

Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education - PE, Music & Dance Year 3 Semester 2

HANDBOOK FOR COORDINATORS



Wisdom, Knowledge
and Prudence





The Government of Ghana



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Foreword

In Ghana we have made great strides in transforming our teacher education system over the past few years. With each passing year the changes brought about through these reforms are maturing, embedding, and sustaining. Once the first B.Ed. graduates from Colleges of Education enter basic school classrooms from 2022 onwards, I am sure that as a nation, we will truly start to see the benefits of these reforms.

The success of national reforms depends on individual tutors and individual teachers working in classrooms across the country every day. The progress that we want to see will only be brought about through the consistent and regular application of the professional knowledge, professional practice and professional values and attitudes set out in the National Teachers' Standards (NTS).

This is where the Tutor Professional Development Handbooks, written by tutors and university lecturers, have an important role to play in helping tutors to reflect critically on their methods of teaching and learning.

Critical thinking and reflection is an area of weakness in parts of our current education system. Colleges of Education take secondary school graduates and, over four years of the B.Ed., shape them into professional teachers. A recent '21st Century Skills assessment' of a representative sample of Ghanaian Senior High School students found that 'critical thinking and problem solving' was the area where they performed least well. Lesson observation of these students' teachers in the same Senior High Schools found that 'employs a variety of instructional strategies that encourage student participation and critical thinking' was the area of the NTS where these teachers consistently scored lowest.

Teaching matters. If we want our Colleges of Education to develop teachers who can think critically and solve problems then tutors must model these expected behaviours in their lessons so that they create an environment where our teachers develop these competencies and, ultimately, use these competencies to develop critical thinking in our basic schools.

This latest set of Professional Development Handbooks, developed by four mentoring universities (University for Development Studies, University of Education, Winneba, University of Ghana and Kwame Nkrumah University of Science and Technology) and tutors from their affiliated Colleges of Education, are the third set of Professional Development Handbooks to be developed since Transforming Teaching, Education & Learning (T-TEL) became 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 making all this possible.

Robin Todd
Executive Director, T-TEL
February 2022

Year Three Semester Two

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

- The PD sessions are an important way to ensure effective implementation of the key principles and practices of the B.Ed. *It is critical that what SWL write provides direct subject and B.Ed. specific guidance, so SL/HoD can support and scaffold tutors learning and professional development.*
- The sessions need to provide *the PD* opportunity for tutors fully understand what they need to teach and to planning together to make sure the new B.Ed. courses are taught well
- Developments since the manuals were written require SWL to add additional detail to sessions. Specifically, this means a focus on:
 - Integrating GESI to ensure the needs of females, males and students with special education needs are well catered for
 - Integrating ICT and 21c skills to ensure students learn to use technology effectively to support their own and pupils' learning
 - National Teacher Education Assessment Policy (NTEAP)
 - the three assessment components *for the semester* for **EACH** course: subject project (30%), subject portfolio (30%) and end of semester examination (40%). These need to be introduced in session 1. PD writers will need to provide an example portfolio and project assessment components if these are not written into the course manuals (See Appendix 2: Course Assessment Components at a Glance).
 - integrating the use of continuous assessment designed to support student teacher learning in each session
- The PD session template provides the frame for SWL to write the guidance for the Subject Leads (SL)/HoD on how to lead and support the professional development of tutors in the weekly sessions for student teachers
- Age level specialisms are introduced in Y2S1. To ensure appropriate subject and age level focus for the PD sessions:
 - there will be subject specialists writing for each subject
 - where subjects are grouped direct reference needs to be made to examples of activities in the course manuals for each subject
 - where there are different age levels direct reference needs to be made to the course manuals for activities for each age level
- STS is six days in year 2 Semester 1 and involves observation and working with small groups subjects should include STS activities
- SL/HoD need to have details of the resources needed for the activities
- Appendix 1: The PD writing checklist, for checking that the PD sessions address all required issues.
- Appendix 2: Course Assessment Components at a Glance, to help ensure the course assessments are accurately introduced

Age Phases/Grades:

JHS Education

Name of Subject/s:

1. Assessment and STS preparatory activities
2. PE Measuring PA and Assessment of Learning

LESSON TITLE:

1. Introduction and Familiarisation of Assessment and STS Preparatory Activities in Music & Dance course.
2. Introduction to measuring PA

Tutor PD Session for Lesson 1 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1(a) Introduction to the semester – in session one <ul style="list-style-type: none"> • Introduction to the purpose of the specialisms: EG, UP and JHS • Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors 	Introduction to the Semester 1(a). 1.1 Use an ice breaker to welcome all Tutors to the PD session. E.g. Provide a tape measure and ask a volunteer Tutor to measure a colleague for a shirt and tell why the need for taking and adhering to the measurement of specific body parts.	Introduction to the Semester 1(a) 1.1 Using the tape measure provided, measure a colleague for a shirt and tell why the need for taking and adhering to the measurement of specific body parts.	20 mins

<p>according to the subject/s, age levels/s.</p> <ul style="list-style-type: none"> • Introduction to the course manual/s • Overview of course learning outcomes • Introduction to the two continuous assessment components to be undertaken in each subject during the semester (See Course Assessment Components at a Glance Appendix 2) NB in subjects where there are no assessment components in the course manuals examples will need to be provided for SL/HoD. 	<p>1.2 Ask Tutors to reflect on the previous semester’s PD sessions and write on a <i>post-it-note</i>, feedbacks on how useful they were to the delivery of their lessons and the assessment of their student teachers.</p> <p>Introduction to the purpose of the specialisms (JHS) and Overview of subject</p> <p>1.3 Lead Tutor to discuss the purpose of the PEMD JHS specialism.</p> <p>E.g. <i>The purpose of the JHS specialism is to enable student teachers in the JHS phase to gain deep technical knowledge and the requisite pedagogical skills to deliver the JHS curriculum using practical based approaches in co-planning, co-teaching, co-assessing and imbibing equity and inclusivity (GESI) issues with mentors and other student teachers.</i></p> <p>1.4 Ask Tutors to sit in their course groups to read and discuss the course goals and descriptions from their respective course manuals to have a general overview and purpose of the courses.</p> <p>E.g. Music & Dance: Assessment and STS preparatory activities</p>	<p>1.2 Reflect on the previous semester’s PD sessions and write on a post-it-note, feedback on how useful they were to the delivery of your lessons and the assessment of your student teachers.</p> <p>Introduction to the purpose of the specialisms (JHS) and Overview of subject</p> <p>1.3 Discuss the purpose of the PEMD JHS specialism.</p> <p>E.g. <i>The purpose of the JHS specialism is to enable student teachers in the JHS phase to gain deep technical knowledge and the requisite pedagogical skills to deliver the JHS curriculum using practical based approaches in co-planning, co-teaching, co-assessing and imbibing equity and inclusivity (GESI) issues with mentors and other student teachers.</i></p> <p>1.4 Sit in your course groups to read and discuss the course goals and descriptions from your course manual to have a general overview and purpose of the course.</p> <p>E.g. Music & Dance: Assessment and STS preparatory activities</p>	
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<p>1(b) Introduction to the session</p> <ul style="list-style-type: none"> • Review prior learning • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p><i>This programme is designed to provide student teachers with concepts and pedagogy required to teach in Junior High School. This programme, also, will support the student teacher in appreciating and demonstrating honesty, integrity and love for country and be able to transfer these values to their learners.</i></p> <p><i>Refer to the goals in the course manual</i></p> <p>PE: Measuring PA and Assessment of Learning <i>This course focuses on techniques used to measure student teachers' and learners' physical activity and the strengths and weaknesses of these techniques and covers the fundamentals of physical activity surveillance. Student teachers will explore various sources of public health indicators and physical activity and apply systematic observation techniques to monitor teaching and learning as it occurs.</i></p> <p><i>NB: Refer to the course goals and descriptions from your course manual</i></p> <p>Introduction to the Course Overview of CLOs/CLIs</p> <p>1.5 Ask Tutors in their course groups to read and discuss the CLOs and CLIs from their course manuals.</p>	<p><i>This programme is designed to provide student teachers with concepts and pedagogy required to teach in Junior High School. This programme, also, will support the student teacher in appreciating and demonstrating honesty, integrity and love for country and be able to transfer these values to their learners.</i></p> <p><i>Refer to the goals in the course manual</i></p> <p>PE: Measuring PA and Assessment of Learning <i>This course focuses on techniques used to measure student teachers' and learners' physical activity and the strengths and weaknesses of these techniques and covers the fundamentals of physical activity surveillance. Student teachers will explore various sources of public health indicators and physical activity and apply systematic observation techniques to monitor teaching and learning as it occurs.</i></p> <p><i>NB: Refer to the goals and descriptions from your course manual.</i></p> <p>Introduction to the Course Overview of CLOs/CLIs</p> <p>1.5 In your course groups read and discuss the CLOs and CLIs from your course manual.</p>	
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	<p>E.g. Music & Dance: Assessment and STS preparatory activities CLO 1 <i>Demonstrate in-depth knowledge on definitions, types and policies of assessment in Ghana, teacher professionalism and the requirement for supported teaching in schools. (NTS 2c & 2d, NTECF p16,</i></p> <p>CLI CLI 1.1. <i>Outline three (3) different modes of assessment used in assessing Music & Dance, justify your selection and administer your AfL strategy selected during STS.</i></p> <p>CLI 1.2 <i>State at least two (2) examples of standards and their corresponding indicators each for the three standard domains of Professional Values and Attitudes (PVA), Professional Knowledge (PK) and Professional Practice (PP).</i></p> <p>CLI 1.3 <i>Describe STS preparatory activities and build a teaching portfolio that contains at least seven (7) top items you would like to put into your teaching portfolio.</i></p> <p>PE: Measuring PA and Assessment of Learning</p> <p>CLO <i>Critically review the techniques for measuring</i></p>	<p>E.g. Music & Dance: Assessment and STS preparatory activities CLO 1 <i>Demonstrate in-depth knowledge on definitions, types and policies of assessment in Ghana, teacher professionalism and the requirement for supported teaching in schools. (NTS 2c & 2d, NTECF p16,</i></p> <p>CLI CLI 1.1. <i>Outline three (3) different modes of assessment used in assessing Music & Dance, justify your selection and administer your AfL strategy selected during STS.</i></p> <p>CLI 1.2 <i>State at least two (2) examples of standards and their corresponding indicators each for the three standard domains of Professional Values and Attitudes (PVA), Professional Knowledge (PK) and Professional Practice (PP).</i></p> <p>CLI 1.3 <i>Describe STS preparatory activities and build a teaching portfolio that contains at least seven (7) top items you would like to put into your teaching portfolio.</i></p> <p>PE: Measuring PA and Assessment of Learning</p> <p>CLO <i>Critically review the techniques for measuring</i></p>	
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	<p><i>physical activity such as; indirect calorimetry, accelerometers, pedometers, direct observation, systematic observation, and self-report instruments</i></p> <p>CLI <i>CLI 2.1 Compare the strengths and weaknesses of at least (2) techniques for measuring physical activity.</i></p> <p><i>CLI 2.2 Compare the strengths and weaknesses of at least (2) techniques for systematic observation tools for assessing teaching and learning in physical activity settings.</i></p> <p>1.6 Ask Tutors to read the assessment component of their course manuals and discuss the various mode of assessment with their percentage weighting, how to align the subject project and subject portfolio to the NTEAP, outline its implications and develop implementation strategies.</p> <p>Examples: Music & Dance: Assessment and STS preparatory activities</p> <p>(Subject Project) <i>Student teachers' performance of practical works in the areas of (a) Drum language; (b) Bamboo Flute (Atenteben); (c)</i></p>	<p><i>physical activity such as; indirect calorimetry, accelerometers, pedometers, direct observation, systematic observation, and self-report instruments</i></p> <p>CLI <i>CLI 2.1 Compare the strengths and weaknesses of at least (2) techniques for measuring physical activity.</i></p> <p><i>CLI 2.2 Compare the strengths and weaknesses of at least (2) techniques for systematic observation tools for assessing teaching and learning in physical activity settings.</i></p> <p>1.6 In your course groups, read the assessment component of your course manual and discuss the various mode of assessment with their percentage weighting, how to align the subject project and subject portfolio to the NTEAP, outline its implications and develop implementation strategies.</p> <p>Examples: Music & Dance: Assessment and STS preparatory activities</p> <p>(Subject Project) <i>Student teachers' performance of practical works in the areas of (a) Drum language; (b) Bamboo Flute (Atenteben);</i></p>	
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	<p><i>Xylophone (Gyile) music and (d) Art and Popular music before a jury.</i></p> <p>(Subject Project Assessment - 30%)</p> <ul style="list-style-type: none"> • <i>Introduction:</i> A clear statement of an aim 10% • <i>Methodology:</i> what the student teacher has done and why he has done so to achieve the lesson objective 20% • <i>Originality:</i> Substantive or main section of the work 40% • <i>Conclusion:</i> Finishing 30% <p>(Subject Portfolio) <i>Lesson plans of Micro-teachings, STS report, Learning Journals, Child Study and Action Research Project, rehearsals schedules, performance videos etc.</i></p> <p>(PORTFOLIO Assessment 30%)</p> <ul style="list-style-type: none"> · Selected items of students work (3 of them – 10% each) – 30 % · Midterm assessment – 20% · Reflective journal 40% · Organization of subject portfolio – 10% (how it is presented/organised) <p>Quizzes and assignments, production of TLMs related to various topics, reflective journals and any other evidence of student teachers work</p> <p>PE: Measuring PA and Assessment of Learning</p>	<p><i>(c) Xylophone (Gyile) music and (d) Art and Popular music before adjudicators.</i></p> <p>(Subject Project Assessment -30%)</p> <ul style="list-style-type: none"> • <i>Introduction:</i> A clear statement of an aim 10% • <i>Methodology:</i> what the student teacher has done and why he has done so to achieve the lesson objective 20% • <i>Originality:</i> Substantive or main section of the work 40% • <i>Conclusion:</i> Finishing 30% <p>(Subject Portfolio) <i>Lesson plans of Micro-teachings, STS report, Learning Journals, Child Study and Action Research Project, rehearsal schedules, performance videos etc.</i></p> <p>(PORTFOLIO Assessment 30%)</p> <ul style="list-style-type: none"> · Selected items of students work (3 of them – 10% each) – 30 % · Midterm assessment – 20% · Reflective journal 40% · Organization of subject portfolio – 10% (how it is presented/organised) <p>Quizzes and assignments, production of TLMs related to various topics, reflective journals and any other evidence of student teachers work</p> <p>PE: Measuring PA and Assessment of Learning</p>	
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	<p>(Subject Project 30%) <i>Development /selection and application of at least (3) measuring tools to capture data on active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organized sports participation including sit and reach, press ups, sit ups, balance, and 12-minute run/walk test accurately paying attention to GESI issues. E.g. Being mindful of the male – female ratio in participation in the activities.</i></p> <p>(Subject Project Assessment - 30%)</p> <ul style="list-style-type: none"> • <i>Introduction:</i> A clear statement of an aim 10% • <i>Methodology:</i> what the student teacher has done and why he has done so to achieve the lesson objective 20% • <i>Originality:</i> Substantive or main section of the work 40% • <i>Conclusion:</i> Finishing 30% <p>(Subject Portfolio 30%) <i>Artefacts from the tools development, write-ups on the tools, group reports, pictures of process and progress, reflective report (at least 200 words), Learning Journals etc.</i></p> <p>(PORTFOLIO Assessment 30%)</p> <ul style="list-style-type: none"> · Selected items of students work (3 of them – 10% each) – 30 % · Midterm assessment – 20% · Reflective journal 40% 	<p>(Subject Project 30%) <i>Development /selection and application of at least (3) measuring tools to capture data on active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organized sports participation including sit and reach, press ups, sit ups, balance, and 12-minute run/walk test accurately paying attention to GESI issues. E.g. Being mindful of the male – female ratio in participation in the activities.</i></p> <p>(Subject Project Assessment - 30%)</p> <ul style="list-style-type: none"> • <i>Introduction:</i> A clear statement of an aim 10% • <i>Methodology:</i> what the student teacher has done and why he has done so to achieve the lesson objective 20% • <i>Originality:</i> Substantive or main section of the work 40% • <i>Conclusion:</i> Finishing 30% <p>(Subject Portfolio30%) <i>Artefacts from the tools development, write-ups on the tools, group reports, pictures of process and progress, reflective report (at least 200 words), Learning Journals etc.</i></p> <p>(PORTFOLIO Assessment 30%)</p> <ul style="list-style-type: none"> · Selected items of students work (3 of them – 10% each) – 30 % · Midterm assessment – 20% · Reflective journal 40% 	
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	<p>· Organization of subject portfolio – 10% (how it is presented/organised) Quizzes and assignments, production of TLMs related to various topics, reflective journals and any other evidence of student teachers work</p> <p>(End of semester exams 40%) Online or written Examination at the end of the semester.</p> <p>1(b) Introduction to lesson 1</p> <p>1.7 Ask Tutors to share with the larger group their knowledge and experiences in the PEMD courses they taught in the previous semesters and draw on the linkages they have with this semester’s course and the Basic School Creative Arts and P.E. curricula.</p> <p><i>NB: Remind Tutors to draw these linkages with their students during the delivery of lessons in the semester.</i></p> <p>Examples: Year 3 semester 1</p> <p>Sport, PE and Music & Dance in Global Cultures <i>Selection of appropriate assessment tool for Appreciating and Appraising of Traditional genres and musical games across the three belts of Ghana, indicating how they can be used in teaching specific</i></p>	<p>· Organization of subject portfolio – 10% (how it is presented/organised) Quizzes and assignments, production of TLMs related to various topics, reflective journals and any other evidence of student teachers work</p> <p>(End of semester exams 40%) Online or written Examination at the end of the semester</p> <p>1(b) Introduction to lesson 1</p> <p>1.7 Share with the larger group your knowledge and experiences in the PEMD courses you taught in the previous semesters and draw on the linkages they have with this semester’s course and the Basic School Creative Arts and P.E. curricula.</p> <p><i>NB: Remember to draw these linkages with your students during the delivery of lessons in this semester.</i></p> <p>Examples: Year 3 semester 1</p> <p>Sport, PE and Music & Dance in Global Cultures <i>Appreciating and Appraising of Traditional genres and musical games across the three belts of Ghana, indicating how they can be used in teaching specific concepts in the Basic School Curriculum.</i></p>	
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	<p><i>concepts in the Basic School Curriculum.</i></p> <p>Performance Practice in African Instruments and Art Music <i>Educating learners on the customs, principles and essential skills needed to perform Ghanaian traditional dances and Art music.</i></p> <p>Entrepreneurial and Life Skills Through Sports <i>Evoking entrepreneurial start-up ideas of student teachers in sports.</i></p> <p>Practice and Coaching <i>Development of time management skills by student teachers.</i></p> <p>1.8 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic school classroom work in STS Field Experience in year 4 semester 1.</p> <p>Year 2 Semester 2 Analysis of Policy Documents and Syllabus</p> <p>Year 2 Semester 2 Physical Activity for Helpful Living</p> <p>1.9 Ask Tutors to read and discuss in their course groups the description and the purpose of lesson 1, including LOs and LIs</p>	<p>Performance Practice in African Instruments and Art Music <i>Educating learners on the customs, principles and essential skills needed to perform Ghanaian traditional dances and Art music.</i></p> <p>Entrepreneurial and Life Skills Through Sports <i>Evoking entrepreneurial start-up ideas of student teachers in sports.</i></p> <p>Practice and Coaching <i>Development of time management skills by student teachers.</i></p> <p>1.8 Provide examples of how students will be prepared to employ the various strategies in and skills in PEMD during the basic school classroom work in STS Field Experience in year 4 semester 1.</p> <p>Year 2 Semester 2 Analysis of Policy Documents and Syllabus</p> <p>Year 2 Semester 2 Physical Activity for Helpful Living</p> <p>1.9 Read and discuss in your course group, the description and the purpose of lesson 1, including LOs and LIs so</p>	
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	<p>so as to have a general overview and share with the larger group for feedback.</p> <p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP)</p> <p>Lesson Description: <i>The lesson focuses on drawing attention to definitions, types, and policies of assessment in Ghana and how they will be used on learners as well as how they would be measured against student teachers (NTS, NTEAP).</i></p> <p>LO: <i>Demonstrate understanding and comprehensive content knowledge issues concerning assessment in the teaching and learning process. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: <i>Mention three policies that the GoG has put in place for assessment in education at the pre-tertiary and tertiary levels.</i></p> <p>P.E.: Ways of measuring PA (II)</p> <p>Lesson Description: <i>The lesson focuses on ways of measuring PA, its importance and the appropriate equipment used in the measurement of PA.</i></p>	<p>as to have a general overview and share with the larger group for feedback.</p> <p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP)</p> <p>Lesson Description: <i>The lesson focuses on drawing attention to definitions, types, and policies of assessment in Ghana and how they will be used on learners as well as how they would be measured against student teachers (NTS, NTEAP).</i></p> <p>LO: <i>Demonstrate understanding and comprehensive content knowledge issues concerning assessment in the teaching and learning process. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: <i>Mention three policies that the GoG has put in place for assessment in education at the pre-tertiary and tertiary levels.</i></p> <p>P.E.: Ways of measuring PA (II)</p> <p>Lesson Description: <i>The lesson focuses on ways of measuring PA, its importance and the appropriate equipment used in the measurement of PA.</i></p>	
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	<p>LO: <i>Reflect on the techniques used to measure student teachers' and learners' physical activity and analyse the strengths and weaknesses of these techniques.</i></p> <p>LI: <i>Identify at least two (2) surveillance techniques and two (2) systematic observation tools and describe each correctly</i></p> <p>1.10 Ask Tutors to identify and discuss in their course groups, the distinctive aspects of lesson 1 and share for clarification and feedback across course groups.</p> <p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP) <i>Discussions of subject project and portfolio and Students' group discussion and summarisation of Key components of the semester's course (i.e course overview, mode of delivery, assessment, attendance, class participation etc.)</i></p> <p>P.E.: Ways of measuring PA (II) <i>Whole class discussions of subject project and portfolio and how physical activities can be measured</i></p> <p>1.11 Ask Tutors to identify possible challenging</p>	<p>LO: <i>Reflect on the techniques used to measure student teachers' and learners' physical activity and analyse the strengths and weaknesses of these techniques.</i></p> <p>LI: <i>Identify at least (2) surveillance techniques and (2) systematic observation tools and describe each correctly</i></p> <p>1.10 Identify and discuss in your course group, the distinctive aspects of lesson 1 and share with the larger group for feedback across course group.</p> <p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP) <i>Discussions of subject project and portfolio and Students' group discussion and summarisation of Key components of the semester's course (i.e course overview, mode of delivery, assessment, attendance, class participation etc.)</i></p> <p>P.E.: Ways of measuring PA (II) <i>Whole class discussions of subject project and portfolio and how physical activities can be measured</i></p> <p>1.11 Identify possible challenging areas in</p>	
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	<p>areas in teaching of the concepts in their respective courses and share with the larger group for clarification.</p> <p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP) <i>The ability of student teachers to differentiate between the various types of assessment with their examples.</i></p> <p>P.E.: Ways of measuring PA (II) <i>The ability of student teachers to identify the various techniques and instruments for measuring physical activities.</i></p> <p>NB: <i>Ask Tutors to take note of the relevant concepts and plan for their teaching as they go through the PD session.</i></p>	<p>teaching of the concepts in your course and share with the larger group for clarification.</p> <p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP) <i>The ability of student teachers to differentiate between the various types of assessment and their examples.</i></p> <p>P.E.: Ways of measuring PA (II) <i>The ability of student teachers to identify the various techniques and instruments for measuring physical activities.</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being 	<p>2.1 Ask tutors to read the presentation of lesson 1 and outline the key concepts on a <i>post-it-note</i> and post it on the wall for a gallery walk (as applicable).</p> <p>2.2 In their respective course groups, ask tutors to discuss the Key concepts read as per their observation from the gallery walk.</p>	<p>2.1 Read the presentation of lesson 1 and outline the key concepts on a <i>post-it-note</i> and post it on the wall for a gallery walk (as applicable).</p> <p>2.2 In your course group, discuss the Key concepts read as per your observation from the gallery walk.</p>	15 mins

