

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

HANDBOOK FOR COORDINATORS





The Government of Ghana



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# Foreword

It 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**  
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## **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
  - improving the quality of new teachers by ensuring that they undergo a rigorous and practically focused, high-quality degree level programme
  - 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;
  - introduce the new approach to PD and organisation of the weekly Sessions
  - 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**

## PEMD Tutors PD Session 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. 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

<p><b><i>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</i></b></p>	<p><b><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></b></p>	<p><b><i>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)</i></b></p>	<p><b><i>Time in session</i></b></p>
<p><b>1. Introduction / lesson overview</b></p> <ul style="list-style-type: none"> <li>• Reflection on previous PD Session (Introduction to the course manual)</li> <li>• Introduction and overview of the main purpose of the lesson in the course manual.</li> <li>• Highlight cross cutting themes i.e., gender equality and social inclusion (GESI), ICT</li> </ul>	<p><b>1. Introduction / lesson overview</b></p> <p>1.1 Ask tutors to reflect and write at least two things they learnt from semester 1 PD Sessions on a post-it-note.</p> <p>1.2 Ask tutors to explain how their knowledge gained in semester 1 PD sessions will influence their</p>	<p><b>1. Introduction / lesson overview</b></p> <p>1.1 Using <i>post-it-note</i>, write at least two things you learnt from semester 1 PD Sessions.</p> <p>1.2 Explain how your knowledge gained in semester 1 PD sessions will influence your</p>	<p><b>10 min</b></p>



<ul style="list-style-type: none"> <li>• Identification of important or distinctive aspects of the lesson</li> <li>• Reading and discussion of the introductory sections up to learning outcomes</li> </ul>	teaching in this semester.	teaching in this semester.	
<p><b><i>The guidance notes for SL/HoD need to</i></b></p> <ul style="list-style-type: none"> <li>• Provide short overview of the lesson</li> <li>• Identify important or distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues</li> <li>• Identify assessment, aligned to NTEAP</li> <li>• 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</li> <li>• Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</li> </ul>	<p><b>Course Manual Overview</b></p> <p>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.,</p> <ul style="list-style-type: none"> <li>○ Lesson description</li> <li>○ Possible barriers</li> <li>○ Delivery mode</li> <li>○ Purpose of lesson</li> <li>○ Learning outcomes and indicators</li> <li>○ How GESI and ICT should be addressed</li> <li>○ Assessment &amp;</li> <li>○ Cross cutting issues</li> </ul> <p><i>(Refer to pp.408–414 of course manual)</i></p> <p>1.3.1 Ask the group that read the lesson description to lead the discussion on the lesson overview.</p> <p><b>PDC Note: Lesson Overview</b>  <i>This course provides a reflection and synthesis of existing educational policies and legislative documents and establishes the</i></p>	<p><b>Course Manual Overview</b></p> <p>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)</p> <p>1.3.1 The group that read the lesson description should lead the discussion on the lesson overview as found in the course manual.</p>	<b>10 min</b>

	<p><i>appropriate connections for application of such policies and legislative documents in PE, Music and Dance.</i></p> <p><b>Anticipated Questions</b></p> <p>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.</p> <p>1.5 Ask tutors to list possible barriers to the delivery of the lesson.</p> <p><b>PDC Note:</b> 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.</p>	<p><b>Anticipated Questions</b></p> <p>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.</p> <p>1.5 List at least two possible barriers to the delivery of this lesson.</p>
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<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of concepts</li> <li>• Identification of possible challenging areas in teaching of the concept. This may include GESI and ICT related concepts.</li> <li>• Identification of needed GESI responsive and ICT resources for the teaching and learning of the concept.</li> </ul>	<p><b>Activity</b></p> <p>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. <a href="https://www.eajournals.org/wp-content/uploads/Fifty-Nine-Years-of-Formal-Music-Education-in-Ghanaian-Primary-Schools.pdf">https://www.eajournals.org/wp-content/uploads/Fifty-Nine-Years-of-Formal-Music-Education-in-Ghanaian-Primary-Schools.pdf</a></p>	<p><b>Activity</b></p> <p>2.1 In your small groups share the trends and history of Music Education from the Gold Coast through to the 1987 Educational reform. <a href="https://www.eajournals.org/wp-content/uploads/Fifty-Nine-Years-of-Formal-Music-Education-in-Ghanaian-Primary-Schools.pdf">https://www.eajournals.org/wp-content/uploads/Fifty-Nine-Years-of-Formal-Music-Education-in-Ghanaian-Primary-Schools.pdf</a></p>	<p><b>25 min</b></p>
	<p>2.2 Put tutors in small groups and assign each group to work on a policy and legislative document on education.</p> <p>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.</p> <p>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.</p> <p><b>e.g. How does the educational policy ensure</b></p>	<p>2.2 Sit in groups and receive task.</p> <p>2.3 In your groups review your assigned policy and or legislative document on education concentrating on purpose, objectives, vision and mission.</p> <p>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.</p>	

	<p><i><b>the involvement of learners with varied needs in PEMD activities?</b></i></p> <p>2.5 Put tutors in pairs to outline applicable delivery mode.</p> <p><b>Example:</b></p> <ol style="list-style-type: none"> <li>i. <b>Class Discussion</b> regarding existing pre-tertiary policy documents and syllabi</li> <li>ii. <b>Small Groupwork</b> to review existing education policies.</li> <li>iii. <b>Documentary Video Analysis</b> of sample PEMD lessons in Ghanaian basic schools</li> <li>iv. Group Work on syllabi</li> <li>v. Independent Study on action research</li> </ol>	<p>2.5 With a colleague, outline appropriate and applicable delivery modes for this lesson.</p>	
<p><b>Guidance notes for SL/HoD should</b></p> <ul style="list-style-type: none"> <li>• Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities “walk through”. Equity and inclusion issues as well as ICT resources need consideration</li> <li>• The resources needed must be identified: literature – page referenced etc, on</li> </ul>	<p>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.</p> <p>2.7 Ask tutors to identify ICT resources needed for the delivery of this lesson and how Equity and Inclusion issues regarding the resources can be</p>	<p>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.</p> <p>2.7 Identify ICT resources needed for the delivery of this lesson and how Equity and Inclusion issues regarding the resources can be</p>	

<p>web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>This section can build on the PD needs identified from the course manuals</li> </ul>	<p>considered in this lesson.</p> <p>e.g. a. Policy Documents  <a href="http://sapghana.com/data/documents/Inclusive-EducationPolicy-official-document.pdf">http://sapghana.com/data/documents/Inclusive-EducationPolicy-official-document.pdf</a></p> <p><a href="https://www.guttmacher.org/sites/default/files/report_pdf/sexualityeducation-ghana-report.pdf">https://www.guttmacher.org/sites/default/files/report_pdf/sexualityeducation-ghana-report.pdf</a></p> <p>b. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</p> <p>c. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</p> <p>d. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</p> <p>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.</p>	<p>considered in this lesson.</p> <p>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.</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p> <ul style="list-style-type: none"> <li>Reading of teaching and learning activities</li> </ul>	<p>3.1 Lead tutors to identify teaching, learning and assessment activities, linked to CLOs and</p>	<p>3.1 Identify teaching, learning and assessment activities, linked to CLOs and CLIs, from</p>	<p><b>40 min</b></p>

<p>and identification of areas that require clarification especially GESI related activities.</p> <ul style="list-style-type: none"> <li>• Reading of teaching and learning activities and identification of GESI and ICT issues that require clarification.</li> <li>• 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,</li> </ul>	<p>CLIs, from the lesson that are different from their experiences and share with colleagues for new ideas.</p> <p><b>NB</b> <i>This may include approaches to teaching, learning and assessment, including gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.</i></p> <p>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. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>3.3 Ask a tutor to model a selected activity in a teaching situation and receive feedback on the teaching from colleagues.</p> <p>3.4 Ask tutors to read the lesson 1 activities from the course</p>	<p>the lesson that are most different from your experience and share with colleagues for new ideas</p> <p>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. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>3.3 Model a selected activity in a teaching situation for feedback from colleagues.</p> <p>3.4 Read the lesson 1 activities from the course manual and</p>	
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	<p>manual and discuss how assessment can be aligned to the NTEAP (e.g. subject project 30% and subject portfolio 30%)</p>	<p>discuss how assessment of this lesson can be aligned to the NTEAP (e.g. subject project 30% and subject portfolio 30%)</p>	
<p><b>Guidance notes for SL/HoD should</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify how any assessments during the lesson relate to course assessment components.</li> <li>• The selected activities should be done with tutors in real or close to real time.</li> <li>• Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these.</li> <li>• Identify where, and which, core and transferable skills, including digital skills,</li> </ul>			

<p>are being developed or applied</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify where power point presentations or other resources need to be developed to support learning and provide guidance.</li> <li>• Identify resources required for any TLMs and provide guidance on their development</li> </ul>			
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Review learning and identification of any outstanding issues relating to this lesson for clarification.</li> <li>• Course assignment <ul style="list-style-type: none"> <li>○ Advance preparation</li> <li>○ In the case of unresolved issues</li> </ul> </li> </ul>	<p>4.1 Ask tutors to identify any outstanding issues relating to this lesson that may require clarification.</p> <p>4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson.</p> <p>4.3 Remind tutors to read on the topic of next PD session by way of advance preparation.</p> <p>NB Take note of all unresolved issues and discuss with Subject Leads or Subject Writers Leads</p>	<p>4.1 Identify any outstanding issues relating to this lesson that you may require clarification.</p> <p>4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session.</p> <p>4.3 Read on the topic of next PD session by way of advance preparation.</p>	<p><b>5 min</b></p>



<p><b>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.</b></p>	<p>NB. Examples of assessment items for subject project (30%) and subject portfolio (30%) are:</p> <ol style="list-style-type: none"> <li>1. Reflection by student teachers on the development of Music Education in Ghana.</li> <li>2. Small Group Assignment to list events for the Music and Dance Schools Cultural Festival.</li> <li>3. Describe what should be the basic equipment for basic schools' music and dance.</li> </ol>
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## PEMD Tutors PD Session 2

