needed	needed for the	
	for the delivery of this	delivery of this lesson	
	lesson and how	and how Equity and	
	Equity and Inclusion	Inclusion issues can be	
	issues can be	addressed in this	
	addressed in this		
		lesson.	
	lesson.		
	e.g. 1. Curriculum		
	Documents		
	http://sapghana.com/data		
	/documents/Inclusive-		
	Education-Policy-official-		
	<u>document</u>		
	2. Compact Disc (Audio &		
	Video) player with a		
	recording facility (possibly		
	with a detached		
	microphone) Chord		
	Functions for Analysis.		
	CHARLES@UTEP.EDU		
	3. Sexuality Education		
	Policies:		
	https://www.guttmacher.o		
	rg/sites/default/files/repor		
	t pdf/sexuality-education-		
	ghana-report .		

	4. Computers (Laptops or PCs) for playing back MP3 and MP4 files. 5. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances) Musical Form https://www.youtube.com/watch?v=T5wTqFteQVY/Bach, Fugue in C Major, WTC I, BWV 846 https://www.youtube.com/watch?v=YvHokjQ6enI Tonal HARMONY: The SECRETS of Four Part Writing (SATB) https://youtu.be/HuSKULck394 2.13 Ask tutors to identify some local materials/resources that can be used for	2.13 Identify some local materials/resources that can be used for the delivery of this	
	the delivery of this lesson, suggest their sources and discuss how they are used.	lesson, suggest their sources, and discuss how they are used.	
3. Teaching, learning and assessment activities for the lesson	3.1 Lead tutors to identify teaching, learning and assessment activities, linked to CLOs and CLIs, from the lesson that are different from their experiences and share with colleagues for new ideas. NB This may include approaches to teaching,	3.1 Identify teaching, learning and assessment activities, linked to CLOs and CLIs, from the lesson that are most different from your experience and share with colleagues for new ideas.	40 min
	learning and assessment, including gender		

	responsive, differentiation and inclusive approaches and use of appropriate ICT tools. 3.2 Let tutors discuss the various suggested teaching and learning activities used in the course manual and how they will use these to promote the delivery of the New 4-year B.Ed. and the, basic school curricula (through STS activities) taking into account GESI and transferable skills. (refer to the teaching and learning activities section of the course manual) 3.3 Ask a tutor to model a selected activity in a teaching situation and receive feedback on the teaching from colleagues. 3.4 Ask tutors to read the Lesson 10 activities from the course manual and discuss how assessment can be	3.2 Discuss the various suggested teaching and learning activities used in the course manual and how you will use these to promote the delivery of the New 4-year B.Ed. and the, basic school curricula (through STS activities) taking into account GESI and transferable skills. (refer to the teaching and learning activities section of the course manual) 3.3 Model a selected activity in a teaching situation for feedback from colleagues.	
	3.4 Ask tutors to read the Lesson 10 activities from the course manual and discuss	activities from the course manual and discuss how assessment	
Guidance notes for SL/HoD should			
4. Evaluation and review of session:	4.1 Ask tutors to identify any outstanding issues relating to this lesson that	4.1 Identify any outstanding issues relating to this lesson	5 min

	they may require	that they may require
	clarification.	clarification.
	4.2 Remind tutors to	4.2 Identify a critical friend
	identify a critical friend	to observe and provide
	to observe and provide	feedback on your
	feedback on their	teaching of the lesson.
	teaching of the lesson.	
	4.3 Let tutors evaluate the	4.3 Evaluate the PD
	PD sessions indicating	sessions, indicating the
	the lessons they have	lessons you have
	learned and how the	learned and how the
	PD sessions have	PD sessions have
	impacted on their	impacted on your
	teaching.	teaching.
	5	Jan 5
	NB	
	Take note of all unresolved	
	issues and discuss with	
	Subject Leads or Subject	
	Writers Leads	
Course assessment in	NB. Examples of assessment	items for subject project (30%) and
accordance with the	subject portfolio (30%) are:	
NTEAP: SWL need to	Peer assessment on i	rules regarding SATB Harmonisation
review assessment in	and Fugal Exposition	Writing.
the course manual to	Small Group Assignm	ent to write Countersubject to themes.
ensure it complies	Reflection by student	t teachers on the B1-B6 NaCCA
with NTEAP	Curriculum for Creati	ive Arts II.
implementation and	4. Small Group Assignm	ent to Developing a Lesson Plan for
the 60% continuous	their PEMD delivery.	
assessment and 40 %		
End of semester		
examination. This		
means ensuring		
subject project,		
subject portfolio		
preparation and		
development are		
explicitly addressed in		
the PD sessions.		