<p>introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP)</p> <p><i>Identification and definition of the types of assessment and assessment techniques and their related policy documents.</i></p> <p>P.E.: Ways of measuring PA (II)</p> <p><i>Discussion of techniques needed for measuring physical activities by student teachers.</i></p> <p>2.3 Ask Tutors to identify the potential barriers to the delivery of lesson 1 for student teachers, including GESI issues and provide feedback in their course groups.</p> <p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP)</p> <ul style="list-style-type: none"> • <i>Students' prior knowledge of assessment tools and assessment procedures.</i> • <i>Lack of student teachers' access to assessment policy documents (such as NTS, NTEAP) for class discussion.</i> • <i>Lack of consistent access to internet connectivity.</i> <p>P.E.: Ways of measuring PA (II)</p> <p><i>Lack of measuring instruments for the measurement of specific physical activities Eg. Stop</i></p>	<p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP)</p> <p><i>Identification and definition of the types of assessment and assessment techniques and their related policy documents.</i></p> <p>P.E.: Ways of measuring PA (II)</p> <p><i>Discussion of techniques needed for measuring physical activities by student teachers.</i></p> <p>2.3 Identify the potential barriers to the delivery of lesson 1 for student teachers, including GESI issues and provide feedback in your course group.</p> <p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP)</p> <ul style="list-style-type: none"> • <i>Students' prior knowledge of assessment tools and assessment procedures.</i> • <i>Lack of student teachers' access to assessment policy documents (such as NTS, NTEAP) for class discussion.</i> • <i>Lack of consistent access to internet connectivity.</i> <p>P.E. Ways of measuring PA (II)</p> <p><i>Lack of measuring instruments for the measurement of specific physical activities Eg. Stop</i></p>	
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	<p><i>watch, pedometer, speedometer, etc.</i></p> <p>2.4 Ask Tutors to indicate and discuss concepts or pedagogies they would adopt in their lessons (not forgetting GESI related issues), which need to be explored and share with their course groups.</p> <p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP)</p> <ul style="list-style-type: none"> • <i>Using “group work” strategy to get student teachers involved in the learning process as they work together in groups to solve tasks of the lesson.</i> • <i>The use of appropriate ICT tools such as Mobile phone, PowerPoint presentations.</i> • <i>Group Discussion,</i> • <i>Assigning leadership role to both male and female students and persons with SEN.</i> <p>P.E. Ways of measuring PA (II)</p> <p><i>Using enquiry - based approach through asking student teachers about ways of measuring physical activities.</i></p>	<p><i>watch, pedometer, speedometer, etc</i></p> <p>2.4 Indicate and discuss concepts or pedagogies you would adopt in your lesson (not forgetting GESI related issues), which need to be explored and share with your course group.</p> <p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP)</p> <ul style="list-style-type: none"> • <i>Using “group work” strategy to get student teachers involved in the learning process as they work together in groups to solve tasks of the lesson.</i> • <i>The use of appropriate ICT tools such as Mobile phone, PowerPoint presentations.</i> • <i>Group Discussion,</i> • <i>Assigning leadership role to both male and female students and persons with SEN.</i> <p>P.E. Ways of measuring PA (II)</p> <p><i>Using enquiry - based approach through asking student teachers about ways of measuring physical activities.</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of 	<p>3.1 Ask Tutors to read the teaching and learning activities from their respective course manuals, and discuss areas that need clarification.</p>	<p>3.1 Read the teaching and learning activities from your course manual and discuss areas that need clarification.</p>	

<p>the teaching and learning activities</p> <ul style="list-style-type: none"> • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external 	<p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP)</p> <p><i>Group discussion on the key components of the lesson and presentation of assigned aspect(s) by group.</i></p> <p>P.E: Ways of measuring PA (II)</p> <p><i>Group discussion on the instruments needed to measure Physical Activities (PA), ways to use them and the relevance of PA measurement.</i></p> <p><i>NB: SL Assistance may be sought from Subject leads and or experts for clarification.</i></p> <p><i>Ask Tutors to remind student teachers to observe how their mentors address GESI related issues in lessons that demanded physical movements (running, jumping, clapping etc.) and how ICT tools (Mobile phones and audio-visual gadget) are used to enhance their lesson delivery.</i></p> <p>3.2 Ask Tutors to outline and discuss how the core and transferrable skills would be developed in the student teacher during the delivery of lesson 1.</p> <p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP)</p>	<p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP)</p> <p><i>Group discussion on the key components of the lesson and presentation of assigned aspect(s) by group.</i></p> <p>P.E. Ways of measuring PA (II)</p> <p><i>Group discussion on the instruments needed to measure Physical Activities (PA), ways to use them and the relevance of PA measurement.</i></p> <p>3.2 Outline and discuss how the core and transferrable skills would be developed in the student teacher during the delivery of lesson 1.</p> <p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP)</p>	
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<p>reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning ● Tutors should be expected to have a plan for the next lesson for student teachers 	<ul style="list-style-type: none"> ● <i>Acquisition of social and communication skills by engaging students in group activities and presentations.</i> ● <i>ICT skills by surfing the internet with mobile phone.</i> ● <i>Assessment skills through group interactions and the exploration of the types of assessment strategies.</i> <p>P.E. Ways of measuring PA (II) <i>Acquisition of reflective skills, critical thinking and problem-solving skills through the engagement of student teachers using questions and answers as an approach for facilitation.</i></p> <p>3.3 Ask Tutors to identify and discuss the continuous assessment opportunities in lesson 1 and have a discussion on how to align them with the NTEAP.</p> <p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP) Assessment opportunities such as the following can be employed:</p> <ul style="list-style-type: none"> ● Quizes, ● group presentations ● Individual/group assignments ● Class contributions etc <p>Sample Question <i>What are the explanations associated to the following: Assessment “as”</i></p>	<ul style="list-style-type: none"> ● <i>Acquisition of social and communication skills by engaging students in group activities and presentations.</i> ● <i>ICT skills by surfing the internet with mobile phone.</i> ● <i>Assessment skills through group interactions and the exploration of the types of assessment strategies.</i> <p>P.E. Ways of measuring PA (II) <i>Acquisition of reflective skills, critical thinking and problem-solving skills through the engagement of student teachers using questions and answers as an approach for facilitation.</i></p> <p>3.3 Identify and discuss the continuous assessment opportunities in lesson 1 and deliberate on how to align them with the NTEAP.</p> <p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP) Assessment opportunities such as the following can be employed:</p> <ul style="list-style-type: none"> ● Quizes, ● group presentations ● Individual/group assignments ● Class contributions etc <p>Sample Question <i>What are the explanations associated to the following: Assessment “as”</i></p>	
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	<p><i>Assessment “for”</i> <i>Assessment “of”</i></p> <p>P.E. Ways of measuring PA (II)</p> <ul style="list-style-type: none"> • Group presentations • Individual participation • Individual/group assignments • Class contributions etc <p><i>Sample Question</i> <i>Explain how the physical engagement of a football player on the pitch can be measured?</i></p> <p>3.4 Guide Tutors to use think-pair-share technique to suggest GESI responsive teaching and learning resources and explain how they can be used in the delivery of lesson 1 to ensure learning by all students</p> <p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP) <i>Sample hard copies of policy documents (pdf), NTS and NTECF and audio/video files for SEN student teachers to address GESI.</i></p> <p><i>NTECF Document</i> <i>https://uew.edu.gh/sites/default/files/AnnouncementFiles/NationalTeacherEducationCurriculumFramework.pdf</i> <i>Accessed 20/09/2021</i></p>	<p><i>Assessment “for”</i> <i>Assessment “of”</i></p> <p>P.E. Ways of measuring PA (II)</p> <ul style="list-style-type: none"> • Group presentations • Individual participation • Individual/group assignments • Class contributions etc <p><i>Sample Question</i> <i>Explain how the physical engagement of a football player on the pitch can be measured?</i></p> <p>3.4 Think of GESI responsive teaching and learning resources and pair with a colleague and share by explaining how they can be used in the delivery of lesson 1 to ensure learning by all students.</p> <p>Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTS, NTEAP) <i>Sample hard copies of policy documents (pdf), NTS and NTECF and audio/video files for SEN student teachers to address GESI.</i></p> <p><i>NTECF Document</i> <i>https://uew.edu.gh/sites/default/files/AnnouncementFiles/NationalTeacherEducationCurriculumFramework.pdf</i> <i>Accessed 20/09/2021</i></p>	
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	<p><i>Video of NTECF Presentation</i> https://www.youtube.com/results?search_query=NTECF + <i>Accessed 20/09/2021</i></p> <p>P.E. Ways of measuring PA (II)</p> <ul style="list-style-type: none"> • Playing field • Goal balls and various equipment as needed for limited contact sports • Youtube videos <p>https://www.youtube.com/watch?v=eWwHMtlek6g <i>Accessed 20/09/2021</i></p> <p><i>NB: SL</i> <i>Encourage tutors to make adequate preparation for the delivery of this lesson.</i></p> <p><i>In the case of unresolved issues, consult the subject writers.</i></p>	<p><i>Video of NTECF Presentation</i> https://www.youtube.com/results?search_query=NTECF + <i>Accessed 20/09/2021</i></p> <p>P.E. Ways of measuring PA (II)</p> <ul style="list-style-type: none"> • Playing field • Goals balls and various equipment as needed for limited contact sports • Youtube videos <p>https://www.youtube.com/watch?v=eWwHMtlek6g <i>Accessed 20/09/2021</i></p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Tutors need to identify critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4.1 Ask tutors to outline any outstanding issues relating to their respective lessons per their course manuals for clarification and feedback.</p> <p>4.2 With a GESI responsive approach, ask Tutors from each course group to do a recap of this session.</p> <p><i>NB: You may call a male or a female Tutor and or those with SEN for the recap (GESI).</i></p>	<p>4.1 Outline any outstanding issues relating to your lesson per your course manual for clarification and feedback.</p> <p>4.2 Do a recap of this session.</p>	<p>15 mins</p>

	<p>4.3 Remind Tutors to read lesson 2 in their course manuals for PD session 2.</p> <p><i>NB: Remind Tutors to invite a critical friend to observe the delivery of lesson 1 and provide feedback.</i></p> <p><i>Subject lead's or PD writers' support may be sought for further assistance.</i></p>	<p>4.3 Read lesson 2 in your course manual for PD session 2.</p> <p><i>NB: Remember to invite a critical friend to observe your lesson during the delivery of lesson 1 and provide feedback.</i></p> <p><i>Subject lead's or PD writers' support may be sought for further assistance.</i></p>	
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Age Phases/Grades:

JHS Education

Name of Subject/s:

1. Assessment and STS preparatory activities
2. PE Measuring PA and Assessment of Learning

LESSON TITLE:

1. Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF)
2. Ways of measuring PA (II)

Tutor PD Session for Lesson 2 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session <ul style="list-style-type: none"> • Review prior learning. • A critical friend to share findings for a short discussion and lessons learned. • Reading and discussion of the introductory sections of the lesson. • Up to and including 	Use an ice breaker to welcome tutors to session 2 of the semester's PD. E.g., <i>what would have been your chosen carrier if you have a second chance to choose any, and why?</i> <i>(Randomly call tutors to share their views).</i> 1.1 Ask individual Tutors to share with the larger group what they have learnt at PD session 1. 1.2 Ask tutors to provide examples of how students will be prepared to	1.1 Share with the larger group what you have learnt at PD session 1. 1.2 Ask tutors to provide examples of how students will be	20 mins