### 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

<b><i>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</i></b>	<b><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></b>	<b><i>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)</i></b>	<b><i>Time in session</i></b>
<ul style="list-style-type: none"> <li>• <b>Introduction / lesson overview</b></li> </ul>	<ol style="list-style-type: none"> <li><b>1. Introduction / lesson overview</b></li> <li>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).</li> <li>1.2 Ask tutors to explain how their knowledge gained in PDS 1 will influence their teaching in this semester.</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Introduction / lesson overview</b></li> <li>1.1 Using <i>post-it-note</i> write at least two educational policy documents you learnt from session 1 (last PDS).</li> <li>1.2 Explain how your knowledge gained in PDS 1 will influence your teaching in this semester.</li> </ol>	<b>10 min</b>

	<p><b>Course Manual Overview</b></p> <p>1.3 Ask tutors to discuss with their elbow partner (NTS 3h) the overview of the course as stated in the course manual.</p> <p>1.3.1 Guide tutors to have a whole group discussion of the course description to have the overview of the lesson.</p> <p><b>PDC Note: Lesson Overview</b>  <b>MUSIC &amp; DANCE:</b> <i>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.</i></p> <p><b>PE:</b> <i>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 opportunities to empower children to move).</i></p>	<p><b>Course Manual Overview</b></p> <p>1.3 With your elbow partner (NTS 3h) discuss the description of the course as stated in the course manual.</p> <p>1.3.1 Have a whole group discussion on the lesson overview as found in the course manual.</p>	<p><b>10 min</b></p>
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	<p><b>Anticipated Questions</b></p> <p>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.</p> <p>1.5 Ask tutors to list possible barriers to the delivery of this lesson.</p> <p><b>PDC Note:</b> 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.</p> <p>Internet connectivity to download information from suggested links. Students without WAEC SSSCE Music background; Class Size, Lack of keyboard instrument, Students with SEN.</p> <p>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.</p>	<p><b>Anticipated Questions</b></p> <p>1.4 Base on the lesson overview discuss some possible questions that you anticipate in the delivery of this lesson.</p> <p>1.5 List at least two possible barriers to the delivery of this lesson.</p>	
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<b>2. Concept Development (New learning likely to arise in this lesson):</b>	<b>Activity</b> 2.1 Ask tutors to sit according to their course areas to 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.	<b>Activity</b> 2.1 Sit in your course groups and receive a task.  2.2 In your small groups discuss the Curriculum Enrichment Programme with its impact on the PEMD subjects in the basic schools.	<b>25 min</b>
	2.3. Ask each group to 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 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	2.3 In your course groups discuss the features of the Music and Dance and PE syllabi for basic education.  2.4 In your groups outline major concepts to be taught in lesson two (2) of the course manual.	

	<p>in physical activity for healthy living- and being able to assess strategies to curb non-participation/avoidance</p>		
	<p>2.5 Guide tutors in a whole group to identify and discuss possible challenging areas in teaching concepts in lesson two (2).</p> <p>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.</p> <p><b><i>e.g. Societal perceptions of female participation in PEMD activities?</i></b></p> <p>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.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>i. <b>Class Discussion</b> regarding existing pre-tertiary policy documents and syllabi</li> <li>ii. <b>Small Groupwork</b> to review existing education policies</li> <li>iii. <b>Documentary Video Analysis</b> of sample PEMD</li> </ul>	<p>2.5 In a whole group discussion identify and possible challenging areas in teaching concepts in lesson two (2).</p> <p>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.</p> <p>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.</p>	

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

	2.10 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.	2.10 Identify some local materials/resources that can be used for the delivery of this lesson, suggest their sources and discuss how they are used.	
<b>3. Teaching, learning and assessment activities for the lesson.</b>	<p>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.</p> <p><b>NB</b> <i>This may include approaches to teaching, learning and assessment, including gender resposion, differentiation and inclusive approaches and use of appropriate ICT tools.</i></p> <p>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. <i>(refer to the teaching and learning activities section of the course manual)</i></p>	<p>3.1 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.</p> <p>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. <i>(refer to the teaching and learning activities section of the course manual)</i></p>	<b>40 min</b>



	<p>3.3 Ask a tutor to model a selected activity in a teaching situation and receive feedback on the teaching from colleagues.</p> <p>3.4 Ask tutors to read the Lesson 2 activities from the course manual and discuss how assessment can be aligned to the NTEAP (e.g. subject project 30% and subject portfolio 30%)</p>	<p>3.3 Model a selected activity in a teaching situation for feedback from colleagues.</p> <p>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%)</p>	
<b>4 Evaluation and review of session:</b>	<p>4.2 Ask tutors to identify any outstanding issues relating to this lesson that they may require clarification.</p> <p>4.3 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson.</p> <p>4.4 Remind tutors to read Lesson 3 of the course manual for our next PD session by way of advance preparation.</p> <p>4.5 NB Take note of all unresolved issues and discuss with Subject Leads or Subject Writers Leads</p>	<p>4.1 Identify any outstanding issues relating to this lesson that you may require clarification.</p> <p>4.2 Identify a critical friend to observe and provide feedback on your teaching of this lesson.</p> <p>4.3 Remind tutors to read on the topic of next PD session by way of advance preparation.</p> <p>NB Take note of all unresolved issues and discuss with Subject Leads or Subject Writers Leads</p>	<b>5 min</b>
<b>Course assessment in accordance with the NTEAP: SWL need to review assessment in</b>	Example of assessment items for subject project (30%) and subject portfolio (30%) are:		

<p><b>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.</b></p>	<ol style="list-style-type: none"><li>1 Peer assessment of the construction of modal and pentatonic scales—dorian mode, pentatonic (the two anhemitonic) scales.</li><li>2 Reflection by student teachers on strategies they will employ to assist SEN learners to fully participate in music lessons.</li><li>3 Small Group Assignment on researching and constructing examples of Hemitonic Pentatonic, Hexatonic and Heptatonic scales on their own for class the following week.</li><li>4 Describe the organisation of the structure of anhemitonic pentatonic scales—the <i>me</i> type and the <i>fa</i> type.</li></ol>
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### PEMD Tutors PD Session 3

**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

<b><i>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</i></b>	<b><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></b>	<b><i>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)</i></b>	<b><i>Time in session</i></b>
<ul style="list-style-type: none"> <li>• Introduction / lesson overview</li> </ul>	<ol style="list-style-type: none"> <li>1. Introduction / lesson overview               <ol style="list-style-type: none"> <li>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</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction / lesson overview               <ol style="list-style-type: none"> <li>1.1 Using <i>post-it-note</i>, 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</li> </ol> </li> </ol>	<b>10 min</b>

	<p>1.2 Ask tutors to explain how their knowledge gained in PDS 2 will influence their teaching in this lesson.</p>	<p>1.2 Explain how your knowledge gained in PDS 2 will influence your teaching in this lesson.</p>	
	<p><b>Course Manual Overview</b></p> <p>1.3 Ask a volunteer tutor to read out lesson three's (3) description from the course manual.</p> <p>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.</p> <p><b>PDC Note: Lesson Overview</b>  <b>MUSIC &amp; DANCE:</b> <i>The lesson focuses on changing simple meter beats into compound meter; identifying compound time signatures; grouping notes in compound meter and feeling and beating time (i.e., conducting) in compound time rhythm.</i>  <i>This course provides a reflection on how Physical Education and Music &amp; Dance at the KG Level have been integrated into the NaCCA KG syllabus. They will also be introduced to the processes to follow to conduct a Case Study focusing on children's learning and progress in PEMD NaCCA Syllabi</i></p> <p><b>PE:</b> <i>Involves practice of measurement of exercise-related medical vital signs (e.g., blood pressure, pulse, resting pulse, weight, height and BMI) required to ensure</i></p>	<p><b>Course Manual Overview</b></p> <p>1.3 A volunteer reads out the lesson description from the course manual.</p> <p>1.4 As a whole class, (NTS 3h) discuss the description of the course as stated in the course manual.</p>	<p><b>10 min</b></p>

	<p><i>safe and injury-free participation in PA. Accommodations and/or modifications shall be employed to ensure accurate assessment/measurement.</i></p> <p><b>Anticipated Questions</b></p> <p>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.</p> <p>1.6 Ask tutors to list at least two possible barriers to the delivery of lesson three (3) of their courses.</p> <p><b>PDC Note:</b> Lack of the needed equipment and technical know-how on the measurement protocols.</p> <p>Internet connectivity to download information from suggested links.</p> <p>Students without WAEC SSSCE Music background; Class Size, Lack of keyboard instrument, Students with SEN.</p> <p>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.</p>	<p><b>Anticipated Questions</b></p> <p>1.5 Based on the lesson overview discuss some possible questions that you anticipate in the delivery of this lesson.</p> <p>1.6 List at least two possible barriers to the delivery of this lesson.</p>	
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<b>2. Concept Development (New learning likely to arise in this lesson):</b>	<b>Activity</b>	<b>Activity</b>	<b>25 min</b>
	2.1 Ask tutors to sit in their course groups for a task.	2.1 Sit in your course groups for a task.	
	2.2 Ask tutors in their course groups to briefly discuss the following points: <ul style="list-style-type: none"> <li>• Organisation and Structure of the basic school Curriculum</li> <li>• Understanding the Termly Themes for Performing Arts</li> <li>• Content Standards and Sub-strands</li> <li>• Annotation of the Curriculum</li> <li>• Building a teaching portfolio</li> <li>• Preparation towards STS</li> </ul>	2.2 In your course groups, briefly discusses the following points: <ul style="list-style-type: none"> <li>• Organisation and Structure of the basic school Curriculum</li> <li>• Understanding the Termly Themes for Performing Arts</li> <li>• Content Standards and Sub-strands</li> <li>• Annotation of the Curriculum</li> <li>• Building a teaching portfolio</li> <li>• Preparation towards STS</li> </ul>	
	2.3 Ask Tutors in their course groups to develop a Scope and Sequence Chart for the basic education curriculum.	2.3 In your course groups develop a Scope and Sequence Chart for the basic education curriculum.	
2.4 Ask tutors to outline the major concepts to be taught in lesson three (3) of the course manual.  E.g. Demonstration of a comprehensive content knowledge in the NaCCA KG syllabus trends pertaining to PEMD.  Demonstration of content knowledge and understanding in compound— duple, triple and quadruple—time signatures.	2.4 In your groups outline major concepts to be taught in lesson three (3) of the course manual.		