College of Education Tutor Professional Development (TPD) Survey – Coordinators Survey Introduction

This survey should be completed by the TPD Coordinators for each College of Education. This survey will be completed on the College of Education Management Information System (CEMIS). The survey should be completed each week after TPD sessions.

1. Name of College of Education	
2. Please enter the date of the session	

3. Did today's scheduled TPD session take pl	ace?	
Yes	1	Go to Q5
No and we did not reschedule.	2	Go to Q4
No but we rescheduled for later this week or for an additional slot next week	3	Go to Q4

4. If the TPD session did not take place, p	lease explain why	,
Conflict with other activities	1	End data submission.
No one showed up for the session.	2	
•		
Other (please specify)	3	

5. How many male tutors attended?	Answer must be a number
6. How many female tutors attended?	Answer must be a number
, ,	
7. Which session was it?	Answer must be a text

8. What was the level of tutor participation during today's session?	
75-100% of the tutors were engaged 1	
50-75% of the tutors were engaged	2
25-50% of the tutors were engaged	3
0-25% of the tutors were engaged	4

9. Please rate yourself on how well you facilitated the session	
I was not prepared	1
I could have been better prepared.	2
I felt adequately prepared.	3
I was very prepared and knew the content	4
well	

10. Did anyone from your mentoring University visit your college to observe and participate in the PD session?		
Yes 1 Go to Q11		
No	2	Skip to Q13

11. What kind of support was provided during the visit?	
The University team worked with me to prepare for the session.	1
The University team participated in the PD session.	2
The University team observed the session.	3
After the session, the University team gave	4
feedback on how the session went	

12. How valuable was the support to you?	
Not Valuable	1
Somewhat Valuable	2
Very Valuable	3

13. Do you think the tutors found the session valuable?	
Not Valuable 1	
Somewhat Valuable	2
Very Valuable	3

14. How adequately do you think Gender Equality and Social Inclusion (GESI) issues were addressed throughout the session?	
Not Adequate	1
Somewhat Adequate 2	
Very Adequate	3

15. How much impact do you think the session will have on the learning of students?	
Very Good 1	

Good	2
Minimal	3

16. Based on the reflection on the session today, what percentage of tutors do you think		
are applying interactive teaching strategies learnt from the sessions in their classes?		
75-100% of tutors are applying interactive 1		
teaching strategies in their classes		
50-75% of tutors are applying interactive	2	
teaching strategies in their classes		
25-50% of tutors are applying interactive	3	
teaching strategies in their classes		
0-25% of tutors are applying interactive	5% of tutors are applying interactive 4	
teaching strategies in their classes		

17. What percentage of tutors do you think are using ICT in their classes as teaching aids		
e.g., integration of videos, PowerPoint presentations and as a research tool?		
75-100% of tutors are using ICT as teaching 1		
aids in their classes		
50-75% of tutors are using ICT as teaching 2		
aids in their classes		
25-50% of tutors are using ICT as teaching	3	
aids in their classes		
0-25% of tutors are using ICT as teaching 4		
aids in their classes		

18. Did the Principal and/or Vice Principal attend, visit or monitor the PD session? (Choose	
one or more answer from the list)?	
The Principal	1
The Vice Principal	2
Neither the Principal nor Vice Principal	3
attended	