<p>learning outcomes and indicators.</p> <ul style="list-style-type: none"> • Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>employ the various strategies and skills in PEMD during the basic school classroom work in STS Field Experience in year 4 semester 1.</p> <p>1.3 Ask tutors with their critical friends to share their observations and experiences during the delivery of lesson 1.</p> <p>1.4 Ask Tutors to move into their course groupings to read and discuss the lesson description and purpose from their course manuals to have the general overview of lesson 2.</p> <p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF) Description <i>The lesson focuses on drawing attention to definitions, types, and policies of assessment in Ghana and how they will be used on learners as well as how they would be measured against student teachers (NTC, NTEAP & NPLAF).</i></p> <p>Purpose <i>To draw student teachers' attention to:</i></p> <ul style="list-style-type: none"> • <i>Definitions: Assessment, Formative Assessment, Summative Assessment, Assessment of, as, & for Learning, etc.</i> 	<p>prepared to employ the various strategies and skills in PEMD during the basic school classroom work in STS Field Experience in year 4 semester 1.</p> <p>1.3 With your critical friend, share your experiences and observations during the delivery of lesson 1.</p> <p>1.4 Sit in your course groupings and read and discuss the lesson description and purpose from your course manual to have the general overview of lesson 2.</p> <p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF) Description <i>The lesson focuses on drawing attention to definitions, types, and policies of assessment in Ghana and how they will be used on learners as well as how they would be measured against student teachers (NTC, NTEAP & NPLAF).</i></p> <p>Purpose <i>To draw student teachers' attention to:</i></p> <ul style="list-style-type: none"> • <i>Definitions: Assessment, Formative Assessment, Summative Assessment, Assessment of, as, & for Learning, etc.</i> 	
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	<ul style="list-style-type: none"> • <i>Types and Examples of Assessment</i> • <i>Policies: NTS, NTECF and the NPLAF National Tests (NSAT), BECE, SSSCE.</i> <p>PE: Ways of measuring PA (II) Description <i>Covers the measurement of physical activity using calorimetry and physiological markers.</i></p> <p>Purpose <i>To help student teachers to measure PA using calorimetry and physiological markers.</i></p> <p>1.5 Ask Tutors in their course groups to outline and discuss the LOs and LIs from their course manuals.</p> <p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF) LO: <i>Demonstrate comprehensive content knowledge on definitions, types, policies of assessment in Ghana and how they will be used on learners as well as how student teachers would be measured against the NTC, NTEAP and NPLAF. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: <i>Mention at least four (4) examples of formative assessment.</i></p>	<ul style="list-style-type: none"> • <i>Types and Examples of Assessment</i> • <i>Policies: NTS, NTECF and the NPLAF National Tests (NSAT), BECE, SSSCE.</i> <p>PE: Ways of measuring PA (II) Description <i>Covers the measurement of physical activity using calorimetry and physiological markers.</i></p> <p>Purpose <i>To help student teachers to measure PA using calorimetry and physiological markers.</i></p> <p>1.5 Outline and discuss the LOs and LIs from your course manuals</p> <p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF) LO: <i>Demonstrate comprehensive content knowledge on definitions, types, policies of assessment in Ghana and how they will be used on learners as well as how student teachers would be measured against the NTC, NTEAP and NPLAF. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: <i>Mention at least four (4) examples of formative assessment.</i></p>	
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	<p>PE: Ways of measuring PA (II)</p> <p>LO: <i>Critically review the techniques for measuring physical activity such as; indirect calorimetry, accelerometers, pedometers, directs observation, systematic observation, and self-report instruments.</i></p> <p>LI: <i>Compare the strengths and weaknesses of at least (2) techniques for measuring physical activity.</i></p> <p>1.5 Using <i>think-pair-share</i> strategy, guide Tutors to identify and discuss the distinctive aspects of lesson 2 and share with the larger group for clarification and feedback.</p> <p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF) <i>Discussing the formative and summative assessment strategies i.e., Assessment as Learning (AaL), Assessment of Learning (AoL) Assessment for Learning (Afl)</i></p> <p>PE: Ways of measuring PA (II) <i>Discussing how to use calorimetry and physiological markers to measure physical activities. (Walking, running and jogging)</i></p>	<p>PE: Ways of measuring PA (II)</p> <p>LO: <i>Critically review the techniques for measuring physical activity such as; indirect calorimetry, accelerometers, pedometers, directs observation, systematic observation, and self-report instruments.</i></p> <p>LI: <i>Compare the strengths and weaknesses of at least (2) techniques for measuring physical activity.</i></p> <p>1.5 Identify and discuss the distinctive aspects of lesson 2 and share with the larger group for clarification and feedback.</p> <p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF) <i>Discussion on formative and summative assessment i.e., Assessment as Learning (AaL), Assessment of Learning (AoL) Assessment for Learning (Afl)</i></p> <p>PE: Ways of measuring PA (II) <i>Discussing how to use calorimetry and physiological markers to measure physical activities. (Walking, running and jogging)</i></p>
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	Note SL: <i>Ask tutors to take note of the relevant concepts and plan for their teaching as they go through the PD session.</i>		
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • Identification and discussion of new learning • potential barriers to learning for student teachers or students, • concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tu tors</p>	<p>2.1 With GESI responsiveness, ask Tutors to carefully read and discuss the key concepts in lesson 2 from their course manuals and share with the larger group for feedback.</p> <p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF) <i>Definition and discussion of assessment terminologies and techniques as well as policy documents (NTC, NTEAP & NPLAF).</i></p> <p>PE: Ways of measuring PA (II) <i>Measuring physical activities using calorimetry and physiological markers.</i></p> <p>2.2 Ask Tutors to discuss with their elbow partners, the potential barriers to lesson 2 for the student teachers.</p> <p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF) <i>Lack of assess to policy documents (i.e., NTC, NTEAP & NPLAF)</i></p>	<p>2.1 Carefully read and discuss the key concepts in lesson 2 from your course manual and share with the larger group for feedback.</p> <p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF) <i>Definition and discussion of assessment terminologies and techniques as well as policy documents (NTC, NTEAP & NPLAF).</i></p> <p>PE: Ways of measuring PA (II) <i>Measuring physical activities using calorimetry and physiological markers.</i></p> <p>2.2 Discuss with your elbow partner, the potential barriers to lesson 2 for the student teachers.</p> <p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF) <i>Lack of assess to policy documents (i.e., NTC, NTEAP & NPLAF)</i></p>	15 mins

	<p>PE: Ways of measuring PA (II) <i>Lack of PA measuring instruments such as calorimeter.</i></p> <p>2.3 Ask Tutors to outline on a post it card, other pedagogical strategies they will employ in delivering lesson 2 for a gallery walk.</p> <p>2.4 Ask Tutors to share in their course groups their observation during the gallery walks and discuss appropriate pedagogical strategies they will adopt in delivering their lessons.</p> <p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF) <i>Adopting small group project-based learning approach to engage student teacher.</i></p> <p>PE: Ways of measuring PA (II) <i>Use of collaborative learning approach such as involving student teachers in small group presentations, traditional dance performance and traditional musical games (i.e., ampe, chaskele etc)</i></p>	<p>PE: Ways of measuring PA (II) <i>Lack of PA measuring instruments such as calorimeter.</i></p> <p>2.3 Outline on a post it card, other pedagogical strategies you will employ in delivering lesson 2 for a gallery walk.</p> <p>2.4 Share in your course group your observation during the gallery walks and discuss appropriate pedagogical strategies you will adopt in delivering your lesson.</p> <p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF) <i>Adopting small group project-based learning approach to engage student teacher.</i></p> <p>PE: Ways of measuring PA (II) <i>Use of collaborative learning approach such as involving student teachers in small group presentations, traditional dance performance and traditional musical games (i.e., ampe, chaskele etc)</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching 	<p>3.1 In their course groups, ask Tutors to read and discuss the teaching and learning activities from their respective course manuals, link them to the Basic School Curriculum and share across course groups for clarification and feedback.</p>	<p>3.1 Read and discuss the teaching and learning activities from your course manual, link them to the Basic School Curriculum and share across course groups for clarification and feedback.</p>	<p>40 mins</p>

<p>and learning activities</p> <ul style="list-style-type: none"> • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning. • Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external 	<p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF)</p> <p><i>Small group work on definition of assessment terminologies, examples of assessment techniques on flip chart for class presentation and discussing how to use them in the basic school classroom.</i></p> <p>PE: Ways of measuring PA (II) <i>Small group discussion on PA measurement using calorimetry and physiological markers, discussing how to apply them in the basic school classroom.</i></p> <p>3.2 Ask Tutors in their respective course groupings to discuss and suggest how GESI, ICT and 21st century skills can be integrated in the delivering of lesson 2 and share across course groups for feedback.</p> <p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF)</p> <ul style="list-style-type: none"> • <i>Use of mobile phones to download information online.</i> • <i>Group leadership and use of ICT tools like projectors should be GESI responsive.</i> <p>PE: Ways of measuring PA (II)</p> <ul style="list-style-type: none"> • <i>Involvement of both sexes and assigning record</i> 	<p>E.g. Music: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF)</p> <p><i>Small group work on definition of assessment terminologies, examples of assessment techniques on flip chart for class presentation and discussing how to use them in the basic school classroom.</i></p> <p>PE: Ways of measuring PA (II) <i>Small group discussion on PA measurement using calorimetry and physiological markers, discussing how to apply them in the basic school classroom.</i></p> <p>3.2 In your course group discuss and suggest how GESI, ICT and 21st century skills can be integrated in the delivering of lesson 2 and share across course groups for feedback.</p> <p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF)</p> <ul style="list-style-type: none"> • <i>Use of mobile phones to download information online.</i> • <i>Group leadership and use of ICT tools like projectors should be GESI responsive.</i> <p>PE: Ways of measuring PA (II)</p> <ul style="list-style-type: none"> • <i>Involvement of both sexes and assigning record</i> 	
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<p>reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning ● Tutors should be expected to have a plan for the next lesson for student teachers 	<p><i>keeping roles to Persons with Disability in socially gender stereotyped traditional musical games such as ‘ampe’ when using physiological markers for measurement and vice versa.</i></p> <ul style="list-style-type: none"> ● <i>Use of laptop and music combo to provide music for physical activities.</i> <p>3.3 Ask Tutors to read, identify and discuss the continuous assessment opportunities in lesson 2 and share their suggestions across groups for feedback.</p> <p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF) <i>Assessment types—e.g.; objective test, quizzes, essay type, quantitative, assignments, presentations, practical teaching and, performance.</i></p> <p><i>Sample Question: Describe assessment for learning and mention three strategies you can use in the classroom to achieve it.</i></p> <p>PE: Ways of measuring PA (II) <i>Quizzes, assignments, class participation, class presentations, practical physical activity participation.</i></p>	<p><i>keeping roles to Persons with Disability in socially gender stereotyped traditional musical games such as ‘ampe’ when using physiological markers for measurement and vice versa.</i></p> <ul style="list-style-type: none"> ● <i>Use of laptop and music combo to provide music for physical activities.</i> <p>3.3 Read, identify and discuss the continuous assessment opportunities in lesson 2 and share your suggestions across groups for feedback.</p> <p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF) <i>Assessment types—e.g.; objective test, quizzes, essay type, quantitative, assignments, presentations, practical teaching and, performance.</i></p> <p><i>Sample Question: Describe assessment for learning and mention three strategies you can use in the classroom to achieve it.</i></p> <p>PE: Ways of measuring PA (II) <i>Quizzes, assignments, class participation, class presentations, practical physical activity participation.</i></p>	
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	<p><i>Sample question: Compare the strengths and weaknesses of any 2 techniques for measuring physical activity.</i></p> <p>3.4 Ask Tutors in their groups to outline appropriate teaching and learning resources for lesson 2 on a flip chart, suggest and discuss how they can be used in the lesson delivery.</p> <p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF)</p> <ul style="list-style-type: none"> • <i>Use of mobile phones to surf the internet for information.</i> • <i>Use of Computers (Laptops or PCs) and projectors for presentation.</i> <p>PE: Ways of measuring PA (II)</p> <ul style="list-style-type: none"> • <i>Use of whistles for prompting.</i> • <i>Use of Stop watches for monitoring.</i> • <i>Use of place mats for student teachers with physical disabilities</i> • <i>Playing field for physical activities including traditional musical games.</i> <p>Note: SL <i>Remind Tutors to plan their lesson well for the week.</i></p>	<p><i>Sample question: Compare the strengths and weaknesses of any 2 techniques for measuring physical activity.</i></p> <p>3.4 In your groups outline appropriate teaching and learning resources for lesson 2 on a flip chart, suggest and discuss how they can be used in the lesson delivery.</p> <p>E.g. Music & Dance: Definitions, Types, Policies of Assessment in Ghana (NTC, NTEAP & NPLAF)</p> <ul style="list-style-type: none"> • <i>Use of mobile phones to surf the internet for information.</i> • <i>Use of Computers (Laptops or PCs) and projectors for presentation.</i> <p>PE: Ways of measuring PA (II)</p> <ul style="list-style-type: none"> • <i>Use of whistles for prompting.</i> • <i>Use of Stop watches for monitoring.</i> • <i>Use of place mats for student teachers with physical disabilities</i> • <i>Playing field for physical activities including traditional musical games.</i> 	
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<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Tutors should Identify critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4.1 Ask Tutors to identify any outstanding issues for clarification or redress.</p> <p>4.2 Ask a tutor from each course groups to recap the salient lessons in the session.</p> <p>NB: Remind Tutors to select a critical friend to observe their lessons for feedbacks.</p> <p><i>Remind Tutors to read lesson 3 from their course manuals for the next PD session.</i></p> <p><i>For further clarification, contact the PD writers for assistance or support.</i></p>	<p>4.1 Identify any outstanding issues for clarification or redress.</p> <p>4.2 Do a recap of the salient lessons in the session.</p> <p>NB: Select a critical friend to observe your lesson for feedbacks.</p>	<p>15 mins</p>
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Age Phases/Grades:

JHS Education

Name of Subject/s:

1. Assessment and STS preparatory activities
2. PE Measuring PA and Assessment of Learning

LESSON TITLE:

1. Developing Assessment Instruments and Recording of Assessment in Schools
2. Measuring PA III

Tutor PD Session for Lesson 3 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session <ul style="list-style-type: none"> • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning 	Start the session with an ice breaker e.g. <i>“What were you known for in high school?”</i> <ol style="list-style-type: none"> 1.1 Ask individual Tutors to share what they found interesting at PD session 2 with the larger group. 1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic school classroom work in STS Field Experience in year 4 semester 1. 	<ol style="list-style-type: none"> 1.1 Share what you found interesting at PD session 2 with the larger group. 1.2 Provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic school classroom work in STS Field Experience in year 4 semester 1. 	20 mins

<p>outcomes and indicators</p> <ul style="list-style-type: none"> • Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.3 Ask Tutors and their critical friends to share their experiences and observations during the delivery of lesson 2 with the larger group.</p> <p>1.4 Ask Tutors to sit in their respective course groups and read the introductory aspects of lesson 2 including the description and purpose of the lesson to have an overview.</p> <p>Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools.</p> <p>Lesson description <i>The lesson focuses on drawing attention to developing assessment instruments and recording of assessment in schools.</i></p> <p>Purpose To draw student teachers' attention to: Test Terminologies: AoL Types</p> <ul style="list-style-type: none"> • <i>Norm Reference Test, Criterion Reference Test, Grades and Grading, NPLAP and NTEAP Grading Descriptors, Construction of Marking Scheme.</i> <p>Types of Tests Essay Type Test: Key words used;</p> <ul style="list-style-type: none"> • <i>Analyse, Assess, Comment, Compare, Contrast, Criticize, Define, Describe,</i> 	<p>1.3 With your critical friend, share your experiences and observations during the delivery of lesson 2 with the larger group.</p> <p>1.4 Sit in your course group and read the introductory aspect of lesson 2 including the description and purpose of the lesson to have an overview.</p> <p>Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools.</p> <p>Lesson description <i>The lesson focuses on drawing attention to developing assessment instruments and recording of assessment in schools.</i></p> <p>Purpose To draw student teachers' attention to: Test Terminologies: AoL Types</p> <ul style="list-style-type: none"> • <i>Norm Reference Test, Criterion Reference Test, Grades and Grading, NPLAP and NTEAP Grading Descriptors, Construction of Marking Scheme.</i> <p>Types of Tests Essay Type Test: Key words used;</p> <ul style="list-style-type: none"> • <i>Analyse, Assess, Comment, Compare, Contrast, Criticize, Define, Describe,</i> 	
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	<p><i>Discuss, Enumerate, Evaluate, Explain, Identify, Illustrate, Interpret, Justify, List, Name, Outline, Relate, Show, State, Summarize, Trace, Verify.</i></p> <p>Objective Type Tests</p> <ul style="list-style-type: none"> • <i>Multiple-Type Test, True-False Type Test, Matching Type Test, Fill-in-the Blank Type Test, Open Book Test, Take Home Test.</i> <p>PE: Measuring PA III. Lesson description <i>Covers the measurement of PA using mechanical and electric motion detectors.</i></p> <p>Purpose <i>To help student teachers to measure PA using mechanical and electric motion detectors.</i></p> <p>1.5 Ask Tutors to read and discuss the LOs and LIs of lesson 3 and share their findings across course groups for feedback.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools. LO: <i>Demonstrate comprehensive content knowledge on definitions and types of tests and how to design such assessment of learning instruments. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p>	<p><i>Discuss, Enumerate, Evaluate, Explain, Identify, Illustrate, Interpret, Justify, List, Name, Outline, Relate, Show, State, Summarize, Trace, Verify</i></p> <p>Objective Type Tests</p> <ul style="list-style-type: none"> • <i>Multiple-Type Test, True-False Type Test, Matching Type Test, Fill-in-the Blank Type Test, Open Book Test, Take Home Test.</i> <p>PE: Measuring PA III. Lesson description <i>Covers the measurement of PA using mechanical and electric motion detectors.</i></p> <p>Purpose <i>To help student teachers to measure PA using mechanical and electric motion detectors.</i></p> <p>1.5 Read and discuss the LOs and LIs of lesson 3 and share your findings across course groups for feedback.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools. LO: <i>Demonstrate comprehensive content knowledge on definitions and types of tests and how to design such assessment of learning instruments. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p>	
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	<p>LIs:</p> <ul style="list-style-type: none"> • <i>Mention at least three (3) examples of objective test and give examples of each.</i> • <i>Describe criterion reference text and five two examples in Ghana.</i> • <i>Set an Essay Type Question and write out its Marking Scheme.</i> <p>PE: Measuring PA III. LO: <i>Critically review the techniques for measuring physical activity such as; indirect calorimetry, accelerometers, pedometers, direct observation, systematic observation, and self-report instruments.</i></p> <p>LIs:</p> <ul style="list-style-type: none"> • <i>Compare the strengths and weaknesses of at least (2) techniques for measuring physical activity.</i> • <i>Compare the strengths and weaknesses of at least (2) techniques for systematic observation tools for assessing teaching and learning in physical activity settings.</i> <p>1.6 In their course groupings, ask Tutors to identify and discuss the distinctive aspects of lesson 3 and</p>	<p>LIs:</p> <ul style="list-style-type: none"> • <i>Mention at least three (3) examples of objective test and give examples of each.</i> • <i>Describe criterion reference text and five two examples in Ghana.</i> • <i>Set an Essay Type Question and write out its Marking Scheme.</i> <p>PE: Measuring PA III. LO: <i>Critically review the techniques for measuring physical activity such as; indirect calorimetry, accelerometers, pedometers, direct observation, systematic observation, and self-report instruments.</i></p> <p>LIs:</p> <ul style="list-style-type: none"> • <i>Compare the strengths and weaknesses of at least (2) techniques for measuring physical activity.</i> • <i>Compare the strengths and weaknesses of at least (2) techniques for systematic observation tools for assessing teaching and learning in physical activity settings.</i> <p>1.6 In your course group, identify and discuss the distinctive aspects of lesson 3 and share</p>	
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	<p>share across course groups for clarification and feedback.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools. <i>Discussing the meaning of the assessment of learning terminologies interactively i.e</i></p> <ul style="list-style-type: none"> • <i>Norm Reference Test, Criterion Reference Test, etc.</i> • <i>Essay Type Tests</i> • <i>Objective Test</i> <p>PE: Measuring PA III. <i>Discussing how PA is measured using mechanical and electric motion detectors.</i></p> <p><i>NOTE: SL Prompt Tutors to plan their lessons as they go through the PD session.</i></p>	<p>across course groups for clarification and feedback.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools. <i>Discussing the meaning of the assessment of learning terminologies interactively i.e</i></p> <ul style="list-style-type: none"> • <i>Norm Reference Test, Criterion Reference Test, etc.</i> • <i>Essay Type Tests</i> • <i>Objective Test</i> <p>PE: Measuring PA III. <i>Discussing how PA is measured using mechanical and electric motion detectors.</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • Identification and discussion of new learning, • potential barriers to learning for student teachers or students, • concepts or pedagogy being introduced in 	<p>2.1 In their course groups, ask Tutors to outline and discuss new concepts in lesson 3.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools.</p> <ul style="list-style-type: none"> • <i>Identification of assessment terminologies.</i> • <i>Explanations of the types of tests.</i> • <i>Test items writing with marking scheme.</i> 	<p>2.1 In your course group, outline and discuss new concepts in lesson 3.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools.</p> <ul style="list-style-type: none"> • <i>Identification of assessment terminologies.</i> • <i>Explanations of the types of tests.</i> • <i>Test items writing with marking scheme</i> 	15 mins