	<p>Demonstration of the ability to use appropriate tools to accurately measure medical/exercise vital signs and physical fitness indicators.</p>		
	<p>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.</p> <p><b><i>e.g. Cultural prohibitions of some people from participating in some PEMD activities?</i></b></p> <p>2.6 Ask tutors in a whole group discuss to outline which delivery mode(s) is/are more appropriate and applicable to this lesson.</p> <p><b>Example:</b></p> <ol style="list-style-type: none"> <li>i. <b>Class Discussion</b> regarding existing pre-tertiary policy documents and syllabi</li> <li>ii. <b>Small Groupwork</b> to review existing education policies.</li> <li>iii. <b>Documentary Video Analysis</b> of sample PEMD lessons in Ghanaian basic schools</li> <li>iv. <b>Group Work</b> on syllabi</li> <li>v. <b>Independent Study</b> on action research</li> </ol>	<p>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.</p> <p>2.6 In a whole group discuss, outline which delivery mode(s) is/are more appropriate and applicable to this lesson.</p>	

	<p>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.</p> <p>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. e.g. 1. Curriculum Documents 2. Compact Disc (Audio &amp; 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)</p> <p>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.</p>	<p>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.</p> <p>2.8 Identify ICT resources needed for the delivery of this lesson and how Equity and Inclusion issues can be addressed in this lesson.</p> <p>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.</p>	
<b>3. Teaching, learning and assessment activities for the lesson.</b>	<p>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</p>	<p>3.1 Identify teaching, learning and assessment activities, linked to CLOs and CLIs, from the lesson that are most different from your experience</p>	<b>40 min</b>



	<p>with colleagues for new ideas.</p> <p><b>NB</b> <i>This may include approaches to teaching, learning and assessment, including gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.</i></p> <p>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. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>3.3 Ask a tutor to model a selected activity in a teaching situation and receive feedback on the teaching from colleagues.</p> <p>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%)</p>	<p>and share with colleagues for new ideas.</p> <p>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. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>3.3 Model a selected activity in a teaching situation for feedback from colleagues.</p> <p>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%)</p>	
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<p><b>4. Evaluation and review of session:</b></p>	<p>4.1 Ask tutors to identify any outstanding issues relating to this lesson that may require clarification.</p> <p>4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson.</p> <p>4.3 Remind tutors to read on the topic of next PD session by way of advance preparation.</p> <p>NB Take note of all unresolved issues and discuss with Subject Leads or Subject Writers Leads</p>	<p>4.1 Identify any outstanding issues relating to this lesson that you may require clarification.</p> <p>4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session.</p> <p>4.3 Read on the topic of next PD session by way of advance preparation.</p>	<p><b>5 min</b></p>
<p><b>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.</b></p>	<p>Example of assessment items for subject project (30%) and subject portfolio (30%) are:</p> <ol style="list-style-type: none"> <li>1. Small Group Assignment to Develop a Scope and Sequence Chart.</li> <li>2. Peer assessment of the construction of modal and pentatonic scales—dorian mode, pentatonic (the two anhemitonic) scales.</li> <li>3. Reflection by student teachers on strategies they will employ to assist SEN learners to fully participate in music lessons.</li> <li>4. Peer assessment of the conceptual understanding of compound—duple, triple and quadruple time signatures.</li> <li>5. Describe how simple time metamorphose into compound times and demonstrate their beat patterns in conducting</li> </ol>		

## PEMD Tutors PD Session 4

### 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 Curriculum for Physical Education I

### TUTOR PD SESSION FOR LESSON 4 IN THE COURSE MANUAL

<b><i>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</i></b>	<b><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></b>	<b><i>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)</i></b>	<b><i>Time in session</i></b>
<ul style="list-style-type: none"> <li>• Introduction / lesson overview</li> </ul>	<ol style="list-style-type: none"> <li>1. Introduction / lesson overview <b>NB:</b> Write some reflective questions on PDS 3 and cut them out to form a pool of questions.</li> <li>1.1 Ask tutors to pick at least one of the reflective questions from your pool of cut outs.</li> <li>1.2 Ask tutors to find “someone who can”</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction / lesson overview</li> <li>1.1 Pick at least one of the reflective questions from the facilitator’s pool of cut outs.</li> <li>1.2 Find “someone who can” provide answer(s)</li> </ol>	<b>10 min</b>

	<p>assist to provide answer(s) to their picked question(s) on PDS 3.</p> <p>1.3 Ask tutors to share with the larger group how their knowledge gained in PDS 3 will influence their teaching in this lesson.</p>	<p>to your picked question(s) on PDS 3</p> <p>1.3 Share with the larger group how your knowledge gained in PDS 3 will influence your teaching in this lesson.</p>	
	<p><b>Course Manual Overview</b></p> <p>1.4 Ask a volunteer tutor to read out the purpose of lesson four (4) as per the course manual.</p> <p>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.</p> <p><b>PDC Note: Lesson Overview</b> Involves practice of, measurement of, and recording of physical fitness-related indicators (e.g., push-ups, sit-ups, sit-n-reach and flexibility) to set health-related physical fitness level for self and all manner of learners including accommodations and/or modifications to ensure accurate assessment/measurement.</p> <p>The lesson focuses on metrical and non-metrical rhythms by looking at definitions, writing and performing by clapping rhythms that are in</p>	<p><b>Course Manual Overview</b></p> <p>1.4 A volunteer tutor should read out the purpose of lesson four (4) as per the course manual.</p> <p>1.5 As a whole group, (NTS 3h) discuss the description of the course as stated in the course manual.</p>	<p><b>10 min</b></p>

	<p>syncopation, cross rhythm, polyrhythm and hemiola. Students will also internalised and identify aurally these metrical and non-metrical rhythms.</p> <p><i>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.</i></p> <p><b>Anticipated Questions</b></p> <p>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.</p> <p>1.7 Ask tutors to list at least two possible barriers to the delivery of this lesson.</p> <p><b>PDC Note:</b> Lack of the needed equipment and technical know-how on the measurement protocols.</p> <p>Internet connectivity to download information from suggested links. Students without WAEC SSSCE Music background; Class Size, Lack of keyboard instrument, Students with SEN.</p>	<p><b>Anticipated Questions</b></p> <p>1.6 Based on the lesson overview discuss some possible questions that you anticipate in the delivery of this lesson.</p> <p>1.7 List at least two possible barriers to the delivery of this lesson.</p>	
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	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.		
<b>2. Concept Development (New learning likely to arise in this lesson):</b>	<p><b>Activity</b></p> <p>2.1 Ask tutors to sit in their course groups and assign them task.</p> <p>2.2 Assign the following topics to the groups for discussion and ask them to write their responses on a flip chart for presentation:</p> <ul style="list-style-type: none"> <li>• Organisation and Structure of the basic school Curriculum</li> <li>• Understanding the Termly Themes for Performing Arts</li> <li>• Content Standards and Sub-strands</li> <li>• Annotation of the Curriculum</li> <li>• Building a teaching portfolio</li> <li>• Preparation towards STS</li> </ul> <p>2.3 Ask groups to post their works on the wall for a gallery walk.</p>	<p><b>Activity</b></p> <p>2.1 Sit in your course groups and take a task.</p> <p>2.2 In your small groups, briefly discusses the following points for a group presentation:</p> <ul style="list-style-type: none"> <li>• Organisation and Structure of the basic school Curriculum</li> <li>• Understanding the Termly Themes for Performing Arts</li> <li>• Content Standards and Sub-strands</li> <li>• Annotation of the Curriculum</li> <li>• Building a teaching portfolio</li> <li>• Preparation towards STS</li> </ul> <p>2.3 Post your works on the wall for a gallery walk.</p>	<b>25 min</b>

	<p>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 the teaching of the concepts.</p> <p><b><i>e.g. How can learners with visual impairment and physically challenged be assisted to actively participate in this week's lesson?</i></b></p> <p>2.5 Ask tutors to have shower thoughts on some delivery modes for lesson four (4).</p> <p><b>Example:</b></p> <ol style="list-style-type: none"> <li>i. <b>Class Discussion</b> regarding existing pre-tertiary policy documents and syllabi</li> <li>ii. <b>Small Groupwork</b> to review existing education policies</li> <li>iii. <b>Documentary Video Analysis</b> of sample PEMD lessons in Ghanaian basic schools</li> <li>iv. <b>Group Work</b> on syllabi</li> <li>v. <b>Independent Study</b> on action research</li> </ol>	<p>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.</p> <p>2.5 With a colleague, outline appropriate and applicable delivery modes for this lesson.</p>	
	<p>2.6 Ask tutors to identify from the course manual aspects of the lesson that might be</p>	<p>2.6 Reading from the course manual identify aspects of the lesson that might be</p>	

	<p>challenging in terms of new learning and share with the larger group for ideas for addressing any challenges.</p> <p>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.</p> <p>e.g. 1. Curriculum Documents 2. Compact Disc (Audio &amp; 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)</p> <p>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.</p>	<p>challenging in terms of new learning and share with the larger group for ideas for addressing any challenges.</p> <p>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.</p> <p>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.</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson.</b></p>	<p>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.</p>	<p>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.</p>	<p><b>40 min</b></p>



	<p><b>NB</b> <i>This may include approaches to teaching, learning and assessment, including gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.</i></p> <p>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. <i>(refer to the teaching and learning activities section of the course manual)</i></p>	<p>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. <i>(refer to the teaching and learning activities section of the course manual)</i></p>	
	<p>3.3 Ask a tutor to model a selected activity in a teaching situation and receive feedback on the teaching from colleagues.</p> <p>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%)</p>	<p>3.3 Model a selected activity in a teaching situation for feedback from colleagues.</p> <p>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%)</p>	
<b>4. Evaluation and review of session:</b>	<p>4.1 Ask tutors to identify any outstanding issues relating to this lesson that may require clarification.</p>	<p>4.1 Identify any outstanding issues relating to this lesson that you may require clarification.</p>	<b>5 min</b>

	<p>4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson.</p> <p>4.3 Remind tutors to read on the topic of next PD session by way of advance preparation.</p> <p>NB Take note of all unresolved issues and discuss with Subject Leads or Subject Writers Leads</p>	<p>4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session.</p> <p>4.3 Read on the topic of next PD session by way of advance preparation.</p>	
<p><b>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.</b></p>	<p>NB. Examples of assessment items for subject project (30%) and subject portfolio (30%) are: Example:</p> <ol style="list-style-type: none"> <li>1. Small Group Assignment to Develop a Scope and Sequence Chart.</li> <li>2. Small Group Assignment on researching traditional instrumental and vocal art musical forms—rondo, sonata form, fugue, free fantasia, antiphony, strophic, through-composed.</li> <li>3. Reflection by student teachers on strategies they will employ to assist SEN learners to fully participate in music lessons.</li> <li>4. Describe how simple time metamorphose into compound times and demonstrate their beat patterns in conducting</li> </ol>		

## PEMD Tutors PD Session 5

**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

<p><b><i>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</i></b></p>	<p><b><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></b></p>	<p><b><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) <b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session)</i></b></p>	<p><b><i>Time in session</i></b></p>
<ul style="list-style-type: none"> <li>• <b>Introduction / lesson overview</b></li> </ul>	<ol style="list-style-type: none"> <li><b>1. Introduction / lesson overview</b> <ol style="list-style-type: none"> <li>1.1 Give tutors post-it-note and ask them to write any two things they learnt from PDS 4.</li> <li>1.2 Ask tutors to explain how their knowledge gained in PDS 4 will influence their teaching in this lesson.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li><b>1. Introduction / lesson overview</b> <ol style="list-style-type: none"> <li>1.1 Using a Post-it Note, write any two things you learnt from PDS 4.</li> <li>1.2 Explain how your knowledge gained in PDS 4 will influence your teaching in this lesson.</li> </ol> </li> </ol>	<p><b>10 min</b></p>

	<p>1.3 Ask tutors to share with the larger group how their knowledge gained in PDS 4 will influence their teaching in this lesson.</p>	<p>1.3 Share with the larger group how your knowledge gained in PDS 4 will influence your teaching in this lesson.</p>	
	<p><b>Course Manual Overview</b></p> <p>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.</p> <p><b>PDC Note: Lesson Overview</b> 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.</p> <p>This course provides a reflection on how B1-B6 NaCCA Curriculum for Creative Arts can be integrated into the PEMD syllabus.</p> <p>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.</p>	<p><b>Course Manual Overview</b></p> <p>1.4 As a whole group, (NTS 3h) discuss the description of the course as stated in the course manual.</p>	<p><b>10 min</b></p>

	<p><b>Anticipated Questions</b></p> <p>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.</p> <p>1.6 Ask tutors to list at least two possible barriers to the delivery of lesson five (5) of their courses.</p> <p><b>PDC Note:</b> Lack of the needed equipment and technical know-how on the measurement protocols.</p> <p>Internet connectivity to download information from suggested links. Students without WAEC SSSCE Music background; Class Size, Lack of keyboard instrument, Students with SEN.</p> <p>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.</p>	<p><b>Anticipated Questions</b></p> <p>1.5 Based on the lesson overview, discuss some possible questions that you anticipate in the delivery of this lesson.</p> <p>1.6 List at least two possible barriers to the delivery of this lesson.</p>	
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p>	<p><b>Activity</b></p> <p>2.1 Ask tutors to sit in their course groups and assign them task.</p>	<p><b>Activity</b></p> <p>2.1 Sit in your course groups and take task.</p>	<p><b>25 min</b></p>

	<p>2.2 Ask tutors in their small groups to briefly discuss the following points:</p> <ul style="list-style-type: none"> <li>• Organisation and Structure of the basic school Curriculum</li> <li>• Understanding the Termly Themes for Performing Arts</li> <li>• Content Standards and Sub-strands</li> <li>• Annotation of the Curriculum</li> <li>• Building a teaching portfolio</li> <li>• Preparation towards STS</li> </ul>	<p>2.2 In your small groups, briefly discusses the following points for a group presentation:</p> <ul style="list-style-type: none"> <li>• Organisation and Structure of the basic school Curriculum</li> <li>• Understanding the Termly Themes for Performing Arts</li> <li>• Content Standards and Sub-strands</li> <li>• Annotation of the Curriculum</li> <li>• Building a teaching portfolio</li> <li>• Preparation towards STS</li> </ul>	
	<p>2.3 Tutors still in their course groupings ask each group to develop a Scope and Sequence Chart for the basic education curriculum.</p> <p>2.4 Ask groups to post their works on the wall and go for a gallery walk.</p>	<p>2.3 Siting in your course groupings develop a Scope and Sequence Chart for the basic education curriculum.</p> <p>2.4 Post your works on the wall and go for a gallery walk.</p>	
	<p>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.</p> <p><b><i>e.g. How can learners with visual impairment and physically challenged be assisted to actively participate in this week's lesson?</i></b></p>	<p>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.</p>	

	<p>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.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>i. <b>Class Discussion</b> regarding existing pre-tertiary policy documents and syllabi.</li> <li>ii. <b>Small Groupwork</b> to review existing education policies</li> <li>iii. <b>Documentary Video Analysis</b> of sample PEMD lessons in Ghanaian basic schools.</li> <li>iv. Group Work on syllabi</li> <li>v. Independent Study on action research</li> </ul>	<p>2.6 In a whole group discussion, outline which delivery mode(s) is/are more appropriate and applicable to this lesson.</p>	
	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	

	<p>e.g. 1. Curriculum Documents  <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document">http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document</a></p> <p>2. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</p> <p>3. Sexuality Education Policies:  <a href="https://www.guttmacher.org/sites/default/files/report-pdf/sexuality-education-ghana-report">https://www.guttmacher.org/sites/default/files/report-pdf/sexuality-education-ghana-report</a> .</p> <p>4. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</p> <p>5. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</p> <p>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.</p>	<p>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.</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson.</b></p>	<p>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.</p>	<p>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.</p>	<p><b>40 min</b></p>



	<p><b>NB</b> <i>This may include approaches to teaching, learning and assessment, including gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.</i></p> <p>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. <i>(refer to the teaching and learning activities section of the course manual)</i></p>	<p>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. <i>(refer to the teaching and learning activities section of the course manual)</i></p>	
	<p>3.3 Ask a tutor to model a selected activity in a teaching situation and receive feedback on the teaching from colleagues.</p> <p>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%)</p>	<p>3.3 Model a selected activity in a teaching situation for feedback from colleagues.</p> <p>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%)</p>	

<p><b>5. Evaluation and review of session:</b></p>	<p>4.1 Ask tutors to identify any outstanding issues relating to this lesson that may require clarification.</p> <p>4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson.</p> <p>4.3 Remind tutors to read on the topic of next PD session by way of advance preparation.</p> <p>NB Take note of all unresolved issues and discuss with Subject Leads or Subject Writers Leads</p>	<p>4.1 Identify any outstanding issues relating to this lesson that you may require clarification.</p> <p>4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session.</p> <p>4.3 Read on the topic of next PD session by way of advance preparation.</p>	<p><b>5 min</b></p>
<p><b>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.</b></p>	<p>NB. Examples of assessment items for subject project (30%) and subject portfolio (30%) are: Example:</p> <ol style="list-style-type: none"> <li>1. Reflection on the B1-B6 NaCCA Curriculum for Creative Arts.</li> <li>2. Small Group Assignment to Develop a Scope and Sequence Chart.</li> <li>3. Small Group Assignment on researching traditional instrumental and vocal art musical forms—rondo, sonata form, fugue, free fantasia, antiphony, strophic, through-composed.</li> <li>4. Reflection by student teachers on strategies they will employ to assist SEN learners to fully participate in music lessons.</li> <li>5. Describe how simple time metamorphose into compound times and demonstrate their beat patterns in conducting</li> </ol>		

## PEMD Tutors PD Session 6

**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

<i>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</i>	<i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i>	<i>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)</i>	<i>Time in session</i>
<ul style="list-style-type: none"> <li>• Introduction / lesson overview</li> </ul>	<p><b>1. Introduction / lesson overview</b></p> <p>1.1 Give tutors post-it-note and ask them to write any two things they learnt from PDS 5</p> <p>1.2 Ask tutors to explain how their knowledge gained in PDS 5 will influence their teaching in this lesson.</p>	<p><b>1. Introduction / lesson overview</b></p> <p>1.1 Using a Post-it Note, write any two things you learnt from PDS 5.</p> <p>1.2 Explain how your knowledge gained in PDS 5 will influence your teaching in this lesson.</p>	<p><b>10 min</b></p>

	<p>1.3 Ask tutors to share with the larger group how their knowledge gained in PDS 5 will influence their teaching in this lesson.</p>	<p>1.3 Share with the larger group how your knowledge gained in PDS 5 will influence your teaching in this lesson.</p>	
	<p><b>Course Manual Overview</b></p> <p>1.4 Ask a volunteer tutor to read out the purpose of lesson six (6) as per the course manual.</p> <p>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.</p> <p><b>PDC Note: Lesson Overview</b> 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).</p> <p>This lesson focuses on the concepts or the principles of exercise prescription. The lesson will help student teachers to recognize that</p>	<p><b>Course Manual Overview</b></p> <p>1.4 A volunteer tutor should read out the purpose of lesson six (6) as per the course manual.</p> <p>1.5 As a whole group, (NTS 3h) discuss the description of the course as stated in the course manual.</p>	<p><b>10 min</b></p>