<p>the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>PE: Measuring PA III. <i>The use of mechanical and electric motion detectors for the Measurement of physical activities (PA).</i></p> <p>2.2 Ask tutors to outline and discuss potential barriers to learning for student teachers in lesson 3 of their respective courses and share across groups for clarification and feedback. Attention should be given to GESI issues.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools.</p> <ul style="list-style-type: none"> • <i>Lack of Playback equipment for students with hearing impairment.</i> • <i>Female students who may be going through menstrual pains may not give their best during the lesson.</i> • <i>Students' inability to frame/set test items correctly.</i> • <i>Lack of musical instruments like keyboard and attenteben to practice assessment of learning.</i> • <i>Lack of optional musical instruments for Students with SEN to experiment assessment of learning.</i> 	<p>PE: Measuring PA III. <i>The use of mechanical and electric motion detectors for the Measurement of physical activities (PA).</i></p> <p>2.2 Outline and discuss potential barriers to learning for student teachers in lesson 3 of your course and share across groups for clarification and feedback. Attention should be given to GESI issues.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools.</p> <ul style="list-style-type: none"> • <i>Lack of Playback equipment for students with hearing impairment.</i> • <i>Female students who may be going through menstrual pains may not give their best during the lesson.</i> • <i>Students' inability to frame/set test items correctly.</i> • <i>Lack of musical instruments like keyboard and attenteben to practice assessment of learning.</i> • <i>Lack of optional musical instruments for Students with SEN to experiment assessment of learning.</i> 	
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	<ul style="list-style-type: none"> • <i>Lack or poor internet accessibility.</i> <p>PE: Measuring PA III.</p> <ul style="list-style-type: none"> • <i>Lack/inadequacy of PA measuring instruments.</i> • <i>Students' low/no knowledge in using PA measuring instruments such as accelerometers, pedometers etc.</i> <p>2.3 Ask Tutors to identify concepts or pedagogy(es) they will adopt for the delivery of lesson 3 and share in their course groups for discussion.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools.</p> <ul style="list-style-type: none"> • <i>Panel, group & whole class Analysis of Documentaries: Use of ICT resources and YouTube videos in discussing definitions, policies and AoL strategies.</i> • <i>Class Discussions and Class Presentations.</i> • <i>Development of Computer Assessment Skills: MS Excel, SPSS, Atlas-ti, etc.</i> <p>PE: Measuring PA III.</p> <ul style="list-style-type: none"> • <i>Class Discussion- to introduce new topics and engage student teachers in small group work and presentations.</i> • <i>Small Group Presentation / Discussion: Engage discussions to</i> 	<ul style="list-style-type: none"> • <i>Lack or poor internet accessibility.</i> <p>PE: Measuring PA III.</p> <ul style="list-style-type: none"> • <i>Lack/inadequacy of PA measuring instruments</i> • <i>Students' low/no knowledge in using PA measuring instruments such as accelerometers, pedometers etc.</i> <p>2.3 Identify concepts or pedagogy(es) you will adopt for the delivery of lesson 3 and share in your course groups for discussion.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools.</p> <ul style="list-style-type: none"> • <i>Analysis of Documentaries: Use of ICT resources and YouTube in discussions on definitions, policies and AoL strategies.</i> • <i>Class Discussions and Class Presentations.</i> • <i>Development of Computer Assessment Skills: MS Excel, SPSS, Atlas-ti, etc.</i> <p>PE: Measuring PA III.</p> <ul style="list-style-type: none"> • <i>Class Discussion- to introduce new topics and engage student teachers in small group work and presentations.</i> • <i>Small Group Presentation/ Discussion: Engage discussions to</i> 	
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	<i>demonstrate knowledge and understanding of the components of the GMPA. Student teachers think, pair-share their work and then refine them for class presentation.</i>	<i>demonstrate knowledge and understanding of the components of the GMPA. Student teachers think, pair-share their work and then refine them for class presentation.</i>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT • 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should 	<p>3.1 Ask tutors to read and discuss the teaching and learning activities suggested in their respective course manuals, link them to the basic school curriculum and share across course groups for feedback and clarification.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools.</p> <ul style="list-style-type: none"> • <i>Introduction to the Course Learning Outcomes and Indicators for the 3rd Lesson.</i> • <i>Discussions on the meaning of assessment of learning terminologies.</i> • <i>Group work on developing one example of Essay Type Test with its Marking Scheme; then one multiple choice question and any other two Objective Tests and put on a FLIP CHART for Class Presentation.</i> 	<p>3.1 Read and discuss the teaching and learning activities suggested in your course manual and link them to the basic school curriculum and share across course groups for feedback and clarification.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools.</p> <ul style="list-style-type: none"> • <i>Introduction to the Course Learning Outcomes and Indicators for the 3rd Lesson.</i> • <i>Discussions on the meaning of assessment of learning terminologies.</i> • <i>Group work on developing one example of Essay Type Test with its Marking Scheme; then one multiple choice question and any other two Objective Tests and put on a FLIP CHART for Class Presentation.</i> 	40 mins

<p>include at least two opportunities to use continuous assessment to support student teacher learning</p> <ul style="list-style-type: none"> • Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning • Tutors should be expected to 	<ul style="list-style-type: none"> • <i>Group work on Grading System in the NPLAF as well as the NTEAP and summarise Key Findings on a FLIP CHART for Class Presentation.</i> • <i>Reflection and Closure. Students reflect on the day's activities and match their responses to the purpose of the lesson.</i> <p>PE: Measuring PA III.</p> <ul style="list-style-type: none"> • <i>Student teachers work in groups to reflect on measuring PA using calorimetry and physiological markers.</i> • <i>Group discussion on the measurement of PA using mechanic and electric motion detectors.</i> • <i>Group presentation of work.</i> • <i>Reflection and asking questions regarding the purpose of the lesson.</i> <p>3.2 Ask Tutors to share with their course groups how they will integrate GESI in the delivery of lesson 3.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools.</p> <ul style="list-style-type: none"> • <i>Mixed group discussion on the meaning of the assessment of learning terminologies i.e.,</i> 	<ul style="list-style-type: none"> • <i>Group work on Grading System in the NPLAF as well as the NTEAP and summarise Key Findings on a FLIP CHART for Class Presentation.</i> • <i>Reflection and Closure. Students reflect on the day's activities and match their responses to the purpose of the lesson.</i> <p>PE: Measuring PA III.</p> <ul style="list-style-type: none"> • <i>Student teachers work in groups to reflect on measuring PA using calorimetry and physiological markers.</i> • <i>Group discussion on the measurement of PA using mechanic and electric motion detectors.</i> • <i>Group presentation of work.</i> • <i>Reflection and asking questions regarding the purpose of the lesson.</i> <p>3.2 Share with your course group how you will integrate GESI in the delivery of lesson 3.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools.</p> <ul style="list-style-type: none"> • <i>Mixed group discussion on the meaning of the assessment of learning terminologies i.e.,</i> 	
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<p>have a plan for the next lesson for student teachers</p>	<p><i>Norm Reference Test, Criterion Reference Test, etc. Essay Type Tests and Objective Test.</i></p> <ul style="list-style-type: none"> <i>Use of ICT tools such as MS word, MS Excel, SPSS, Atlas-ti, etc for assessment of learning activities (i.e giving opportunity for both male and female to type questions on Word, enter marks on Excel and present group work with the computer, projector and power point).</i> <p>PE: Measuring PA III.</p> <ul style="list-style-type: none"> <i>Power point presentation by female and male students from the groups.</i> <i>Female students will measure the male students during PA using calorimetry and physiological markers and vice versa.</i> <p>3.3 Ask Tutors to identify and discuss how student teachers would develop the 21st C skills as they deliver lessons 3.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools.</p> <ul style="list-style-type: none"> <i>Student teachers will acquire assessment skills, social skills, communication skills,</i> 	<p><i>Norm Reference Test, Criterion Reference Test, etc. Essay Type Tests and Objective Test.</i></p> <ul style="list-style-type: none"> <i>Use of ICT tools such as MS word, MS Excel, SPSS, Atlas-ti, etc for assessment of learning activities (i.e giving opportunity for both male and female to type questions on Word, enter marks on Excel and present group work with the computer, projector and power point).</i> <p>PE: Measuring PA III.</p> <ul style="list-style-type: none"> <i>Power point presentation by female and male students from the groups.</i> <i>Female students will measure the male students during PA using calorimetry and physiological markers and vice versa</i> <p>3.3 Identify and discuss how student teachers would develop the 21st C skills as you deliver their lessons.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools.</p> <ul style="list-style-type: none"> <i>Student teachers will acquire assessment skills, social skills, communication skills,</i> 	
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	<p><i>reflection and honesty skills through group work and practicing the different assessment of learning strategies e.g. Norm Reference Test, Essay Type Test and Objective Test.</i></p> <p>PE: Measuring PA III.</p> <ul style="list-style-type: none"> <i>Acquisition of reflection, critical thinking and problem-solving skills through using the various techniques for measuring physical activity. This may involve data collection, counting, calculating (adding, subtracting and dividing), recording etc.</i> <p>3.4 Ask tutors to brainstorm the continuous assessment opportunities in lesson 3, and show how they will apply assessment <i>for, as and of learning</i> in the delivery of lesson.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools.</p> <ul style="list-style-type: none"> <i>Reflection –Student teachers reflect on the new things they have learnt in class— NTEAP, NPLAP, NTECF, NTS.</i> <i>Small Group Assignment: Students</i> 	<p><i>reflection and honesty skills through group work and practicing the different assessment of learning strategies e.g. Norm Reference Test, Essay Type Test and Objective Test.</i></p> <p>PE: Measuring PA III.</p> <ul style="list-style-type: none"> <i>Acquisition of reflection, critical thinking and problem-solving skills through using the various techniques for measuring physical activity. This may involve data collection, counting, calculating (adding, subtracting and dividing), recording etc.</i> <p>3.4 Brainstorm the continuous assessment opportunities in lesson 3, and show how you will apply assessment <i>for, as and of learning</i> in the delivery of lesson.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools.</p> <ul style="list-style-type: none"> <i>Reflection –Student teachers reflect on the new things they have learnt in class— NTEAP, NPLAP, NTECF, NTS.</i> <i>Small Group Assignment: Students</i> 	
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	<p><i>conduct research on lesson by google searching.</i></p> <p>(E.g. Reflection on lesson) Mention at three (3) examples of objective test and give examples of each.</p> <p>PE: Measuring PA III.</p> <ol style="list-style-type: none"> 1. <i>Class assignment</i> 2. <i>Diagnostic quizzes</i> 3. <i>Class participation</i> 4. <i>Class presentations</i> <p>(E.g., Class assignment) <i>In your groups, compare the strengths and weaknesses of any two techniques for measuring physical activity.</i></p> <p>3.5 Ask Tutors to identify and discuss teaching and learning resources appropriate for the delivery of lesson 3 and share with the larger group for feedback.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools.</p> <ul style="list-style-type: none"> • <i>Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone).</i> • <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i> • <i>Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and</i> 	<p><i>conduct research on lesson by google searching.</i></p> <p>(E.g. Reflection on lesson) Mention at three (3) examples of objective test and give examples of each.</p> <p>PE: Measuring PA III.</p> <ol style="list-style-type: none"> 1. <i>Class assignment</i> 2. <i>Diagnostic quizzes</i> 3. <i>Class participation</i> 4. <i>Class presentations</i> <p>(E.g., Class assignment) <i>In your groups, compare the strengths and weaknesses of any two techniques for measuring physical activity.</i></p> <p>3.5 Identify and discuss teaching and learning resources appropriate for the delivery of lesson 3 and share with the larger group for feedback.</p> <p>E.g. Music & Dance: Developing Assessment Instruments and Recording of Assessment in Schools.</p> <ul style="list-style-type: none"> • <i>Compact Disc (Audio & Video) player with a recording facility (possibly with a detached microphone).</i> • <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i> • <i>Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and</i> 	
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	<p><i>reviewing performances)</i></p> <ul style="list-style-type: none"> • <i>Assessment for Learning Strategy Resources.</i> • <i>Sample Assessment and Record Forms of the NPLAP and NTECF.</i> <p>PE: Measuring PA III.</p> <ul style="list-style-type: none"> • <i>Calorimetry, accelerometers and pedometers.</i> • <i>Playing field.</i> • <i>Cones, markers, whistles, stop watches.</i> • <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i> <p>Note: SL <i>Remind Tutors to plan lesson 3 for efficient delivery.</i></p>	<p><i>reviewing performances)</i></p> <ul style="list-style-type: none"> • <i>Assessment for Learning Strategy Resources.</i> • <i>Sample Assessment and Record Forms of the NPLAP and NTECF.</i> <p>PE: Measuring PA III.</p> <ul style="list-style-type: none"> • <i>Calorimetry, accelerometers and pedometers.</i> • <i>Playing field.</i> • <i>Cones, markers, whistles, stop watches.</i> • <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i> 	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4.1 Ask Tutors to identify any outstanding issues for clarification or redress.</p> <p>4.2 Ask a tutor from each course group to recap the activities of this session.</p> <p>NB: Remind Tutors to select critical friends to observe their lessons for feedback.</p> <p><i>Remind Tutors to read lesson 4 from their course manuals for the next PD session.</i></p> <p><i>For further clarification, contact the PD writers for assistance. Support.</i></p>	<p>4.1 Identify any outstanding issues for clarification or redress.</p> <p>4.2 Recap the activities of this session.</p> <p>NB: Select a critical friend to observe your lesson for feedback.</p>	15 mins

Age Phases/Grades:

JHS Education

Name of Subject/s:

1. Assessment and STS preparatory activities
2. PE Measuring PA and Assessment of Learning

LESSON TITLE:

1. Effective Questioning and Whole Class Feedback
2. Activities for muscular strength

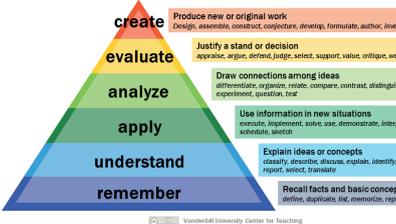
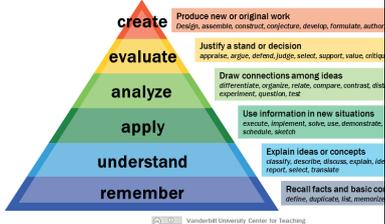
Tutor PD Session for Lesson 4 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p>1. Introduction to the session</p> <ul style="list-style-type: none"> • Review prior learning. • A critical friend to share findings for a short discussion and lessons learned. • Reading and discussion of the introductory sections of the lesson. • Up to and including learning 	<p>Use an ice breaker to welcome tutors to session 4 of the semester’s PD. E.g. What is the best piece of advice you have ever been given? (<i>You can pre inform a tutor to narrate his story</i>).</p> <p>1.1 Ask Tutors to share with the larger group some interesting concepts from PD session 3.</p> <p>1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic</p>	<p>1.1 Shares with the larger group some interesting concepts from PD session 3.</p> <p>1.2 Provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic school</p>	20 mins