	<p>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.</p> <p><b>Anticipated Questions</b></p> <p>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.</p> <p>1.7 Ask tutors to list at least two possible barriers to the delivery of lesson six (6) of their courses.</p> <p><b>PDC Note:</b> Lack of the needed equipment and technical know-how on the measurement protocols.</p> <p>Internet connectivity to download information from suggested links.</p> <p>Students without WAEC SSSCE Music background; Class Size, Lack of keyboard instrument, Students with SEN.</p> <p>Lack of knowledge about policy development, lack of understanding of the functions of Ministry of Education (policy development) and the Ghana Education Service (policy</p>	<p><b>Anticipated Questions</b></p> <p>1.6 Based on the lesson overview discuss some possible questions that you anticipate in the delivery of this lesson.</p> <p>1.7 List at least two possible barriers to the delivery of this lesson.</p>	
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	implementation) and other related stakeholders.		
<b>2. Concept Development (New learning likely to arise in this lesson):</b>	<b>Activity</b>	<b>Activity</b>	<b>25 min</b>
	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: <ul style="list-style-type: none"> <li>• Organisation and Structure of the basic school Curriculum</li> <li>• Understanding the Termly Themes for Performing Arts</li> <li>• Content Standards and Sub-strands</li> <li>• Annotation of the Curriculum</li> <li>• Building a teaching portfolio</li> <li>• Preparation towards STS</li> </ul>	2.2 In your small groups, briefly discusses the following points for a group presentation: <ul style="list-style-type: none"> <li>• Organisation and Structure of the basic school Curriculum</li> <li>• Understanding the Termly Themes for Performing Arts</li> <li>• Content Standards and Sub-strands</li> <li>• Annotation of the Curriculum</li> <li>• Building a teaching portfolio</li> <li>• Preparation towards STS</li> </ul>	
	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 the teaching of the concepts.	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.		
	<b>e.g. How can learners with visual impairment and physically challenged be assisted to actively</b>		

	<p><i>participate in this week's lesson?</i></p> <p>2.5 Ask tutors in a whole group discussion to outline which delivery mode(s) is/are more appropriate and applicable to lesson six (6) in the course manual.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>i. <b>Class Discussion</b> regarding existing pre-tertiary policy documents and syllabi</li> <li>ii. <b>Small Groupwork</b> to review existing education policies.</li> <li>iii. <b>Documentary Video Analysis</b> of sample PEMD lessons in Ghanaian basic schools</li> <li>iv. <b>Group Work</b> on syllabi</li> <li>v. <b>Independent Study</b> on action research</li> </ul>	<p>2.5 With a colleague, outline appropriate and applicable delivery modes for this lesson.</p>	
	<p>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.</p> <p>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.</p>	<p>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.</p> <p>2.7 Identify ICT resources needed for the delivery of this lesson and how Equity and Inclusion issues regarding the resources can be</p>	

	<p>e.g. 1. Curriculum Documents  <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document">http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document</a></p> <p>2. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</p> <p>3. Sexuality Education Policies:  <a href="https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report">https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report</a> .</p> <p>4. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</p> <p>5. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</p> <p>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.</p>	<p>considered in this lesson.</p> <p>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.</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson.</b></p>	<p>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.</p> <p><b>NB</b> <i>This may include approaches to teaching, learning and assessment, including gender responsive,</i></p>	<p>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.</p>	<p><b>40 min</b></p>



	<p><i>differentiation and inclusive approaches and use of appropriate ICT tools.</i></p> <p>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. (<i>refer to the teaching and learning activities section of the course manual</i>)</p>	<p>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. (<i>refer to the teaching and learning activities section of the course manual</i>)</p>	
	<p>3.3 Ask a tutor to model a selected activity in a teaching situation and receive feedback on the teaching from colleagues.</p> <p>3.4 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%)</p> <p>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.</p>	<p>3.3 Model a selected activity in a teaching situation for feedback from colleagues.</p> <p>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%)</p>	

<p><b>4. Evaluation and review of session:</b></p>	<p>4.1 Ask tutors to identify any outstanding issues relating to this lesson that may require clarification.</p> <p>4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson.</p> <p>4.3 Remind tutors to read on the topic of next PD session by way of advance preparation.</p> <p>NB Take note of all unresolved issues and discuss with Subject Leads or Subject Writers Leads</p>	<p>4.1 Identify any outstanding issues relating to this lesson that you may require clarification.</p> <p>4.2 identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session.</p> <p>4.3 Read on the topic of next PD session by way of advance preparation.</p>	<p><b>5 min</b></p>
<p><b>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.</b></p>	<p>NB. Examples of assessment items for subject project (30%) and subject portfolio (30%) are: Example:</p> <ol style="list-style-type: none"> <li>1. Reflection on the B1-B6 NaCCA Curriculum for Creative Arts.</li> <li>2. Small Group Assignment to Develop a Scope and Sequence Chart.</li> <li>3. Small Group Assignment on researching traditional instrumental and vocal art musical forms—rondo, sonata form, fugue, free fantasia, antiphony, strophic, through-composed.</li> <li>4. Reflection by student teachers on strategies they will employ to assist SEN learners to fully participate in music lessons.</li> <li>5. Describe how simple time metamorphose into compound times and demonstrate their beat patterns in conducting</li> </ol>		

## PEMD Tutors PD Session 7

### 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

<p><i>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</i></p>	<p><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></p>	<p><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) <b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p><b>Time in session</b></p>
<p><b>1. Introduction / lesson overview</b></p>	<p><b>1. Introduction / lesson overview</b></p> <p>1.1 Give tutors post-it-note and ask them to write any two things they learnt from PDS 6.</p> <p>1.2 Ask tutors to explain how their knowledge gained in PDS 6 will influence their teaching in this lesson.</p>	<p><b>Introduction / lesson overview</b></p> <p>1.1 Using a Post-it Note, write any two things you learnt from PDS 6.</p> <p>1.2 Explain how your knowledge gained in PDS 6 will influence your teaching in this lesson.</p>	<p><b>10 min</b></p>

	<p>1.3 Ask tutors to share with the larger group how their knowledge gained in PDS 6 will influence their teaching in this lesson.</p>	<p>1.3 Share with the larger group how your knowledge gained in PDS 6 will influence your teaching in this lesson.</p>	
<p><b>The guidance notes for SL/HoD need to</b></p>	<p><b>Course Manual Overview</b></p> <p>1.4 Ask a volunteer tutor to read out the purpose of lesson seven (7) as per the course manual.</p> <p>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.</p> <p><b>PDC Note: Lesson Overview</b> 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).</p> <p>This lesson focuses on the concepts or the principles of exercise prescription. The lesson will help student</p>	<p><b>Course Manual Overview</b></p> <p>1.4 A volunteer tutor should read out the purpose of lesson seven (7) as per the course manual.</p> <p>1.5 As a whole group, (NTS 3h) discuss the description of the course as stated in the course manual.</p>	<p><b>10 min</b></p>

	<p>teachers to recognize that over-training and under-training can all lead to incomplete adaptation.</p> <p>This course provides a reflection on how B1-B6 NaCCA Curriculum for Physical Education can be integrated into a PEMD syllabus.</p> <p><b>Anticipated Questions</b></p> <p>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.</p> <p>1.7 Ask tutors to list at least two possible barriers to the delivery of seven (7) of their courses.</p> <p><b>PDC Note:</b> Lack of the needed equipment and technical know-how on the measurement protocols.</p> <p>Internet connectivity to download information from suggested links.</p> <p>Students without WAEC SSSCE Music background; Class Size, Lack of keyboard instrument, Students with SEN.</p> <p>Lack of knowledge about policy development, lack of understanding of the functions of Ministry of Education (policy</p>	<p><b>Anticipated Questions</b></p> <p>1.6 Based on the lesson overview discuss some possible questions that you anticipate in the delivery of this lesson.</p> <p>1.7 List at least two possible barriers to the delivery of lesson seven (7).</p>	
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	development) and the Ghana Education Service (policy implementation) and other related stakeholders.		
<b>2. Concept Development (New learning likely to arise in this lesson):</b>	<p><b>Activity</b></p> <p>2.1 Ask tutors to sit in their course groups and assign them task.</p> <p>2.2 Ask tutors in their small groups to briefly discuss the following points:</p> <ul style="list-style-type: none"> <li>• Motor Skill and Movement Patterns</li> <li>• Movement Concepts, Principles and Strategies</li> <li>• Physical Fitness</li> <li>• Physical Fitness Concepts, Principles and Strategies</li> <li>• Values and Psycho-Social Concepts, Principles and Strategies</li> <li>• Building a teaching portfolio</li> <li>• Preparation towards STS</li> </ul> <p>2.3 Ask groups to post their works on the wall for a gallery walk.</p> <p>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</p>	<p><b>Activity</b></p> <p>2.1 Sit in your course groups and take a task.</p> <p>2.2 In your small groups, briefly discusses the following points:</p> <ul style="list-style-type: none"> <li>• Motor Skill and Movement Patterns</li> <li>• Movement Concepts, Principles and Strategies</li> <li>• Physical Fitness</li> <li>• Physical Fitness Concepts, Principles and Strategies</li> <li>• Values and Psycho-Social Concepts, Principles and Strategies</li> <li>• Building a teaching portfolio</li> <li>• Preparation towards STS</li> </ul> <p>2.3 Post your works on the wall for a gallery walk.</p> <p>2.4 Identify possible challenging areas in the teaching of concepts relevant to the lesson and state specifically how to integrate GESI and</p>	<b>25 min</b>

	<p>the teaching of the concepts.</p> <p><b><i>e.g. How can learners with visual impairment and physically challenged be assisted to actively participate in this week's lesson?</i></b></p> <p>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.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>i. <b>Class Discussion</b> regarding existing pre-tertiary policy documents and syllabi.</li> <li>ii. <b>Small Groupwork</b> to review existing education policies.</li> <li>iii. <b>Documentary Video Analysis</b> of sample PEMD lessons in Ghanaian basic schools.</li> <li>iv. <b>Group Work on syllabi Independent Study on action research</b></li> </ul>	<p>ICT in the teaching of the concepts.</p> <p>2.5 With a colleague, outline appropriate and applicable delivery modes for this lesson.</p>	
	<p>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.</p>	<p>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.</p>	

	<p>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.</p> <p>e.g. 1. Curriculum Documents  <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document">http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document</a></p> <p>2. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)</p> <p>3. Sexuality Education Policies:  <a href="https://www.guttmacher.org/sites/default/files/report-pdf/sexuality-education-ghana-report">https://www.guttmacher.org/sites/default/files/report-pdf/sexuality-education-ghana-report</a> .</p> <p>4. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</p> <p>5. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</p> <p>Musical Form  <a href="https://www.youtube.com/watch?v=T5wTqFteQVY">https://www.youtube.com/watch?v=T5wTqFteQVY</a>  Bamaya Dance of Ghana  <a href="https://www.youtube.com/watch?v=STxyTCmJGsc">https://www.youtube.com/watch?v=STxyTCmJGsc</a>  Nana Baayie Adowa  Nwomkro Kuo  <a href="https://www.youtube.com/watch?v=XdXn2dAtbY0">https://www.youtube.com/watch?v=XdXn2dAtbY0</a>  Ebibindwom  <a href="https://www.youtube.com/watch?v=F1Zu7SGE0oE">https://www.youtube.com/watch?v=F1Zu7SGE0oE</a></p>	<p>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.</p>	
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	<p>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.</p>	<p>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.</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson.</b></p>	<p>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.</p> <p><b>NB</b> <i>This may include approaches to teaching, learning and assessment, including gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.</i></p> <p>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. <i>(refer to the teaching and learning activities section of the course manual)</i></p>	<p>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.</p> <p>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. <i>(refer to the teaching and learning activities section of the course manual)</i></p>	<p><b>40 min</b></p>

	<p>3.3 Ask a tutor to model a selected activity in a teaching situation and receive feedback on the teaching from colleagues.</p> <p>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%)</p>	<p>3.3 Model a selected activity in a teaching situation for feedback from colleagues.</p> <p>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%)</p>	
<b>4. Evaluation and review of session:</b>	<p>4.1 Ask tutors to identify any outstanding issues relating to this lesson that may require clarification.</p> <p>4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson.</p> <p>4.3 Remind tutors to read on the topic of next PD session by way of advance preparation.</p> <p>NB Take note of all unresolved issues and discuss with Subject Leads or Subject Writers Leads.</p>	<p>4.1 Identify any outstanding issues relating to this lesson that you may require clarification.</p> <p>4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session.</p> <p>4.3 Read on the topic of next PD session by way of advance preparation.</p>	<b>5 min</b>
<b>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies</b>	<p>NB. Examples of assessment items for subject project (30%) and subject portfolio (30%) are: Example:</p> <ol style="list-style-type: none"> <li>1. Reflection on the B1-B6 NaCCA Curriculum for Creative Arts.</li> </ol>		

<p><b>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.</b></p>	<ol style="list-style-type: none"> <li>2. Describe the Content Standards for the five sub-strands for the B1-B6 NaCCA Curriculum for Physical Education.</li> <li>3. Small Group Assignment on researching traditional instrumental and vocal art musical forms—rondo, sonata form, fugue, free fantasia, antiphony, strophic, through-composed.</li> <li>4. Reflection by student teachers on strategies they will employ to assist SEN learners to fully participate in music lessons.</li> <li>5. Describe how simple time metamorphose into compound times and demonstrate their beat patterns in conducting.</li> </ol>
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## PEMD Tutors PD Session 8

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

<p><b>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</b></p>	<p><b>Guidance notes on Leading the session.</b> <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session) <b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session)</p>	<p><b>Time in session</b></p>
<ul style="list-style-type: none"> <li>• <b>Introduction / lesson overview</b></li> </ul>	<ol style="list-style-type: none"> <li><b>1. Introduction / lesson overview</b></li> <li>1.1 Give tutors post-it-note and ask them to write any two things they learnt from PDS 7</li> <li>1.2 Ask tutors to explain how their knowledge gained in PDS 7 will influence their teaching in this lesson.</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Introduction / lesson overview</b></li> <li>1.1 Using a Post-it Note, write any two things you learnt from PDS 7.</li> <li>1.2 Explain how your knowledge gained in PDS 7 will influence your teaching in this lesson.</li> </ol>	<p><b>10 min</b></p>

	<p><b>Course Manual Overview</b></p> <p>1.3 Ask a volunteer tutor to read out the description and purpose of lesson eight (8) as per the course manual.</p> <p>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.</p> <p><b>PDC Note: Lesson Overview</b> 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.</p> <p>To give student-teachers an overview of some more advanced chords in tonal harmony—<math>V^7</math>; <math>I^7</math>, <math>II^7</math>, etc; <math>V^7</math> of V, <math>V^7</math> of VI, etc.; &amp; <math>V^0_7</math> or <math>Dim^7</math>. Student teachers will also hear, internalise and identify notes of these advanced, i.e., arpeggio (horizontally) and in harmony (vertically) in solfege.</p> <p>This lesson provides a reflection on Creative Arts (CA) and Physical Education</p>	<p><b>Course Manual Overview</b></p> <p>1.3 A volunteer tutor should read out the description and purpose of lesson eight (8) as per the course manual.</p> <p>1.4 As a whole group, (NTS 3h) discuss the description and purpose of the course as stated in the course manual.</p>	<p><b>10 min</b></p>
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	<p>(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.</p> <p><b>Anticipated Questions</b></p> <p>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.</p> <p>1.6 Ask tutors to list possible barriers to the delivery of the lesson.</p> <p><b>PDC Note:</b> Lack of the needed equipment and technical know-how on the measurement protocols.</p> <p>Internet connectivity to download information from suggested links. Students without WAEC SSSCE Music background; Class Size, Lack of keyboard instrument, Students with SEN.</p> <p>Lack of knowledge about policy development, lack of understanding of the functions of Ministry of Education (policy</p>	<p><b>Anticipated Questions</b></p> <p>1.5 Based on the lesson overview discuss some possible questions that you anticipate in the delivery of this lesson.</p> <p>1.6 List at least two possible barriers to the delivery of lesson eight (8).</p>	
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	development) and the Ghana Education Service (policy implementation) and other related stakeholders.		
<b>Concept Development (New learning likely to arise in this lesson):</b>	<p><b>Activity</b></p> <p>2.1 Ask tutors to sit in their course groups and assign them task based on the following:</p> <p>a. Discussion of the rules on how secondary seventh chords are constructed, i.e., preparation, launching and resolution on all the seven scale degrees (I<sup>7</sup>, II<sup>7</sup>, III<sup>7</sup>, IV<sup>7</sup>, V<sup>7</sup>, VI<sup>7</sup> &amp; VII<sup>7</sup>).</p> <p>b. Definition of health-related physical fitness, mention and explain the components (body composition and flexibility)</p> <p>c. Discussion of the core competencies enshrined in the NaCCA curriculum including:</p> <ul style="list-style-type: none"> <li>• Personal development and leadership</li> <li>• Communication and collaboration</li> <li>• Critical thinking and innovation</li> <li>• Creativity</li> </ul>	<p><b>Activity</b></p> <p>21. Sit in your course groups and briefly discuss the following points:</p> <p>a. Discussion of the rules on how secondary seventh chords are constructed, i.e., preparation, launching and resolution on all the seven scale degrees—(I<sup>7</sup>, II<sup>7</sup>, III<sup>7</sup>, IV<sup>7</sup>, V<sup>7</sup>, VI<sup>7</sup> &amp; VII<sup>7</sup>).</p> <p>b. Definition of health-related physical fitness, mention and explain the components (body composition and flexibility)</p> <p>c. Discussion of the core competencies enshrined in the NaCCA curriculum including:</p> <ul style="list-style-type: none"> <li>• Personal development and leadership</li> <li>• Communication and collaboration</li> <li>• Critical thinking and innovation</li> <li>• Creativity</li> </ul>	<b>25 min</b>

	<p>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)</p>	<p>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).</p>	
	<p>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.</p> <p><b>e.g. How does the educational policy ensure the involvement of learners with varied needs in PEMD activities?</b></p> <p>2.4 Put tutors in groups to outline applicable delivery mode.</p> <p><b>Example:</b></p> <ol style="list-style-type: none"> <li>i. <b>Class Discussion</b> regarding existing pre-tertiary policy documents and syllabi.</li> <li>ii. <b>Small Groupwork</b> to review existing education policies</li> <li>iii. <b>Documentary Video Analysis</b> of sample PEMD lessons in Ghanaian basic schools.</li> <li>iv. <b>Group Work</b> on syllabi</li> </ol>	<p>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.</p> <p>2.4 With a colleague, outline appropriate and applicable delivery modes for this lesson.</p>	



	v. Independent Study on action research		
	<p>2.5 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.</p> <p>2.6 Ask tutors to 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.</p> <p>e.g. 1. Curriculum Documents  <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document">http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document</a></p> <p>2. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)  Tonal HARMONY: The SECRETS of Four Part Writing (SATB)  <a href="https://youtu.be/HuSKULck394">https://youtu.be/HuSKULck394</a></p> <p>3. Sexuality Education Policies:  <a href="https://www.guttmacher.org/sites/default/files/report-pdf/sexuality-education-ghana-report">https://www.guttmacher.org/sites/default/files/report-pdf/sexuality-education-ghana-report</a> .</p> <p>4. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</p> <p>5. Video Camera, LCD Projector and Screen,</p>	<p>2.5 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.</p> <p>2.6 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.</p>	