<p>outcomes and indicators.</p> <ul style="list-style-type: none"> • Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>school classroom work in STS Field Experience in year 4 semester 1.</p> <p>1.3 Ask tutors with their critical friends to share their observations and experiences during the delivery of lesson 3.</p> <p>1.4 Ask Tutors to move into their course groups to read and discuss the lesson description and purpose from their course manuals to have the general overview of lesson 4.</p> <p>E.g. Music & Dance: Effective Questioning and Whole Class Feedback</p> <p>Lesson Description: <i>The lesson focuses on drawing attention to effective questioning and giving whole class feedback by teachers in the classroom.</i></p> <p>Purpose: To draw student teachers' attention to:</p> <ul style="list-style-type: none"> • <i>Types of Questioning Strategies</i> <i>Open-ended questions, Might, 5Ws, High challenge, Hinge questions, Bouncing, Wait time, Thinking time, No hands up, and Speaking tokens.</i> • <i>Types of Whole Class Feedback</i> 	<p>classroom work in STS Field Experience in year 4 semester 1.</p> <p>1.3 With your critical friend, share your observations and experiences during the delivery of lesson 3.</p> <p>1.4 Sit in your course groups to read and discuss the lesson description and purpose to have the general overview of lesson 4 from your course manual.</p> <p>E.g. Music & Dance: Effective Questioning and Whole Class Feedback</p> <p>Lesson Description: <i>The lesson focuses on drawing attention to effective questioning and giving whole class feedback by teachers in the classroom.</i></p> <p>Purpose: To draw student teachers' attention to:</p> <ul style="list-style-type: none"> • <i>Types of Questioning Strategies</i> <i>Open-ended questions, Might, 5Ws, High challenge, Hinge questions, Bouncing, Wait time, Thinking time, No hands up, and Speaking tokens.</i> • <i>Types of Whole Class Feedback</i> 	
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	<p><i>Confidence levels, Traffic lights card or Smiley card, Show me boards, ABCD cards, Corners, Exit passes, Hand in, pass out, Quizzes.</i></p> <p>PE: Activities for muscular strength</p> <p>Lesson Description: <i>Covers the measurement of PA using occupational and leisure-time survey instruments.</i></p> <p>Purpose: <i>To help student teachers to measure PA using occupational and leisure-time survey instruments.</i></p> <p>1.5 Ask Tutors in their course groups to outline and discuss the LOs and LIs from their course manuals.</p> <p>E.g. Music & Dance: Effective Questioning and Whole Class Feedback LO: <i>Demonstrate comprehensive content knowledge on the Bloom's taxonomy and how it relates to different types of questioning strategies and how they will be used on learners in the classroom. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI:</p> <ul style="list-style-type: none"> • <i>Mention at least four (4) levels in the Bloom's Taxonomy</i> 	<p><i>Confidence levels, Traffic lights card or Smiley card, Show me boards, ABCD cards, Corners, Exit passes, Hand in, pass out, Quizzes.</i></p> <p>PE: Activities for muscular strength</p> <p>Lesson Description: <i>Covers the measurement of PA using occupational and leisure-time survey instruments.</i></p> <p>Purpose: <i>To help student teachers to measure PA using occupational and leisure-time survey instruments.</i></p> <p>1.5 Outline and discuss the LOs and LIs from your course manuals</p> <p>E.g. Music & Dance: Effective Questioning and Whole Class Feedback LO: <i>Demonstrate comprehensive content knowledge on the Bloom's taxonomy and how it relates to different types of questioning strategies and how they will be used on learners in the classroom. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI:</p> <ul style="list-style-type: none"> • <i>Mention at least four (4) levels in the Bloom's Taxonomy</i> 	
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	<p><i>following its ascending progression.</i></p> <ul style="list-style-type: none"> • <i>State two key words to begin a question that will let learners reason.</i> • <i>Mention four effective questioning styles and describe them.</i> <p>PE: Activities for muscular strength.</p> <p>LO: <i>Critically review the techniques for measuring physical activity such as; indirect calorimetry, accelerometers, pedometers, directs observation, systematic observation, and self-report instruments.</i></p> <p>LI:</p> <ol style="list-style-type: none"> 1 <i>Compare the strengths and weaknesses of at least (2) techniques for measuring physical activity.</i> 2 <i>Compare the strengths and weaknesses of at least (2) techniques for systematic observation tools for assessing teaching and learning in physical activity settings.</i> <p>1.6 Guide tutors, using the <i>think-pair-share</i> strategy to identify and discuss the distinctive aspects of lesson 4 and share with the larger group for clarification and feedback.</p>	<p><i>following its ascending progression.</i></p> <ul style="list-style-type: none"> • <i>State two key words to begin a question that will let learners reason.</i> • <i>Mention four effective questioning styles and describe them.</i> <p>PE: Activities for muscular strength.</p> <p>LO: <i>Critically review the techniques for measuring physical activity such as; indirect calorimetry, accelerometers, pedometers, directs observation, systematic observation, and self-report instruments.</i></p> <p>LI:</p> <ol style="list-style-type: none"> 1 <i>Compare the strengths and weaknesses of at least (2) techniques for measuring physical activity.</i> 2 <i>Compare the strengths and weaknesses of at least (2) techniques for systematic observation tools for assessing teaching and learning in physical activity settings.</i> <p>1.6 Identify and discuss with your pair the distinctive aspects of lesson 4. Share the identified concepts with the larger group for clarification and feedback.</p>	
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	<p>E.g. Music & Dance: Effective Questioning and Whole Class Feedback <i>Class discussion on Bloom's Taxonomy.</i> Refer to stage 3 of lesson 4 in the Course manual for a diagram on Bloom's Taxonomy.</p>  <p>PE: Activities for muscular strength. <i>Discussion on the various instruments and tools used to measure PA.</i></p> <p>Note SL: <i>Ask tutors to take note of the relevant concepts and plan for their teaching as they go through the PD session.</i></p>	<p>E.g. Music & Dance: Effective Questioning and Whole Class Feedback <i>Class discussion on Bloom's Taxonomy.</i> Refer to stage 3 of lesson 4 in the Course manual for a diagram on Bloom's Taxonomy.</p>  <p>PE: Activities for muscular strength. <i>Discussion on the various instruments and tools used to measure PA.</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • Identification and discussion of new learning • potential barriers to learning for student teachers or students, • concepts or pedagogy being 	<p>2.1 With gender responsiveness, ask Tutors to carefully read and discuss the key concepts and new learnings in lesson 4 from their course manuals and share with the larger group for feedback.</p> <p>E.g. Music & Dance: Effective Questioning and Whole Class Feedback. <i>Bloom's Taxonomy.</i> <i>Questioning strategies</i></p>	<p>2.1 Carefully read and discuss the key concepts and new learnings in lesson 4 from your course manual and share with the larger group for feedback.</p> <p>E.g. Music & Dance: Effective Questioning and Whole Class Feedback. <i>Bloom's Taxonomy.</i> <i>Questioning strategies</i></p>	<p>15 mins</p>

<p>introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tu tors</p>	<p>PE: Activities for muscular strength. <i>Instruments and tools used to measure specific PA.</i></p> <p>2.2 Ask Tutors to discuss with their elbow partners, the potential barriers to learning of lesson 4 for student teachers.</p> <p>E.g. Music & Dance: Effective Questioning and Whole Class Feedback.</p> <ul style="list-style-type: none"> • <i>Unfamiliarity of student teachers with the Bloom’s taxonomy</i> • <i>Inability to frame questions to the understanding of learners.</i> • <i>Ineffective class control after administering assessment question.</i> <p>PE: Activities for muscular strength</p> <ul style="list-style-type: none"> • <i>Lack of PA measuring instruments such as calorimeter.</i> • <i>Inadequate knowledge about how to use PA measuring instrument.</i> <p>2.3 Ask Tutors to outline on a post it card, other pedagogical strategies they will employ in delivering lesson 4 and post it on the wall for a gallery walk.</p> <p>2.4 Ask Tutors to share their observation during the gallery walk and discuss appropriate pedagogical</p>	<p>PE: Activities for muscular strength. <i>Instruments and tools used to measure specific PA.</i></p> <p>2.2 Discuss with your elbow partner, the potential barriers to learning of lesson 4 for student teachers.</p> <p>E.g. Music & Dance: Effective Questioning and Whole Class Feedback.</p> <ul style="list-style-type: none"> • <i>Unfamiliarity of student teachers with the Blooms’ Taxonomy.</i> • <i>Inability to frame questions to the understanding of learners.</i> • <i>Ineffective class control after administering assessment question.</i> <p>PE: Activities for muscular strength</p> <ul style="list-style-type: none"> • <i>Lack of PA measuring instruments such as calorimeter.</i> • <i>Inadequate knowledge about how to use PA measuring instrument.</i> <p>2.3 Outline on a post it card, other pedagogical strategies you will employ in delivering lesson 4 and post it on the wall for a gallery walk.</p> <p>2.4 Share your observation during the gallery walk and discuss appropriate pedagogical strategies</p>	
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	<p>strategies they will adopt in delivering their lessons.</p> <p>Music & Dance: Effective Questioning and Whole Class Feedback.</p> <ul style="list-style-type: none"> • <i>Analysis of documentaries using ICT resources such as YouTube and using group discussion method to zoom out definitions, policies and AfL strategies.</i> • <i>Class Discussions and Class Presentations.</i> • <i>Development of Computer Assessment Skills: MS Excel, SPSS, Atlas-ti, etc.</i> <p>PE: Activities for muscular strength</p> <ul style="list-style-type: none"> • <i>Class Discussion- to introduce new topics and engage student teachers in small group work and presentations.</i> • <i>Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding of the design and implementation of activities to develop muscular strength</i> • <i>Think-pair-Share- student teachers think critically, reflect, -share their work and then refine them for class presentation.</i> 	<p>you will adopt in delivering your lesson.</p> <p>Music & Dance: Effective Questioning and Whole Class Feedback.</p> <ul style="list-style-type: none"> • <i>Analysis of documentaries using ICT resources such as YouTube and using group discussion method to zoom out definitions, policies and AfL strategies.</i> • <i>Class Discussions and Class Presentations.</i> • <i>Development of Computer Assessment Skills: MS Excel, SPSS, Atlas-ti, etc.</i> <p>PE: Activities for muscular strength</p> <ul style="list-style-type: none"> • <i>Class Discussion- to introduce new topics and engage student teachers in small group work and presentations.</i> • <i>Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding of the design and implementation of activities to develop muscular strength.</i> • <i>Think-pair-Share- student teachers think critically, reflect, -share their work and then refine them for class presentation.)</i> 	
3. Planning for teaching, learning and	3.1 In their course groupings, ask Tutors to read and discuss the teaching and	3.1 Read and discuss the teaching and learning activities from your	40 mins

<p>assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning. • Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for 	<p>learning activities from their respective course manuals, discuss how to link them to the Basic School Curriculum and share across course groups for clarification and feedback.</p> <p>E.g. Music & Dance: Effective Questioning and Whole Class Feedback.</p> <ul style="list-style-type: none"> • <i>Review of knowledge and introduction of the Course Learning Outcomes and Indicators for the 4th Lesson.</i> • <i>Group work on questioning strategies. Groups will summarise on a FLIP CHAT for Class Presentation.</i> • <i>Students reflect on the day's activities and match their responses to the purpose of the lesson.</i> <p>PE: Activities for muscular strength</p> <ul style="list-style-type: none"> • <i>Reflection on the previous lesson and the new information gathered on the new lesson.</i> • <i>Small group discussion on direct observation, systematic observation and self-report instruments.</i> • <i>Reflection and questions regarding the purpose of the lesson.</i> 	<p>course manual, discuss how to link them to the Basic School Curriculum and share across course groups for clarification and feedback.</p> <p>E.g. Music & Dance: Effective Questioning and Whole Class Feedback.</p> <ul style="list-style-type: none"> • <i>Review of knowledge and introduction of the Course Learning Outcomes and Indicators for the 4th Lesson.</i> • <i>Group work on questioning strategies. Groups will summarise on a FLIP CHAT for Class Presentation.</i> • <i>Students reflect on the day's activities and match their responses to the purpose of the lesson.</i> <p>PE: Activities for muscular strength</p> <ul style="list-style-type: none"> • <i>Reflection on the previous lesson and the new information gathered on the new lesson.</i> • <i>Small group discussion on direct observation, systematic observation and self-report instruments.</i> • <i>Reflection and questions regarding the purpose of the lesson.</i> 	
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<p>example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning ● Tutors should be expected to have a plan for the next lesson for student teachers 	<p>3.2 Ask Tutors in their respective course groupings to discuss and suggest how GESI, ICT and 21st century skills can be integrated in the delivering of lesson 4 and share across course groups for feedback.</p> <p>E.g. Music & Dance: Effective Questioning and Whole Class Feedback</p> <ul style="list-style-type: none"> ● <i>Use of mobile phones to download information online.</i> ● <i>Group leadership and fixing of ICT tools like projectors should be gender balanced.</i> <p>PE: Activities for muscular strength</p> <ul style="list-style-type: none"> ● <i>Both males and females, as well student with SEN (e.g., sight impairment) should have an opportunity to use PA measuring instruments such as calorimetry, accelerometers, pedometers etc.</i> ● <i>Fixing projectors, laptop and group presentation should be done by both male and females.</i> <p>3.3 Ask Tutors to read, identify and discuss the continuous assessment opportunities in lesson 4 and share their suggestions across groups for feedback.</p>	<p>3.2 In your course group discuss and suggest how GESI, ICT and 21st century skills can be integrated in the delivering of lesson 4 and share across course groups for feedback.</p> <p>E.g. Music & Dance: Effective Questioning and Whole Class Feedback</p> <ul style="list-style-type: none"> ● <i>Use of mobile phones to download information online.</i> ● <i>Group leadership and fixing of ICT tools like projectors should be gender balanced.</i> <p>PE: Activities for muscular strength</p> <ul style="list-style-type: none"> ● <i>Both males and females, as well student with SEN (e.g., sight impairment) should have an opportunity to use PA measuring instruments such as calorimetry, accelerometers, pedometers etc.</i> ● <i>Fixing projectors, laptop and group presentation should be done by both male and females.</i> <p>3.3 Read, identify and discuss the continuous assessment opportunities in lesson 4 and share their suggestions across groups for feedback.</p>	
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	<p>E.g. Music & Dance: Effective Questioning and Whole Class Feedback</p> <ul style="list-style-type: none"> • <i>Reflection –Student teachers reflect on the new things they have learnt in the course.</i> • <i>Small Group Assignment: Students conduct research on the new topic to be studied next week— selfassessment and self-reflection by google search.</i> <p><i>Sample Question for Reflection: Mention at least four (4) levels in the Bloom’s Taxonomy following its ascending progression.</i></p> <p>PE: Activities for muscular strength.</p> <ol style="list-style-type: none"> 1. <i>Class assignment</i> 2. <i>Diagnostic Quizzes</i> 3. <i>Class participation</i> 4. <i>Class presentations</i> <p><i>Sample question for Class presentations: Compare the strengths and weaknesses of (2) techniques for measuring physical activity.</i></p> <p>3.4 Ask Tutors in their respective course groups to outline on a flip chart the teaching and learning resources appropriate for the delivery of lesson 4.</p> <p>E.g. Music & Dance: Effective Questioning and Whole Class Feedback.</p>	<p>E.g. Music & Dance: Effective Questioning and Whole Class Feedback</p> <ul style="list-style-type: none"> • <i>Reflection –Student teachers reflect on the new things they have learnt in the course.</i> • <i>Small Group Assignment: Students conduct research on the new topic to be studied next week—selfassessment and self-reflection by google search.</i> <p><i>Sample Question for Reflection: Mention at least four (4) levels in the Bloom’s Taxonomy following its ascending progression.</i></p> <p>PE: Activities for muscular strength.</p> <ol style="list-style-type: none"> 1. <i>Class assignment</i> 2. <i>Diagnostic Quizzes</i> 3. <i>Class participation</i> 4. <i>Class presentations</i> <p><i>Sample question for Class presentations: Compare the strengths and weaknesses of (2) techniques for measuring physical activity.</i></p> <p>3.4 Outlined appropriate teaching and learning resources for lesson 4 on a flip chart, suggest and discuss how they can be used in the lesson delivery.</p> <p>E.g. Music & Dance: Effective Questioning and Whole Class Feedback.</p>	
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	<ul style="list-style-type: none"> • <i>Effective Questioning and Whole Class Feedback Strategy Images and Resources (PowerPoint Presentation)</i> • <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i> • <i>Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</i> <p>PE: Activities for muscular strength</p> <ul style="list-style-type: none"> • <i>Goalball, wheelchairs, whitecain, crutches, blindfolds</i> • <i>Cones, markers, whistles, stop watches</i> • <i>Hoola hoops</i> • <i>Place mats</i> • <i>Playing field</i> • <i>Goals Balls and various equipment as needed for limited contact sports.</i> <p>Note: SL <i>Remind Tutors to plan their lesson for the next week.</i></p>	<ul style="list-style-type: none"> • <i>Effective Questioning and Whole Class Feedback Strategy Images and Resources (PowerPoint Presentation)</i> • <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i> • <i>Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</i> <p>PE: Activities for muscular strength</p> <ul style="list-style-type: none"> • <i>Goalball, wheelchairs, whitecain, crutches, blindfolds.</i> • <i>Cones, markers, whistles, stop watches.</i> • <i>Hoola hoops</i> • <i>Place mats.</i> • <i>Playing field</i> • <i>Goals Balls and various equipment as needed for limited contact sports.</i> 	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Tutors should Identify critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding 	<p>4.1 Ask Tutors to identify any outstanding issues for clarification or redress.</p> <p>4.2 Ask a tutor from each course groups to recap the activities during this session.</p> <p>NB: Remind Tutors to select critical friends to observe their lessons for feedback.</p>	<p>4.1 Identify any outstanding issues for clarification or redress.</p> <p>4.2 Do a recap of the activities during this session.</p> <p>NB: Select a critical friend to observe your lesson for feedback.</p>	<p>15 mins</p>

<p>issues relating to the lesson/s for clarification</p>	<p><i>Remind Tutors to read lesson 5 from their course manuals for the next PD session.</i></p> <p><i>For further clarification, contact the PD writers for assistance support.</i></p>		
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Age Phases/Grades:

JHS Education

Name of Subject/s:

1. Assessment and STS preparatory activities
2. PE Measuring PA and Assessment of Learning

LESSON TITLE:

1. Self-Assessment and Self-Reflection
2. Fitness data collection techniques

Tutor PD Session for Lesson 5 in the Course Manual

<p>Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</p>	<p>Time in session</p>
<p>1. Introduction to the session</p> <ul style="list-style-type: none"> • Review prior learning. • A critical friend to share findings for a short discussion and lessons learned. • Reading and discussion of the introductory sections of the lesson. • Up to and including learning outcomes and indicators. 	<p>Use an ice breaker to welcome tutors to session 5 of the semester's PD. E.g., <i>what motivated you into teaching?</i> (Randomly call tutors to share their views).</p> <p>1.1 Ask individual Tutors to share with the larger group what they have learnt at PD session 5.</p> <p>1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic</p>	<p>1.1 Share with the larger group what you have learnt at PD session 5.</p> <p>1.2 Provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic school classroom</p>	<p>20 mins</p>