	<p>Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</p> <p>Musical Form  <a href="https://www.youtube.com/watch?v=T5wTqFteQVY">https://www.youtube.com/watch?v=T5wTqFteQVY</a>  Bamaya Dance of Ghana  <a href="https://www.youtube.com/watch?v=STxyTCmJGsc">https://www.youtube.com/watch?v=STxyTCmJGsc</a>  Nana Baayie Adowa  Nwomkro Kuo  <a href="https://www.youtube.com/watch?v=XdXn2dAtbY0">https://www.youtube.com/watch?v=XdXn2dAtbY0</a>  Ebibindwom  <a href="https://www.youtube.com/watch?v=F1Zu7SGE0oE">https://www.youtube.com/watch?v=F1Zu7SGE0oE</a></p> <p>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.</p>	<p>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.</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<p>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.</p> <p><b>NB</b> <i>This may include approaches to teaching, learning and assessment, including gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.</i></p>	<p>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.</p>	<p><b>40 min</b></p>

	<p>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. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>3.3 Ask a tutor to model a selected activity in a teaching situation and receive feedback on the teaching from colleagues.</p> <p>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%)</p>	<p>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. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>3.3 Model a selected activity in a teaching situation for feedback from colleagues.</p> <p>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%)</p>	
<p><b>Guidance notes for SL/HoD should</b></p>	<p>3.5 Ask tutors to identify activities, linked to CLOs and CLIs, from the lesson that are different from their experiences.</p> <p><b>NB</b> <i>This may include approaches to teaching, learning and assessment, including gender respsion, differentiation</i></p>	<p>3.5 Identify activities, linked to CLOs and CLIs, from the lesson that are most different from your experience.</p>	

	<p><i>and inclusive approaches and use of appropriate ICT tools.</i></p> <p>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.</p>	<p>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.</p>	
<p><b>4. Evaluation and review of session:</b></p>	<p>4.1 Ask tutors to identify any outstanding issues relating to this lesson that may require clarification.</p> <p>4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson.</p> <p>4.3 Remind tutors to read on the topic of next PD session by way of advance preparation.</p> <p>NB Take note of all unresolved issues and discuss with Subject Leads or Subject Writers Leads</p>	<p>4.1 Identify any outstanding issues relating to this lesson that you may require clarification.</p> <p>4.2 identify a critical friend to observe and provide feedback on your teaching of the lesson and report at the next PD session.</p> <p>4.3 Read on the topic of next PD session by way of advance preparation.</p>	<p><b>5 min</b></p>
<p><b>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%</b></p>	<p>NB. Examples of assessment items for subject project (30%) and subject portfolio (30%) are:</p> <ol style="list-style-type: none"> <li>1. Describe the Content Standards for the five sub-strands for the B1-B6 NaCCA Curriculum for Physical Education.</li> <li>2. Peer assessment of the secondary dominants and Dim7 chords; internalising the chords and their application.</li> <li>3. Small Group Assignment to create an R&amp;B composition using chords I-vi-IV-V<sup>7</sup>.</li> </ol>		

<p><b>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.</b></p>	<p>4. Small Group Assignment to Developing integrated content that address the core competencies.</p>
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**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**

<p><i>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</i></p>	<p><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></p>	<p><i>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)</i></p>	<p><b>Time in session</b></p>
<p><b>1. Introduction / lesson overview</b></p>	<p><b>1. Introduction / lesson overview</b></p> <p>1.1 Lead a discussion to receive feedback from critical friend on tutors' delivery of lesson eight (8)</p> <p>1.2 Ask tutors to share with the larger group how</p>	<p><b>1. Introduction / lesson overview</b></p> <p>1.1 Hold a discussion to receive feedback from critical friend on your delivery of lesson eight (8)</p> <p>1.2 Share with the larger group how your</p>	<p><b>10 min</b></p>

	<p>their knowledge gained in PDS 8 will influence their teaching in this lesson.</p>	<p>knowledge gained in PDS 8 will influence your teaching of this lesson.</p>	
	<p><b>Course Manual Overview</b></p> <p>1.3 Guide tutors to have a whole group discussion of the course description and purpose of the lesson to have the overview of the lesson.</p> <p><b>PDC Note: Lesson Overview</b>  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.</p> <p>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.</p> <p>To expose student-teachers to Part Writing—Two-part Writing in Strict and Free Counterpoint. They will be</p>	<p><b>Course Manual Overview</b></p> <p>1.3 As a whole group, (NTS 3h) discuss the description and purpose of the course as stated in the course manual.</p>	<p><b>10 min</b></p>

	<p>exposed to the basic rules of writing for the two types of contrapuntal styles. Students will do simple exercises in two part-writing.</p> <p><b>Anticipated Questions</b>  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.</p> <p>1.5 Ask tutors to list possible barriers to the delivery of the lesson.</p> <p><b>PDC Note:</b> Lack of the needed equipment and technical know-how on the measurement protocols.</p> <p>Internet connectivity to download information from suggested links.</p> <p>Students without WAEC SSSCE Music background; Class Size, Lack of keyboard instrument, Students with SEN.</p> <p>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.</p>	<p><b>Anticipated Questions</b>  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.</p> <p>1.5 List at least two possible barriers to the delivery of this lesson.</p>	
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<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p>	<p><b>Activity</b></p> <p>2.1 Ask tutors to sit in their course groups and assign them with the following tasks.</p> <ul style="list-style-type: none"> <li>a. Play a Bach Fugue animation. E.g., Bach, Fugue in C Major, WTC I, BWV 846 <a href="https://www.youtube.com/watch?v=YvHokjQ6enI">https://www.youtube.com/watch?v=YvHokjQ6enI</a></li> <li>b. Discussion of what Counterpoint is and then explains the rules for writing in Strict Counterpoint style.</li> <li>c. Discussion of the rules and procedures necessary for writing Free Counterpoint - Note-against-Note.</li> <li>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.</li> <li>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</li> </ul>	<p><b>Activity</b></p> <p>2.1 Sit in your course groups and receive tasks.</p> <ul style="list-style-type: none"> <li>a. Play a Bach Fugue animation. E.g., Bach, Fugue in C Major, WTC I, BWV 846 <a href="https://www.youtube.com/watch?v=YvHokjQ6enI">https://www.youtube.com/watch?v=YvHokjQ6enI</a></li> <li>b. Discussion of what Counterpoint is and then explains the rules for writing in Strict Counterpoint style.</li> <li>c. Discussion of the rules and procedures necessary for writing Free Counterpoint - Note-against-Note.</li> <li>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.</li> <li>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</li> </ul>	<p><b>25 min</b></p>
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	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.	
	<p>2.3 Using <b><i>Think-Pair-Share</i></b>, 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.</p> <p><b><i>e.g. How can learners with visual impairment, physically challenged and female learners be assisted to actively participate in this week's lesson?</i></b></p> <p>2.4 Ask tutors in a whole group discussion to outline which mode(s) is/are more appropriate and applicable to this lesson.</p> <p><b>Example:</b></p> <ol style="list-style-type: none"> <li>i. <b>Class Discussion</b> regarding existing pre-tertiary policy documents and syllabi.</li> <li>ii. <b>Small Groupwork</b> to review existing education policies.</li> <li>iii. <b>Documentary Video Analysis</b> of sample PEMD lessons in</li> </ol>	<p>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.</p> <p>2.4 With a colleague, outline appropriate and applicable delivery modes for this lesson.</p>	

	<p>Ghanaian basic schools.</p> <p>iv. Group Work on syllabi</p> <p>v. Independent Study on action research</p>		
<b>Guidance notes for SL/HoD should</b>	<p>2.5 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.</p> <p>2.6 Ask tutors to 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.</p> <p>e.g. 1. Curriculum Documents  <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document">http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document</a></p> <p>2. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone)  Chord Functions for Analysis.  <a href="mailto:CHARLES@UTEP.EDU">CHARLES@UTEP.EDU</a></p> <p>3. Sexuality Education Policies:  <a href="https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report">https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report</a> .</p> <p>4. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</p> <p>5. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording,</p>	<p>2.5 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.</p> <p>2.6 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.</p>	

	<p>viewing and reviewing performances)</p> <p>Musical Form  <a href="https://www.youtube.com/watch?v=T5wTqFteQVY">https://www.youtube.com/watch?v=T5wTqFteQVY</a>          Bach, Fugue in C Major, WTC I, BWV 846  <a href="https://www.youtube.com/watch?v=YvHokjQ6enI">https://www.youtube.com/watch?v=YvHokjQ6enI</a> Tonal HARMONY: The SECRETS of Four Part Writing (SATB)  <a href="https://youtu.be/HuSKULck394">https://youtu.be/HuSKULck394</a></p> <p>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.</p>	<p>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.</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson.</b></p>	<p>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.</p> <p><b>NB</b> <i>This may include approaches to teaching, learning and assessment, including gender responsive, differentiation and inclusive approaches and use of appropriate ICT tools.</i></p> <p>3.2 Let tutors discuss the various suggested teaching and learning activities used in the course manual and how they will use these to</p>	<p>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.</p> <p>3.2 Discuss the various suggested teaching and learning activities used in the course manual and how they will use these to promote the</p>	<p><b>40 min</b></p>

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

	<p>NB: Take note of all unresolved issues and discuss with Subject Leads or Subject Writers Leads</p>		
<p><b>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.</b></p>	<p>NB. Examples of assessment items for subject project (30%) and subject portfolio (30%) are:</p> <ol style="list-style-type: none"> <li>1. Peer assessment of the secondary dominants and Dim7 chords; internalising the chords and their application.</li> <li>2. Peer assessment on rules regarding Strict and Free Counterpoint in two parts.</li> <li>3. Small Group Assignment to Developing integrated content that address the core competencies.</li> <li>4. Small Group Assignment to developing integrated lesson plans.</li> </ol>		

**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**

<p><i>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</i></p>	<p><i>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</i></p>	<p><i>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) <b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session)</i></p>	<p><b>Time in session</b></p>
<ul style="list-style-type: none"> <li>• <b>Introduction / lesson overview</b></li> </ul>	<ol style="list-style-type: none"> <li><b>1. Introduction / lesson overview</b></li> <li>1.1 Give tutors post-it-note and ask them to write any two things they learnt from PDS 9</li> <li>1.2 Ask tutors to explain how the knowledge they have gained in PDS 9 will influence their teaching in this lesson.</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Introduction / lesson overview</b></li> <li>1.1 Using a Post-it Note, write any two things you learnt from PDS 9.</li> <li>1.2 Explain how the knowledge you gained in PDS 9 will influence your teaching in this lesson.</li> </ol>	<p><b>10 min</b></p>