<ul style="list-style-type: none"> Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>school classroom work in STS Field Experience in year 4 semester 1.</p> <p>1.3 Ask tutors with their critical friends to share their observations and experiences during the delivery of lesson 4.</p> <p>1.4 Ask Tutors to move into their course groupings to read and discuss the lesson description and purpose from their course manuals to have the general overview of lesson 5.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection</p> <p>Description <i>The lesson focuses on drawing attention to self-assessment and self-reflection strategies used by teachers in the classroom.</i></p> <p>Purpose <i>To draw student teachers' attention to: Types of Self-assessment and Self-reflection Strategies</i></p> <ul style="list-style-type: none"> <i>Learning Diary, 3-2-1, Personal Portfolio, Pre- and post- task reflection, Self-assessment checklist, Highlighting success, Exam wrappers</i> <p>PE: Fitness data collection techniques</p>	<p>work in STS Field Experience in year 4 semester 1.</p> <p>1.3 With your critical friend, share your experiences and observations during the delivery of lesson 4.</p> <p>1.4 Sit in your course groupings and read and discuss the lesson description and purpose from your course manual to have the general overview of lesson 5.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection</p> <p>Description <i>The lesson focuses on drawing attention to self-assessment and self-reflection strategies used by teachers in the classroom.</i></p> <p>Purpose <i>To draw student teachers' attention to: Types of Self-assessment and Self-reflection Strategies</i></p> <ul style="list-style-type: none"> <i>Learning Diary, 3-2-1, Personal Portfolio, Pre- and post- task reflection, Self-assessment checklist, Highlighting success, Exam wrappers</i> <p>PE: Fitness data collection techniques</p>	
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	<p><i>Covers the practical measurement of physical fitness levels of individuals and how to interpret these measures in health outcomes.</i></p> <p>Purpose <i>To help student teachers to practically measure and interpret physical fitness data.</i></p> <p>1.5 Ask Tutors in their course groups to outline and discuss the LOs and LIs from their course manuals.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection LO: <i>Demonstrate comprehensive content knowledge on self-assessment and self-reflection strategies and how they will be inculcated in learners in the classroom. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI:</p> <ul style="list-style-type: none"> • <i>Mention at least two (2) self-assessment and self-reflection strategies used in the classroom.</i> • <i>Explain the 3-2-1 strategy and how you will use it at the basic school level.</i> • <i>Design an Exam Wrapper for your students at an SHS.</i> 	<p><i>Covers the practical measurement of physical fitness levels of individuals and how to interpret these measures in health outcomes.</i></p> <p>Purpose <i>To help student teachers to practically measure and interpret physical fitness data.</i></p> <p>1.5 Outline and discuss the LOs and LIs from your course manuals</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection LO: <i>Demonstrate comprehensive content knowledge on self-assessment and self-reflection strategies and how they will be inculcated in learners in the classroom. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI:</p> <ul style="list-style-type: none"> • <i>Mention at least two (2) self-assessment and self-reflection strategies used in the classroom.</i> • <i>Explain the 3-2-1 strategy and how you will use it at the basic school level.</i> • <i>Design an Exam Wrapper for your students at an SHS.</i> 	
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	<p>PE: Ways of measuring PA (II) LO: <i>Critically review the techniques for measuring physical activity such as; indirect calorimetry, accelerometers, pedometers, direct observation, systematic observation, and self-report instruments.</i></p> <p>LI: <i>Compare the strengths and weaknesses of at least (2) techniques for measuring physical activity.</i></p> <p>1.6 Using <i>think-pair-share</i> strategy, guide Tutors to identify and discuss the distinctive aspects of lesson 5 and share with the larger group for clarification and feedback.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection <i>Listeners Choice: Simulation of radio presenting skills as Disk Jockey (DJ)</i></p> <p>PE: Ways of measuring PA (II) <i>Group discussion of measurement and interpretation of sit and reach, press-ups and sit-ups.</i></p> <p>Note SL: <i>Ask tutors to take note of the relevant concepts and plan for their teaching as they go through the PD session.</i></p>	<p>PE: Ways of measuring PA (II) LO: <i>Critically review the techniques for measuring physical activity such as; indirect calorimetry, accelerometers, pedometers, direct observation, systematic observation, and self-report instruments.</i></p> <p>LI: Compare the strengths and weaknesses of at least (2) techniques for measuring physical activity</p> <p>1.6 Identify and discuss the distinctive aspects of lesson 5 and share with the larger group for clarification and feedback.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection <i>Listeners Choice: Simulation of radio presenting skills as Disk Jockey (DJ)</i></p> <p>PE: Ways of measuring PA (II) <i>Group discussion of measurement and interpretation of sit and reach, press-ups and sit-ups.</i></p>	
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<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • Identification and discussion of new learning • potential barriers to learning for student teachers or students, • concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tu tors</p>	<p>2.1 With GESI responsiveness, ask Tutors to carefully read and discuss the key concepts in lesson 5 from their course manuals and share with the larger group for feedback.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection <i>Development of Disk Jockey (DJ) and radio presenting skills.</i></p> <p>Review of student teachers' "KWL" sheet on what they want to know.</p> <p>PE: Ways of measuring PA (II)</p> <ul style="list-style-type: none"> • <i>Measurement and interpretation of sit and reach, press-ups and sit-ups.</i> • <i>Independently search on the web to familiarize with further and current reference on the measurements and interpretation of balance and 12 minutes run</i> <p>2.2 Ask Tutors to discuss with their elbow partners, the potential barriers to lesson 2 for the student teachers.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection <i>Absence of ICT tools such as Speakers with microphone for</i></p>	<p>2.1 Carefully read and discuss the key concepts in lesson 5 from your course manual and share with the larger group for feedback.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection <i>Development of Disk Jockey (DJ) and radio presenting skills.</i></p> <p>Review of student teachers' "KWL" sheet on what they want to know.</p> <p>PE: Ways of measuring PA (II)</p> <ul style="list-style-type: none"> • <i>Measurement and interpretation of sit and reach, press-ups and sit-ups.</i> • <i>Independently search on the web to familiarize with further and current reference on the measurements and interpretation of balance and 12 minutes run</i> <p>2.2 Discuss with your elbow partner, the potential barriers to lesson 2 for the student teachers.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection <i>Absence of ICT tools such as Speakers with microphone</i></p>	<p>15 mins</p>
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	<p><i>the DJ, Lack of Play-back device, Internet accessibility to download requested songs. lack or poor preparations with enough song repertoire by the tutor.</i></p> <p>PE: Ways of measuring PA (II) <i>Lack of PA measuring instruments such as calorimeter, and stop watch.</i></p> <p>2.3 Ask Tutors to outline and explain on a flip chat, other pedagogical strategies they will employ in the delivery of lesson 5 for presentation and discussion.</p> <p>2.4 Ask Tutors to present and discuss appropriate pedagogical strategies they will adopt in delivering their lessons as stated on their flip chat.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection <i>The use of small group project-based learning approach to engage student teacher for listeners' choice and DJ presentation.</i></p> <p>PE: Ways of measuring PA (II) <i>Use of collaborative learning approach such as involving student teachers in small group discussions of measurement and interpretation of sit and reach, press-ups and sit-ups using traditional dance performance and traditional</i></p>	<p><i>for the DJ, Lack of Play-back device, Internet accessibility to download requested songs. lack or poor preparations with enough song repertoire by the tutor.</i></p> <p>PE: Ways of measuring PA (II) <i>Lack of PA measuring instruments such as calorimeter and stop watch.</i></p> <p>2.3 Outline and explain on a flip chat, other pedagogical strategies you will employ in the delivery of lesson 5 for presentation and discussion.</p> <p>2.4 Present and discuss appropriate pedagogical strategies you will adopt in delivering your lessons as stated on your flip chat.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection <i>The use of small group project-based learning approach to engage student teacher for listeners' choice and DJ presentation.</i></p> <p>PE: Ways of measuring PA (II) <i>Use of collaborative learning approach such as involving student teachers in small group discussions of measurement and interpretation of sit and reach, press-ups and sit-ups using traditional dance performance and traditional</i></p>	
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	<i>musical games (i.e ampe, chaskele etc)</i>	<i>musical games (i.e ampe, chaskele etc)</i>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning. • Resources: <ul style="list-style-type: none"> ○ links to the existing PD 	<p>3.1 Ask Tutors in their course groups to read and discuss the teaching and learning activities from their respective course manuals, link them to the Basic School Curriculum and share across course groups for clarification and feedback.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection <i>Working in small group with Class Disk Jockey (DJ) for the day to simulate his/her radio presenting skills by reading the coupons and playing briefly the music colleagues have requested and discussing how to use them in the basic school classroom.</i></p> <p><i>Student teachers' review of their "KWL" sheet on what they want to know.</i></p> <p>PE: Ways of measuring PA (II) <i>Small group discussion on the measurement and interpretation of sit and reach, press-ups and sit-ups and discussing how to apply them in the basic school classroom.</i></p> <p>3.2 Ask Tutors in their respective course groupings to discuss and suggest how GESI, ICT and 21st century skills can be integrated in the</p>	<p>3.1 In your course group, read and discuss the teaching and learning activities from your course manual, link them to the Basic School Curriculum and share across course groups for clarification and feedback.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection <i>Working in small group with Class Disk Jockey (DJ) for the day to simulate his/her radio presenting skills by reading the coupons and playing briefly the music colleagues have requested and discussing how to use them in the basic school classroom.</i></p> <p><i>Student teachers' review of their "KWL" sheet on what they want to know.</i></p> <p>PE: Ways of measuring PA (II) <i>Small group discussion on the measurement and interpretation of sit and reach, press-ups and sit-ups and discussing how to apply them in the basic school classroom.</i></p> <p>3.2 In your course group, discuss and suggest how GESI, ICT and 21st century skills can be integrated in the delivering of lesson 5</p>	40 mins

<p>Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning ● Tutors should be expected to have a plan for the next lesson for student teachers 	<p>delivering of lesson 5 and share across course groups for feedback.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection</p> <ul style="list-style-type: none"> ● <i>Use of mobile phones to download songs repertoire online for listeners' choice activity (ICT).</i> ● <i>Developing communication and collaborative skills through listeners' choice DJ presentation.</i> ● <i>Giving opportunity and needed support to female and male students to be the class DJ for the day (GESI)</i> ● <i>Being GESI responsive in selecting and appointing group leaders and use of ICT tools like play-back devices operation.</i> <p>PE: Ways of measuring PA (II)</p> <ul style="list-style-type: none"> ● <i>Involvement of both sexes and assigning record keeping roles to Persons with Disability in socially gender stereotyped traditional musical games such as 'ampe' when using physiological markers for measurement and vice versa.</i> ● <i>Use of laptop and music combo to provide music for physical activities.</i> <p>3.3 Ask Tutors to read, identify and discuss the</p>	<p>and share across course groups for feedback.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection</p> <ul style="list-style-type: none"> ● <i>Use of mobile phones to download songs repertoire online for listeners' choice activity (ICT).</i> ● <i>Developing communication and collaborative skills through listeners' choice DJ presentation.</i> ● <i>Giving opportunity and needed support to female and male students to be the class DJ for the day (GESI)</i> ● <i>Being GESI responsive in selecting and appointing group leaders and use of ICT tools like play-back devices operation.</i> <p>PE: Ways of measuring PA (II)</p> <ul style="list-style-type: none"> ● <i>Involvement of both sexes and assigning record keeping roles to Persons with Disability in socially gender stereotyped traditional musical games such as 'ampe' when using physiological markers for measurement and vice versa.</i> ● <i>Use of laptop and music combo to provide music for physical activities.</i> <p>3.3 Read, identify and discuss the continuous</p>	
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	<p>continuous assessment opportunities in lesson 5 and share their suggestions across groups for feedback.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection</p> <ul style="list-style-type: none"> • <i>Peer assessment – sharing of “3-2-1 Learning strategy” form by students.</i> • <i>small group assignment: make a list of 5 online sources of different genres of music with 2 examples each.</i> <p>PE: Ways of measuring PA (II) <i>Quizzes, assignments, class participation, class presentations, practical physical activity participation.</i></p> <p><i>Sample question: give at least 2 examples each of measurement and interpretation of sit and reach, press-ups and sit-ups.</i></p> <p>3.4 Ask Tutors in their course groups to outline on flip chat appropriate teaching and learning resources for lesson 5, suggesting and discussing how they can be used in the delivery of the lesson.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection</p>	<p>assessment opportunities in lesson 5 and share your suggestions across groups for feedback.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection</p> <ul style="list-style-type: none"> • <i>Peer assessment – sharing of “3-2-1 Learning strategy” form by students.</i> • <i>small group assignment: make a list of 5 online sources of different genres of music with 2 examples each.</i> <p>PE: Ways of measuring PA (II) <i>Quizzes, assignments, class participation, class presentations, practical physical activity participation.</i></p> <p><i>Sample question: give at least 2 examples each of measurement and interpretation of sit and reach, press-ups and sit-ups.</i></p> <p>3.4 In your course groups, outline on flip chat appropriate teaching and learning resources for lesson 5, suggesting and discussing how they can be used in the delivery of the lesson.</p> <p>E.g. Music & Dance: Self-Assessment and Self-Reflection</p>	
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	<ul style="list-style-type: none"> • <i>Use of play-back devices</i> • <i>Use of mobile phones to surf the internet for repertoire.</i> • <i>Use of Computers (Laptops or PCs) and projectors for presentation.</i> <p>PE: Ways of measuring PA (II)</p> <ul style="list-style-type: none"> • <i>Use of whistles for prompting.</i> • <i>Use of Stop watches for monitoring & measuring.</i> • <i>Use of place mats for student teachers with physical disabilities</i> • <i>Playing field for physical activities including traditional musical games.</i> <p>Note: SL <i>Remind Tutors to plan their lesson well for the week.</i></p>	<ul style="list-style-type: none"> • <i>Use of play-back devices</i> • <i>Use of mobile phones to surf the internet for repertoire.</i> • <i>Use of Computers (Laptops or PCs) and projectors for presentation.</i> <p>PE: Ways of measuring PA (II)</p> <ul style="list-style-type: none"> • <i>Use of whistles for prompting.</i> • <i>Use of Stop watches for monitoring & measuring.</i> • <i>Use of place mats for student teachers with physical disabilities</i> • <i>Playing field for physical activities including traditional musical games.</i> 	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Tutors should Identify critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4.1 Ask Tutors to identify any outstanding issues for clarification or redress.</p> <p>4.2 Ask a tutor from each course groups to do a recap of the salient lessons in the session.</p> <p>NB: Remind Tutors to select a critical friend to observe their lessons for feedbacks.</p> <p><i>Remind Tutors to read lesson 6 from their course manuals for the next PD session.</i></p> <p><i>For further clarification, contact the PD writers for assistance or support.</i></p>	<p>4.1 Identify any outstanding issues for clarification or redress.</p> <p>4.2 Do a recap of the salient lessons in the session.</p> <p>NB: Select a critical friend to observe your lesson for feedbacks.</p> <p><i>Please read lesson 6 from their course manuals for the next PD session</i></p>	15 mins

Age Phases/Grades:

JHS Education

Name of Subject/s:

1. Assessment and STS preparatory activities
2. PE Measuring PA and Assessment of Learning

LESSON TITLE:

1. Peer-Assessment and Peer Feedback Lesson
2. Fitness data collection Techniques

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session <ul style="list-style-type: none"> • Review prior learning • A critical friend to share findings for a short discussion and lessons learned. • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators. 	<p>Start the 6th PD session with an ice breaker. E.g. The happiest day in my life (<i>you may pre-inform a Tutor to do so</i>).</p> <p>1.1 Ask individual Tutors to share with the larger group what they have learnt in the 5th PD session.</p> <p>1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic school classroom work in</p>	<p>1.1 Share with the the larger group what you have learnt in the 5th PD session.</p> <p>1.2 Provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic school classroom work in STS</p>	20 mins

<ul style="list-style-type: none"> Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session 	<p>STS Field Experience in year 4 semester 1.</p> <p>1.3 Ask Tutors and their critical friends to share with the larger group, their experiences and observations during lesson 5 delivery.</p> <p>1.4 Ask tutors to sit in their course groupings to read and discuss the lesson description and purpose of lesson 6 from their respective course manuals to have a general overview of the lesson.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson</p> <p>Lesson description <i>The lesson focuses on drawing attention to peer-assessment and peer feedback by teachers in the classroom</i></p> <p>Purpose <i>To draw student teachers attention to assessment strategies.</i></p> <p>E.g. <i>Two stars and a wish, Medal and a mission, Peer-assessment prompts, Talk partners/ Response partners, WAGOLL (What a good one looks like), Observation checklists, Peer-feedback observation</i></p>	<p>Field Experience in year 4 semester 1.</p> <p>1.3 With your critical friend, share with the larger group, your experiences and observations during the delivery of lesson 5.</p> <p>1.4 Read and discuss the lesson description and purpose of lesson 6 from your course manual to have a general overview of the lesson.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson</p> <p>Lesson description <i>The lesson focuses on drawing attention to peer-assessment and peer feedback by teachers in the classroom</i></p> <p>Purpose <i>To draw student teachers attention to assessment strategies.</i></p> <p>E.g. <i>Two stars and a wish, Medal and a mission, Peer-assessment prompts, Talk partners/ Response partners, WAGOLL (What a good one looks like), Observation checklists, Peer-feedback observation</i></p>	
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	<p>PE: Fitness data collection Techniques Lesson description <i>Covers the measurement and interpretation of balance and 12 minute run.</i></p> <p>Purpose <i>To help student teachers practically measure and interpret the results in health outcomes.</i></p> <p>1.5 Ask Tutors to read and discuss the LOs and LIs and share their findings with the larger group for a feedback.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson LO: <i>Demonstrate comprehensive content knowledge on what peer assessment and peer feedback strategies are and how they will be used on learners in the classroom. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i> LIs: <ul style="list-style-type: none"> • <i>Mention at least three (3) peer-assessment and peer-feedback strategies and justify why you would use them in your classroom.</i> • <i>1 What is the full form of the acronym WAGOLL?</i> • <i>Mention two peerfeedback strategies and describe them.</i> </p> <p>PE: Fitness data collection Techniques</p>	<p>PE: Fitness data collection Techniques Lesson description <i>Covers the measurement and interpretation of balance and 12 minute run.</i></p> <p>Purpose <i>To help student teachers practically measure and interpret the results in health outcomes.</i></p> <p>1.5 Read and discuss the LOs and the LIs and share your findings with the larger group for a feedback.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson LO: <i>Demonstrate comprehensive content knowledge on what peer assessment and peer feedback strategies are and how they will be used on learners in the classroom. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i> LIs: <ul style="list-style-type: none"> • <i>Mention at least three (3) peer-assessment and peer-feedback strategies and justify why you would use them in your classroom.</i> • <i>What is the full form of the acronym WAGOLL?</i> • <i>Mention two peerfeedback strategies and describe them.</i> </p> <p>PE: Fitness data collection Techniques</p>	
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	<p>LO: <i>Critically review the techniques for measuring physical activity such as; indirect calorimetry, accelerometers, pedometers, direct observation, systematic observation, and selfreport instruments.</i></p> <p>Lls. 1. <i>Compare the strengths and weaknesses of at least (2) techniques for measuring physical activity</i> 2. <i>Compare the strengths and weaknesses of at least (2) techniques for systematic observation tools for assessing teaching and learning in physical activity settings</i></p> <p>1.6 Ask Tutors to identify, discuss in pairs and share their findings on any distinctive aspects of the lesson with the larger group for feedback.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson <i>Discussion on assessment strategies E.g. 2 stars and a wish walk strategy.</i></p> <p>PE: Fitness data collection Techniques <i>Discussion on the practical measurement and interpretation of balance and 12 minute run.</i></p>	<p>LO: <i>Critically review the techniques for measuring physical activity such as; indirect calorimetry, accelerometers, pedometers, direct observation, systematic observation, and selfreport instruments.</i></p> <p>Lls. 1. <i>Compare the strengths and weaknesses of at least (2) techniques for measuring physical activity</i> 2. <i>Compare the strengths and weaknesses of at least (2) techniques for systematic observation tools for assessing teaching and learning in physical activity settings</i></p> <p>1.6 Identify, discuss in pairs and share your findings on any distinctive aspects of the lesson with the larger group for feedback.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson <i>Discussion on assessment strategies E.g. 2 stars and a wish walk strategy.</i></p> <p>PE: Fitness data collection Techniques <i>Discussion on the practical measurement and interpretation of balance and 12 minute run.</i></p>	
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	<p><i>NOTE:</i> <i>Ask Tutors to identify and share with the larger group, areas where they might require clarification on lesson delivery for feedback.</i></p> <p><i>Encourage individual Tutors to plan their lessons as they go through the PD session.</i></p>		
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • Identification and discussion of new learning, • potential barriers to learning for student teachers or students, • concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask Tutors to identify and discuss key concepts in the lesson and share their discoveries with the larger group for feedback.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson <i>Discussion of peer assessment and peer feedback strategies and how they will be used on learners in the classroom.</i></p> <p>PE: Fitness data collection Techniques <i>Discussion and review of critical techniques for measuring physical activity such as; indirect calorimetry, accelerometers, pedometers, direct observation, systematic observation, and selfreport instruments.</i></p> <p>2.2 Ask Tutors to identify and discuss potential barriers to student teachers' learning of the main concepts in lesson 6.</p>	<p>2.1 Identify and discuss key concepts in the lesson and share your discoveries with the larger group for feedback.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson <i>Discussion of peer assessment and peer feedback strategies and how they will be used on learners in the classroom.</i></p> <p>PE: Fitness data collection Techniques <i>Discussion and review of critical techniques for measuring physical activity such as; indirect calorimetry, accelerometers, pedometers, direct observation, systematic observation, and selfreport instruments.</i></p> <p>2.2 Identify and discuss potential barriers to student teachers' learning of the main concepts in lesson 6.</p>	15 mins

	<p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson</p> <ul style="list-style-type: none"> • <i>Lack of keyboard and other related musical instruments for practical rehearsal, performance and assessments.</i> • <i>GESI related barriers E.g. participation of Persons with SEN (low vision, oral and aural impairments and othopedic impairments - lower and upper limbs) in musical instruments and dance movement performances.</i> • <i>Lack of playback equipment like combo, audio players etc.</i> • <i>Mirror Room for dance rehearsals and assessment.</i> • <i>Poor internet accessibility.</i> <p>PE: Fitness data collection Techniques</p> <ul style="list-style-type: none"> • <i>Lack of measuring equipment such as calorimeters, pedometers accelerometers as well as direct observation, systematic observation and selfreport instruments.</i> • <i>Inability of instructors to manipulate available PA measuring instruments.</i> <p>2.3 In their respective course groups, ask Tutors to identify and discuss pedagogy(ies) they will use in the lesson, which need to be explored; and</p>	<p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson</p> <ul style="list-style-type: none"> • <i>Lack of keyboard and other related musical instruments for practical rehearsal, performance and assessments.</i> • <i>GESI related barriers E.g. participation of Persons with SEN (low vision, oral and aural impairments and othopedic impairments - lower and upper limbs) in musical instruments and dance movement performances.</i> • <i>Lack of playback equipment like combo, audio players etc.</i> • <i>Mirror Room for dance rehearsals and assessment.</i> • <i>Poor internet accessibility.</i> <p>PE: Fitness data collection Techniques</p> <ul style="list-style-type: none"> • <i>Lack of measuring equipment such as calorimeters, pedometers accelerometers as well as direct observation, systematic observation and selfreport instruments.</i> • <i>Inability of instructors to manipulate available PA measuring instruments.</i> <p>2.3 In your course group, identify and discuss pedagogy(ies) you will use in the lesson, which need to be explored; and share same with the</p>	
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	<p>share same with the larger group for feedback.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson</p> <ul style="list-style-type: none"> • <i>Use of pair work/ critical friend strategy and mixed-ability groupings to address GESI barriers to ensure participation of persons with SEN (low vision, oral, aural and othopedic - lower and upper limbs impairments).</i> • <i>Using observation checklists for Peer-feedback.</i> • <i>Practical Activity: small Group presentations / discussion to demonstrate knowledge and understanding of the Peer-Assessment and Peer Feedback lessons.</i> • <i>Using think-pair-Share strategy to enable student teachers think critically, reflect, share their work and then refine them for class presentation etc.</i> <p>PE: Fitness data collection Techniques</p> <ul style="list-style-type: none"> • <i>Practical Activity: small Group presentations/ discussion to demonstrate knowledge and understanding of the measurement and</i> 	<p>larger group for feedback.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson</p> <ul style="list-style-type: none"> • <i>Use of pair work/ critical friend strategy and mixed-ability groupings to address GESI barriers to ensure participation of persons with SEN (low vision, oral, aural and othopedic - lower and upper limbs impairments).</i> • <i>Using observation checklists for Peer-feedback.</i> • <i>Practical Activity: small Group presentations / discussion to demonstrate knowledge and understanding of the Peer-Assessment and Peer Feedback lessons.</i> • <i>Using think-pair-Share strategy to enable student teachers think critically, reflect, -share their work and then refine them for class presentation etc.</i> <p>PE: Fitness data collection Techniques</p> <ul style="list-style-type: none"> • <i>Practical Activity: small Group ppresentations/ discussion to demonstrate knowledge and understanding of the measurement and</i> 	
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	<p><i>interpretation of balance and 12 minute run.</i></p> <ul style="list-style-type: none"> • <i>Using think-pair-Share approach to enable student teachers think critically, reflect, share their work and then refine them for class presentation.</i> 	<p><i>interpretation of balance and 12 minute run.</i></p> <ul style="list-style-type: none"> • <i>Using think-pair-Share approach to enable student teachers think critically, reflect, share their work and then refine them for class presentation.</i> 	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two 	<p>1.1 Ask Tutors to read and discuss the teaching and learning activities for lesson 6 of their respective course manuals and share across course groups for feedback and clarification.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson</p> <ul style="list-style-type: none"> • <i>Hold discussions on the following sections of the lesson:</i> <ul style="list-style-type: none"> ❖ <i>Introduction to Lesson Learning Outcomes and Indicators for the 6th Lesson.</i> ❖ <i>Discussion of 2 Stars and a Wish strategy.</i> ❖ <i>Group presentation by student teachers on peer-assessment and peer feedback strategies.</i> <p>PE: Fitness data collection Techniques Set Induction:</p> <ul style="list-style-type: none"> • <i>Revision of the previous lesson and</i> 	<p>1.1 Read and discuss the teaching and learning activities for lesson 6 of your course manual and share across course groups for feedback and clarification.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson</p> <ul style="list-style-type: none"> • <i>Hold discussions on the following sections of the lesson:</i> <ul style="list-style-type: none"> ❖ <i>Introduction to Lesson Learning Outcomes and Indicators for the 6th Lesson.</i> ❖ <i>Discussion of 2 Stars and a Wish strategy.</i> ❖ <i>Group presentation by student teachers on peer-assessment and peer feedback strategies.</i> <p>PE: Fitness data collection Techniques Set Induction:</p> <ul style="list-style-type: none"> • <i>Revision of the previous lesson and</i> 	40 mins

<p>opportunities to use continuous assessment to support student teacher learning</p> <ul style="list-style-type: none"> • Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ○ guidance on any power point presentations, • TLM or other resources which need to be developed to support learning 	<p><i>enquiries on new lesson.</i></p> <ul style="list-style-type: none"> • <i>Discussion on practical measurement and interpretation of balance and 12 minute run.</i> • <i>Reflection on lesson presentation and closure.</i> <p>1.2 Ask tutors to link lesson 6 of their respective courses to the Basic School Creative Arts and PE curricula.</p> <p>1.3 Guide Tutors through the use of think-pair-share strategy to discuss how they will integrate GESI and ICT in lesson 6 delivery.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson</p> <ul style="list-style-type: none"> • <i>Assigning diverse traditional dances across cultures to mixed groups of male and female, and persons with SEN of mixed cultural backgrounds for performance and assessment (GESI).</i> • <i>Using musical insruments, play back gadgets and other ICT tools like Youtube videos and mobile phones for surfing the</i> 	<p><i>enquiries on new lesson.</i></p> <ul style="list-style-type: none"> • <i>Discussion on practical measurement and interpretation of balance and 12 minute run.</i> • <i>Reflection on lesson presentation and closure.</i> <p>1.2 Link lesson 6 of your course to the Basic School Creative Arts and PE curricula.</p> <p>1.3 Using think-pair-share strategy, discuss how you will integrate GESI and ICT in your delivery of lesson 6.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson</p> <ul style="list-style-type: none"> • <i>Assigning diverse traditional dances across cultures to mixed groups of male and female, and persons with SEN of mixed cultural backgrounds for performance and assessment (GESI).</i> • <i>Using musical insruments and play back gadgets and other ICT tools like Youtube videos and mobile phones for surfing the</i> 	
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<p>Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p><i>internet for relevant information, practical performance and assessment (ICT).</i></p> <p>PE: Fitness data collection Techniques</p> <ul style="list-style-type: none"> • <i>Forming mixed ability groups with persons with SEN and involving them in traditional game activities that can foster social collaboration, communication and inclusion among learners e.g. oware game, marble throwing game etc. (GESI)</i> • <i>The use of ICT tools such as mobile phones, stop watch, calorimeter etc for collection of data for physical fitness of student teachers.</i> <p>3.4 Ask Tutors to identify and discuss how they can assist student teachers' development of 21st century skills during the delivery of lesson 6.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson</p> <ul style="list-style-type: none"> • <i>Acquisition of reflection and assessment skills through peer assessment.</i> • <i>Acquisition of social skills, communication skills and honesty through group musical performances and assessment (i.e. teamwork).</i> 	<p><i>internet for relevant information, practical performance and assessment (ICT).</i></p> <p>PE: Fitness data collection Techniques</p> <ul style="list-style-type: none"> • <i>Forming mixed ability groups with persons with SEN and involving them in traditional game activities that can foster social collaboration, communication, and inclusion among learners e.g. oware game, marble throwing game etc. (GESI)</i> • <i>The use of ICT tools such as mobile phones, stop watch, calorimeter etc for collection of data for physical fitness of student teachers.</i> <p>3.4 Identify and discuss how you can assist student teachers' development of 21st century skills during the delivery of lesson 6.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson</p> <ul style="list-style-type: none"> • <i>Acquisition of reflection and assessment skills through peer assessment.</i> • <i>Acquisition of social skills, communication skills and honesty through group musical performances and assessment (i.e. teamwork).</i> 	
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	<ul style="list-style-type: none"> • <i>Organising effective Class Discussions and Class Presentations.</i> • <i>Simulation of Peer-Assessment and Peer Feedback Strategies.</i> • <i>STS: School Visits to try out Peer-Assessment and Peer Feedback Strategies with STS partners. etc.</i> <p>PE: Fitness data collection Techniques</p> <ul style="list-style-type: none"> • <i>Acquisition of reflection and critical thinking skills by measuring and recording of physical fitness data.</i> • <i>Quizzes (2), assignments (1), and class participation (1), practical physical activity participation.</i> • <i>Summary of assessment methods: class assignment (2), diagnostic quizzes (3), class participation and class presentations.</i> <p>3.5 Ask Tutors to indicate how they will assist student teachers to surf the net for online resources for assessment strategies.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson</p> <ul style="list-style-type: none"> • <i>Student teachers access online resources for improvement on peer-assessment strategies like e-library, traditional</i> 	<ul style="list-style-type: none"> • <i>Organising effective Class Discussions and Class Presentations.</i> • <i>Simulation of Peer-Assessment and Peer Feedback Strategies.</i> • <i>STS: School Visits to try out Peer-Assessment and Peer Feedback Strategies with STS partners. etc.</i> <p>PE: Fitness data collection Techniques</p> <ul style="list-style-type: none"> • <i>Acquisition of reflection and critical thinking skills by measuring and recording of physical fitness data.</i> • <i>Quizzes (2), assignments (1), and class participation (1), practical physical activity participation.</i> • <i>Summary of assessment methods: class assignment (2), diagnostic quizzes (3), class participation and class presentations.</i> <p>3.5 Indicate how you will assist student teachers to surf the net for online resources for assessment strategies.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson</p> <ul style="list-style-type: none"> • <i>Student teachers access online resources for improvement on peer-assessment strategies like e-library, traditional</i> 	
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	<p><i>dance performances, group presentations.</i></p> <ul style="list-style-type: none"> • <i>Student teachers fixing and use of i-Box for watching and Analysing video documentaries.</i> • <i>Acquisition of ICT skills by means of using mobile phones, computers, projectors and other relevant IT tools for surfing and group and individual presentations.</i> <p>PE: Fitness data collection Techniques <i>Let student teachers access online resources for improvement on peer-assessment strategies like e-library, traditional dance performances, group presentations etc.</i></p> <p>3.6 Ask Tutors to identify TLRs that are relevant and can support teaching and learning of lesson 6 and describe how to use them.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson <i>Musical instruments like keyboard for playing pitches for both aural and oral assessment and other relevant instruments such as Aerophones (e.g. atenteben/pawpaw stalk flutes etc.) Idiophones (e.g. xylophone, Frikyewa etc.)</i></p>	<p><i>dance performances, group presentations.</i></p> <ul style="list-style-type: none"> • <i>Student teachers fixing and use of i-Box for watching and Analysing video documentaries.</i> • <i>Acquisition of ICT skills by means of using mobile phones, computers, projectors and other relevant IT tools for surfing and group and individual presentations.</i> <p>PE: Fitness data collection Techniques <i>Let student teachers access online resources for improvement on peer-assessment strategies like e-library, traditional dance performances, group presentations etc.</i></p> <p>3.6 Identify TLRs that are relevant and can support teaching and learning of lesson 6 and describe how to use them.</p> <p>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson <i>Musical instruments like keyboard for playing pitches for both aural and oral assessment and other relevant instruments such as Aerophones (e.g. atenteben/pawpaw stalk flutes etc.) Idiophones (e.g. xylophone, Frikyewa etc.)</i></p>	
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	<p><i>Membranophones (e.g. Atumpan, Sogo etc.) and Chordophones (e.g. Seprewa, Goje etc.) all for practical works.</i></p> <p>PE: Fitness data collection Techniques <i>Adapted equipment for measuring fitness data collection techniques such as Calorimeter, Pedometer, speedometer, markers, whistles, stop watches, playing field and various equipment as needed for limited contact sports.</i></p> <p>NB: Remind Tutors to develop plans for lesson 7 and let same be known to student teachers.</p>	<p><i>Membranophones (e.g. Atumpan, Sogo etc.) and Chordophones (e.g. Seprewa, Goje etc.) all for practical works.</i></p> <p>PE: Fitness data collection Techniques <i>Adapted equipment for measuring fitness data collection techniques such as Calorimeter, Pedometer, speedometer, markers, whistles, stop watches, playing field and various equipment as needed for limited contact sports.</i></p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4.1 Ask Tutors to outline any outstanding issues relating to their respective lessons per their course groups and age levels and share with the larger group for clarification.</p> <p>4.2 With a GESI responsive approach, ask Tutors from each course group to do a recap of this session.</p> <p>NB:Remind Tutors to select critical friends to observe their lessons and share observation and experiences with the larger group for a feedback.</p> <p><i>Remind Tutors to read lesson 6 from their course manuals</i></p>	<p>4.1 Ask Tutors to outline any outstanding issues relating to their respective lessons per their course groups and age levels and share with the larger group for clarification.</p> <p>4.2 Do a recap of this session.</p> <p>NB: Remind Tutors to select critical friends to observe their lessons and share observation and experiences with the larger group for a feedback.</p>	15 mins

	<i>for discussion in the 7th PD session. Contact the PD writers for futher clarifications on any issues that are not clear in the PD manuals.</i>		
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Age Phases/Grades:

JHS Education

Name of Subject/s:

1. Assessment and STS preparatory activities
2. PE Measuring PA and Assessment of Learning

LESSON TITLE:

1. Teacher Feedback Strategies and Graphic Organisers
2. Data collection/ Surveillance of PA indicators

Tutor PD Session for Lesson 7 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session <ul style="list-style-type: none"> • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators • Overview of content and 	<p>Start the PD session with an ice-breaker E.g. In 3 minutes, state as many as possible, things that you can get from palm tree.</p> <p>1.1 Ask Tutors to state how PD session 6 helped them in delivering that lesson.</p> <p>1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic school classroom work in STS Field Experience in year 4 semester 1.</p>	<p>1.1 State how PD session 6 helped you in delivering that lesson.</p> <p>1.2 Provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic school classroom work in STS Field Experience in year 4 semester 1.</p>	20 mins