	<p><b>Course Manual Overview</b></p> <p>1.3 Ask a volunteer tutor to read out the description and purpose of lesson ten (10) as per the course manual.</p> <p>1.4 Guide tutors to have a whole group discussion of the lesson description and purpose to have the overview of the lesson.</p> <p><b>PDC Note: Lesson Overview</b></p> <p>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 micro-teaching skills in small groups after which they will do peer teaching using their specialisms as laboratory classes (simulated classroom)</p> <p>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.</p>	<p><b>Course Manual Overview</b></p> <p>1.3 Read out the description and purpose of lesson ten (10) as per the course manual.</p> <p>1.4 Have a whole group discussion of the lesson description and purpose to have the overview of the lesson.</p>	<p><b>10 min</b></p>
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	<p>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.</p> <p><b>Anticipated Questions</b></p> <p>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.</p> <p>1.6 Ask tutors to list at least two possible barriers to the delivery of Lesson 10 of their courses.</p> <p><b>PDC Note: Examples are</b> :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</p>	<p><b>Anticipated Questions</b></p> <p>1.5 Based on the lesson overview discuss some possible questions that you anticipate in the delivery of this lesson.</p> <p>1.6 List at least two possible barriers to the delivery of Lesson 10 of your course.</p>	
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	the functions of Ministry of Education (policy development) and the Ghana Education Service (policy implementation) and other related stakeholders.		
<b>2. Concept Development (New learning likely to arise in this lesson):</b>	<p><b>Activity</b></p> <p>2.1 Ask tutors to sit in their course groupings and briefly discuss the following points:</p> <p>2.2 How to prepare a simulated classroom (identifying real students or preparing other learners to play the role of particular types of students, adjusting the training sight to approximate a local classroom, etc.) for teaching.</p> <p>Play a YouTube video titled: Tonal HARMONY: The SECRETS of Four-Part Writing (SATB) <a href="https://youtu.be/HuSKULck394">https://youtu.be/HuSKULck394</a> and ask tutors to discuss voice ranges and rules on voice leading, crossing of parts, etc.</p> <p>2.3 Ask tutors to discuss the Physical Education (PE) strands and the Creative Arts (CA) strands of the pre-tertiary education curriculum and indicate how they will help student teachers to integrate the PE-CA strands.</p>	<p><b>Activity</b></p> <p>2.1 Sit in your course groupings and briefly discuss the following:</p> <p>2.2 How to prepare a simulated classroom (identifying real students or preparing other learners to play the role of particular types of students, adjusting the training sight to approximate a local classroom, etc.) for teaching.</p> <p>Watch a YouTube video clip for students titled: Tonal HARMONY: The SECRETS of Four-Part Writing (SATB) <a href="https://youtu.be/HuSKULck394">https://youtu.be/HuSKULck394</a> and discuss voice ranges and rules on voice leading, crossing of parts, etc.</p> <p>2.3 Discuss the Physical Education (PE) strands and the Creative Arts (CA) strands of the pre-tertiary education curriculum and indicate how you will help student teachers to integrate the PE-CA strands.</p>	<b>25 min</b>

	<p>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)</p>	<p>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</p>	
	<p>2.5 Ask Tutors to have a discussion of the <b>PE Strands</b>: -Movement Patterns, Movement Concepts, Physical Fitness, Fitness Concepts and Values <b>CA Strands</b>- Exploring, Composing/Making, Performing/Exhibition and Appreciation</p> <p>2.7 Ask tutors to outline the major concepts to be taught in Lesson 10 in the course manual.</p> <p><b>E.g.</b> Demonstration of comprehensive content knowledge in the NaCCA Basic 1-6 Physical Education and Creative Arts syllabus trends pertaining to PEMD.</p> <p>Demonstration of basic knowledge in 2- part and 4-part writing.</p> <p>Demonstration of basic skills in creating an anthem with a little fugal exposition.</p>	<p>2.6 Siting in your course groupings have a discussion of the <b>PE Strands</b>: -Movement Patterns, Movement Concepts, Physical Fitness, Fitness Concepts and Values <b>CA Strands</b>- Exploring, Composing/Making, Performing/Exhibition and Appreciation</p> <p>2.7 In your groups outline major concepts to be taught in Lesson 10 in the course manual.</p>	

	<p>Development and use of individual performance record chart to monitor own performance and the performance of others.</p>		
	<p>2.8 Using <b>Think-Pair-Share</b>, ask tutors to identify and discuss possible challenging areas in teaching concepts in lesson ten (10).</p> <p>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.</p> <p><b><i>e.g. How can learners with visual impairment, physically challenged and female learners be assisted to actively participate in this week's lesson?</i></b></p> <p>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.</p> <p><b>Example:</b></p> <ol style="list-style-type: none"> <li>i. <b>Class Discussion</b> regarding existing pre-tertiary policy documents and syllabi.</li> </ol>	<p>2.8 In a whole group identify and discuss possible challenging areas in teaching concepts in Lesson 10.</p> <p>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.</p> <p>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?</p>	

	<ul style="list-style-type: none"> <li>ii. <b>Small Groupwork</b> to review existing education policies.</li> <li>iii. <b>Documentary Video Analysis</b> of sample PEMD lessons in Ghanaian basic schools.</li> <li>iv. Group Work on syllabi</li> <li>v. Independent Study on action research</li> </ul>		
<b>Guidance notes for SL/HoD should</b>	<p>2.11 Ask tutors to identify from the course manual aspects of the lesson that might be challenging in terms of new learning.</p> <p>2.12 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.</p> <p>e.g. 1. Curriculum Documents  <a href="http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document">http://sapghana.com/data/documents/Inclusive-Education-Policy-official-document</a></p> <p>2. Compact Disc (Audio &amp; Video) player with a recording facility (possibly with a detached microphone) Chord Functions for Analysis.  <a href="mailto:CHARLES@UTEP.EDU">CHARLES@UTEP.EDU</a></p> <p>3. Sexuality Education Policies:  <a href="https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report">https://www.guttmacher.org/sites/default/files/report_pdf/sexuality-education-ghana-report</a> .</p>	<p>2.11 Reading from the course manual identify aspects of the lesson that might be challenging in terms of new learning.</p> <p>2.12 Identify ICT resources needed for the delivery of this lesson and how Equity and Inclusion issues can be addressed in this lesson.</p>	

	<p>4. Computers (Laptops or PCs) for playing back MP3 and MP4 files.</p> <p>5. Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</p> <p>Musical Form  <a href="https://www.youtube.com/watch?v=T5wTqFteQVY">https://www.youtube.com/watch?v=T5wTqFteQVY</a>  Bach, Fugue in C Major, WTC I, BWV 846  <a href="https://www.youtube.com/watch?v=YvHokjQ6enI">https://www.youtube.com/watch?v=YvHokjQ6enI</a>  Tonal HARMONY: The SECRETS of Four Part Writing (SATB)  <a href="https://youtu.be/HuSKULck394">https://youtu.be/HuSKULck394</a></p> <p>2.13 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.</p>	<p>2.13 Identify some local materials/resources that can be used for the delivery of this lesson, suggest their sources, and discuss how they are used.</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p>	<p>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.</p> <p><b>NB</b> <i>This may include approaches to teaching, learning and assessment, including gender</i></p>	<p>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.</p>	<p><b>40 min</b></p>

	<p><i>responsive, differentiation and inclusive approaches and use of appropriate ICT tools.</i></p> <p>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. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>3.3 Ask a tutor to model a selected activity in a teaching situation and receive feedback on the teaching from colleagues.</p> <p>3.4 Ask tutors to read the Lesson 10 activities from the course manual and discuss how assessment can be aligned to the NTEAP (e.g. subject project 30% and subject portfolio 30%)</p>	<p>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. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>3.3 Model a selected activity in a teaching situation for feedback from colleagues.</p> <p>3.4 Read the Lesson 10 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%)</p>	
<b>Guidance notes for SL/HoD should</b>			
<b>4. Evaluation and review of session:</b>	4.1 Ask tutors to identify any outstanding issues relating to this lesson that	4.1 Identify any outstanding issues relating to this lesson	<b>5 min</b>

	<p>they may require clarification.</p> <p>4.2 Remind tutors to identify a critical friend to observe and provide feedback on their teaching of the lesson.</p> <p>4.3 Let tutors evaluate the PD sessions indicating the lessons they have learned and how the PD sessions have impacted on their teaching.</p> <p>NB Take note of all unresolved issues and discuss with Subject Leads or Subject Writers Leads</p>	<p>that they may require clarification.</p> <p>4.2 Identify a critical friend to observe and provide feedback on your teaching of the lesson.</p> <p>4.3 Evaluate the PD sessions, indicating the lessons you have learned and how the PD sessions have impacted on your teaching.</p>	
<p><b>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.</b></p>	<p>NB. Examples of assessment items for subject project (30%) and subject portfolio (30%) are:</p> <ol style="list-style-type: none"> <li>1. Peer assessment on rules regarding SATB Harmonisation and Fugal Exposition Writing.</li> <li>2. Small Group Assignment to write Countersubject to themes.</li> <li>3. Reflection by student teachers on the B1-B6 NaCCA Curriculum for Creative Arts II.</li> <li>4. Small Group Assignment to Developing a Lesson Plan for their PEMD delivery.</li> </ol>		



## 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 place?		
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, please 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 well	4

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 feedback on how the session went	4

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 teaching strategies in their classes	1
50-75% of tutors are applying interactive teaching strategies in their classes	2
25-50% of tutors are applying interactive teaching strategies in their classes	3
0-25% of tutors are applying interactive teaching strategies in their classes	4

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 aids in their classes	1
50-75% of tutors are using ICT as teaching aids in their classes	2
25-50% of tutors are using ICT as teaching aids in their classes	3
0-25% of tutors are using ICT as teaching aids in their classes	4

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 attended	3