<p>identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.3 Ask Tutors with their critical friends to share their experiences and observations respectively with the whole group for comments.</p> <p>1.4 Ask Tutors to read from their course manuals and discuss the introductory sections of lesson 7 including learning outcomes and indicators and share information and knowledge gathered with across course groups for feedback.</p> <p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers</p> <p>Lesson description <i>The lesson focuses on drawing attention to effective questioning and giving whole class feedback by teachers in the classroom.</i></p> <p>Purpose of lesson <i>To draw student teachers' attention to: Teacher Feedback Strategies</i></p> <p>· <i>Comment-only marking, Highlighted feedback, What went well...Even better if..., (WWW, EBI), Find and fix Types of Graphic Organisers.</i> · <i>Web/Mind maps/Concept maps, Triangles, KWL (What do I Know? What do I Want to learn? What have I Learned?), KWHL is another variation and includes 'How do I want to learn it?'</i>,</p>	<p>1.3 Share your experiences and observation respectively with the whole group for comments.</p> <p>1.4 Read from your course manual and discuss the introductory sections of lesson 7 including learning outcomes and indicators and share information and knowledge gathered with across course groups for feedback.</p> <p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers</p> <p>Lesson description <i>The lesson focuses on drawing attention to effective questioning and giving whole class feedback by teachers in the classroom.</i></p> <p>Purpose of lesson <i>To draw student teachers' attention to: Teacher Feedback Strategies</i></p> <p>· <i>Comment-only marking, Highlighted feedback, What went well...Even better if..., (WWW, EBI), Find and fix Types of Graphic Organisers.</i> · <i>Web/Mind maps/Concept maps, Triangles, KWL (What do I Know? What do I Want to learn? What have I Learned?), KWHL is another variation and includes 'How do I want to learn it?'</i>,</p>	
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	<p><i>Ladders / Washing Line / Continuum / Self Audit, Venn Diagrams, Flowchart</i></p> <p>P.E: Data collection/ Surveillance of PA indicators Lesson description <i>Covers the surveillance of PA indicators and their implications.</i></p> <p>Purpose of lesson <i>To help student teachers to understand the usage of PA surveillance indicators.</i></p> <p>1.5 Ask Tutors to read from their course manuals and discuss the LOs and LIs and share their findings with the larger group for feedback.</p> <p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers</p> <p>LOs: <i>Demonstrate comprehensive content knowledge on teacher feedback strategies and graphic organisers and how they will be used in the teaching and learning process in the classroom. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LIs: <ul style="list-style-type: none"> • <i>Mention at least two (2) each of teacher feedback strategies and graphic organisers and justify why you would use them in your classroom.</i> </p>	<p><i>Ladders / Washing Line / Continuum / Self Audit, Venn Diagrams, Flowchart</i></p> <p>P.E: Data collection/ Surveillance of PA indicators Lesson description <i>Covers the surveillance of PA indicators and their Implications.</i></p> <p>Purpose of lesson <i>To help student teachers to understand the usage of PA surveillance indicators.</i></p> <p>1.5 Read and discuss the LOs and LIs from your course manual and share your findings accross course groups for feedback.</p> <p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers</p> <p>LOs: <i>Demonstrate comprehensive content knowledge on teacher feedback strategies and graphic organisers and how they will be used in the teaching and learning process in the classroom. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LIs: <ul style="list-style-type: none"> • <i>Mention at least two (2) each of teacher feedback strategies and graphic organisers and justify why you would use them in your classroom.</i> </p>	
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	<ul style="list-style-type: none"> • <i>What are the full forms of the acronyms WWW, EBI?</i> • <i>Mention two graphic organisers and describe them.</i> <p>P.E: Data collection/ Surveillance of PA indicators LO: <i>Critically review physical activity influencers and select/develop monitoring techniques, gather data on physical activity behaviours, physical activity settings and across other subject discipline areas.</i></p> <p>Lls:</p> <ul style="list-style-type: none"> • <i>Develop/select and apply at least (3) measuring tools to capture data on active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organised sports participation.</i> • <i>Accurately explain the following physical activity indicators with examples and non-examples; active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organized sports participation.</i> 	<ul style="list-style-type: none"> • <i>What are the full forms of the acronyms WWW, EBI?</i> • <i>Mention two graphic organisers and describe them.</i> <p>P.E: Data collection/ Surveillance of PA indicators LO: <i>Critically review physical activity influencers and select/develop monitoring techniques, gather data on physical activity behaviours, physical activity settings and across other subject discipline areas.</i></p> <p>Lls:</p> <ul style="list-style-type: none"> • <i>Develop/select and apply at least (3) measuring tools to capture data on active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organised sports participation.</i> • <i>Accurately explain the following physical activity indicators with examples and non-examples; active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organized sports participation.</i> 	
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	<p>1.6 Ask Tutors to identify the distinctive aspect of lesson 7 from their course manual, discuss and share them with the larger group for feedback.</p> <p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers</p> <ul style="list-style-type: none"> • <i>Discussion on Teacher Feedback strategies and Graphic Organisers. E.g. discussion on 2 stars and a wish walk strategy.</i> • <i>Teaching and learning activities to achieve learning outcomes: depending on delivery mode selected. E.g. Teacher led, collaborative group work or independent study.</i> <p>P.E: Data collection/ Surveillance of PA indicators <i>Discussion on the practical means of data collection/surveillance approaches and sensitivity of gender equity, equality and issues of people with other abilities.</i></p> <p>NOTE: <i>Ask Tutors to plan for their teaching as they go through the PD session.</i></p>	<p>1.6 Identify the distinctive aspect of lesson 7 from your course manual, discuss and share them with the larger group for feedback</p> <p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers</p> <ul style="list-style-type: none"> • <i>Discussion on assessment strategies E.g. discussion on 2 stars and a wish walk strategy.</i> • <i>Teaching and learning activities to achieve learning outcomes: depending on delivery mode selected. E.g. Teacher led, collaborative group work or independent study.</i> <p>P.E: Data collection/ Surveillance of PA indicators <i>Discussion on the practical means of data collection/surveillance approaches and sensitivity of gender equity, equality and issues of people with other abilities.</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p>	<p>2.1 Guide Tutors to identify and discuss key concepts in the lesson and share their observation with the whole group for feedback.</p>	<p>2.1 Identify and discuss key concepts in the lesson and share your observation across course groups for feedback.</p>	<p>15 mins</p>

<ul style="list-style-type: none"> • Identification and discussion of new learning, • Potential barriers to learning for student teachers or students, • Concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers</p> <ul style="list-style-type: none"> • <i>Analysis of Documentaries: i-Box, ICT resources and YouTube on discussions on teacher feedback strategies and graphic organisers.</i> • <i>Class Discussions and Class Presentations.</i> • <i>Developing Teacher Feedback Strategies.</i> • <i>Developing Graphic Organisers.</i> • <i>Simulation of Teacher Feedback Strategies.</i> • <i>Designing Graphic Organisers.</i> <p>P.E: Data collection/ Surveillance of PA indicators <i>Class Discussion- to introduce new topics and engage student teachers in mixed pairs and mixed gender groups to do small group work and presentations.</i></p> <p><i>Small Group Presentations/ Discussions: Engage student teachers in discussions to demonstrate knowledge and understanding of the data collection/ surveillance of PA indicators and their implications.</i></p> <p><i>Think-pair-Share- student teachers in mixed gender think critically, reflect, share their works and then refine them for class presentation, group performance presentations (i.e. traditional dance/choral dance).</i></p>	<p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers</p> <ul style="list-style-type: none"> • <i>Analysis of Documentaries: i-Box, ICT resources and YouTube on discussions on teacher feedback strategies and graphic organisers.</i> • <i>Class Discussions and Class Presentations.</i> • <i>Developing Teacher Feedback Strategies.</i> • <i>Developing Graphic Organisers.</i> • <i>Simulation of Teacher Feedback Strategies.</i> • <i>Designing Graphic Organisers.</i> <p>P.E: Data collection/ Surveillance of PA indicators <i>Class Discussion- to introduce new topics and engage student teachers in mixed pairs and mixed gender groups to do small group work and presentations.</i></p> <p><i>Small Group Presentation/ Discussion: Engage student teachers in discussions to demonstrate knowledge and understanding of the data collection/ surveillance of PA indicators and their implications.</i></p> <p><i>Think-pair-Share- student teachers in mixed gender think critically, reflect, - share their works and then refine them for class presentation, group performance presentations (i.e. traditional dance/choral dance).</i></p>	
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	<p>2.2 Guide Tutors to identify and discuss from their course manuals, potential barriers to learning the main concepts of lesson 7 by student teachers and share thier findings with the larger group for feedback.</p> <p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers</p> <ul style="list-style-type: none"> • <i>Large class sizes during practical assessments</i> • <i>Lack of keyboard and other needed musical instruments,</i> • <i>Students with SEN.</i> • <i>Lack of playback equipment,</i> • <i>Lack of mirror room for dance lessons and difficulty in internet accessibility.</i> <p>P.E: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Unavailability of sporting instrument such as whistle, stop watch colorimeter etc.</i> • <i>Readiness of student teachers to participate in physical activities e.g. lack of interest to participate in events by student teachers with others feeling shy etc.</i> • <i>Religious orientations e.g. certain religions forbid their convicts from participating in certain activities.</i> • <i>Experience level of of student teachers e.g.</i> 	<p>2.2 Identify and discuss from your course manual, potential barriers to learning the main concepts of lesson 7 by student teachers and share your findings accross course groups for feedback.</p> <p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers</p> <ul style="list-style-type: none"> • <i>Large class sizes during practical assessments</i> • <i>Lack of keyboard and other needed musical instruments,</i> • <i>Students with SEN.</i> • <i>Lack of playback equipment,</i> • <i>Lack of mirror room for dance lessons and difficulty in internet accessibility.</i> <p>P.E: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Unavailability of sporting instrument such as whistle, stop watch colorimeter etc.</i> • <i>Readiness of student teachers to participate in physical activities e.g. lack of interest to participate in events by student teachers with others feeling shy etc.</i> • <i>Religious orientations e.g. certain religions forbid their convicts from participating in certain activities.</i> • <i>Experience level of of student teachers e.g.</i> 	
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	<p><i>student teachers who never participated in sporting activities before etc.</i></p> <ul style="list-style-type: none"> • <i>Physical state of student teachers e.g. student teachers with SEN. etc.</i> <p>2.3 Ask Tutors to identify and discuss pedagogy(ies) they will introduce in lesson 7 and share their minds with the whole group for feedback.</p> <p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers <i>Tutors to draw student teachers' attention to Teacher Feedback Strategies like:</i></p> <ul style="list-style-type: none"> • <i>Comment-only marking, Highlighted feedback, What went well...Even better if..., (WWW, EBI),</i> • <i>Find and fix Types of Graphic Organisers.</i> • <i>Concept maps, KWL (What do I Know? What do I Want to learn? What have I Learned?), KWHL is another variation and includes 'How do I want to learn it?', Ladders / Washing Line / Continuum / Self Audit, Venn Diagrams, Flowchart</i> <p>P.E: Data collection/ Surveillance of PA indicators <i>Teaching and learning activities to achieve learning outcomes:</i></p>	<p><i>student teachers who never participated in sporting activities before etc.</i></p> <ul style="list-style-type: none"> • <i>Physical state of student teachers e.g. student teachers with SEN. etc.</i> <p>2.3 Identify and discuss pedagogy(ies) you will use in lesson 7 and share with your course group for feedback.</p> <p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers <i>Tutors to draw student teachers' attention to Teacher Feedback Strategies like:</i></p> <ul style="list-style-type: none"> • <i>Comment-only marking, Highlighted feedback, What went well...Even better if..., (WWW, EBI),</i> • <i>Find and fix Types of Graphic Organisers.</i> • <i>Concept maps, KWL (What do I Know? What do I Want to learn? What have I Learned?), KWHL is another variation and includes 'How do I want to learn it?', Ladders / Washing Line / Continuum / Self Audit, Venn Diagrams, Flowchart</i> <p>P.E: Data collection/ Surveillance of PA indicators <i>Teaching and learning activities to achieve learning outcomes:</i></p>	
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	<ul style="list-style-type: none"> • <i>Teacher led discussion (i.e. Teacher directing the path of discussion).</i> • <i>Collaborative group work (i.e. Student Teachers select a leader who moderates their group discussions. This fosters GESI).</i> • <i>Independent study (where student teachers individualised their learning).</i> • <i>Group presentations (in which student teachers are given topics to research on and present their findings; talking to knowledge on paper in their micro groups).</i> • <i>Project works (i.e. a practical work in which the student teacher presents a finished product either in group or individually).</i> • <i>Class works, etc.</i> <p>NOTE: <i>Remind Tutors to do advance preparation in order to introduce and explain issues of the lesson with student teachers well.</i></p>	<ul style="list-style-type: none"> • <i>Teacher led discussion (i.e. Teacher directing the path of discussion).</i> • <i>Collaborative group work (i.e. Student Teachers select a leader who moderates their group discussions. This fosters GESI).</i> • <i>Independent study (where student teachers individualised their learning).</i> • <i>Group presentations (in which student teachers are given topics to research on and present their findings; talking to knowledge on paper in their micro groups).</i> • <i>Project works (i.e. a practical work in which the student teacher presents a finished product either in group or individually).</i> • <i>Class works, etc.</i> 	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas 	<p>3.1 Ask Tutors to read and discuss the teaching and learning activities of the lesson from their course manuals and share their findings with the larger group for feedback.</p> <p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers</p>	<p>3.1 Read and discuss the teaching and learning activities of the lesson from your course manual and share your findings across course groups for feedback.</p> <p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers</p>	<p>40 mins</p>

<p>where tutors may require clarification</p> <ul style="list-style-type: none"> • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they 	<p><i>Introduces student teachers to the Course Learning Outcomes and Indicators for the 7th Lesson.</i></p> <ul style="list-style-type: none"> • <i>Group presentation by student teachers on peer-assessment and peer feedback strategies.</i> • <i>Class discussion on what teacher feedback means in the teaching and learning process. Tutors discuss the meaning of the terminologies interactively with Student teachers.</i> <p>P.E: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Ask tutors to engage their classes to revise their previous lesson and enquire from them what they got from the internet or other sources regarding the lesson 7.</i> • <i>Ask tutors to group student teachers to discuss the definition or explanation of active play and active transport as well as the relevance of these in the development of good health or fitness.</i> • <i>Ask tutors to allow student teachers to express what they learned</i> 	<ul style="list-style-type: none"> • <i>Introduces student teachers to the Course Learning Outcomes and Indicators for the 7th Lesson.</i> • <i>Group presentation by student teachers on peer-assessment and peer feedback strategies.</i> • <i>Class discussion on what teacher feedback means in the teaching and learning process. Tutors discuss the meaning of the terminologies interactively with Student teachers.</i> <p>P.E: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Engage your class to revise the previous lesson and enquire from the student teachers what they got from the internet or other sources regarding the lesson 7.</i> • <i>Group student teachers to discuss the definition or explanation of active play and active transport as well as the relevance of these in the development of good health or fitness.</i> • <i>Allow student teachers to express what they learned and match their</i> 	
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<p>should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning ● Tutors should be expected to have a plan for the next lesson for student teachers 	<p><i>and match their responses to the purpose of the lesson.</i></p> <ul style="list-style-type: none"> ● <i>Tutors summarise the purpose of the lesson and assess the summaries of student teachers.</i> ● <i>Tutors state the focus of the next lesson on sedentary behaviour.</i> ● <i>Tutors to discuss how the knowledge gained through this lesson relates to fitness and health development.</i> <p><i>NOTE: Tutors to contact PD writers for any clarifications on unclear issues in their course manuals.</i></p> <p>3.2 Ask Tutors to link lesson 7 of their respective courses to the creative Arts and PE curricula of JHS.</p> <p>3.3 Using think-pair-share strategy, guide Tutors to discuss how they will integrate GESI and ICT in their lesson delivery.</p> <p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers</p> <ul style="list-style-type: none"> ● <i>Group Work: Putting Students into groups of mixed abilities and gender orientations and assigning each group the teacher feedback strategies and asking them to summarise</i> 	<p><i>responses to the purpose of the lesson.</i></p> <ul style="list-style-type: none"> ● <i>Summarise the purpose of the lesson and assess the summaries of student teachers.</i> ● <i>State the focus of the next lesson on sedentary behaviour.</i> ● <i>Discuss how the knowledge gained through this lesson relates to fitness and health development.</i> <p>3.2 Link lesson 7 of your course to the creative Arts/PE curriculum of JHS.</p> <p>3.3 with think-pair-share strategy, discuss how you will integrate GESI and ICT in your lesson delivery.</p> <p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers</p> <ul style="list-style-type: none"> ● <i>Group Work: Putting Students into groups of mixed abilities and gender orientations and assigning each group the teacher feedback strategies and asking</i> 	
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	<p><i>their teacher feedback strategies on a flip chart for Class Presentation (GESI).</i></p> <ul style="list-style-type: none"> <i>Mixed groups of male and female, persons with SEN of mixed cultural backgrounds for performance and assessment (GESI).</i> <i>Class Presentation: With sensitivity of both male and female taking leadership positions, call groups in turns to the front of the class to present their two teacher feedback strategies and ask their colleagues to peer assess them. Ask all to reflect on how they would use the lessons learnt from their questions in the basic school classroom (GESI).</i> <i>Using musical instruments (e.g. electronic synthesizer, electronic guitar etc.) and play back gadgets (e.g. music box, mp3/mp4 players, computers, mobile phones etc.) for practical performance and assessment (ICT).</i> <p>P.E: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> <i>Put persons with and without SEN through physical activities measure/survey their</i> 	<p><i>them to summarise their teacher feedback strategies on a flip chart for Class Presentation (GESI).</i></p> <ul style="list-style-type: none"> <i>Mixed groups of male and female, persons with SEN of mixed cultural backgrounds for performance and assessment (GESI).</i> <i>Class Presentation: With sensitivity of both male and female taking leadership positions, call groups in turns to the front of the class to present their two teacher feedback strategies and ask their colleagues to peer assess them. Ask all to reflect on how they would use the lessons learnt from their questions in the basic school classroom (GESI).</i> <i>Using musical instruments (e.g. electronic synthesizer, electronic guitar etc.) and play back gadgets (e.g. music box, mp3/mp4 players, computers, mobile phones etc.) for practical performance and assessment (ICT).</i> <p>P.E: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> <i>Put persons with and without SEN through physical activities measure/survey their</i> 	
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	<p><i>physical fitness status e.g. oware game, game of draft, game of spar, marble throwing game etc. (GESI)</i></p> <ul style="list-style-type: none"> • <i>Use of ICT tools such as mobile phones, stop watch, calorimeter etc for collection of data for physical fitness of student teachers.</i> <p>3.4 Ask Tutors to read, identify and discuss the continuous assessment opportunities in lesson 7 that can support student teachers’ learning, linking them to the NTEAP.</p> <p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers</p> <ul style="list-style-type: none"> • <i>Peer assessment – Students share their “think-pair-share” Learning strategy for Tutors’ assessment.</i> • <i>Reflection –Students teachers reflect on the new things they have learnt in the course in way of answering Tutors’ questions either orally or by written as a way of assessment.</i> • <i>Small Group Assignment: Students go and plan their micro-teaching for next week on a given topic for Tutors’ assessment.</i> 	<p><i>physical fitness status e.g. oware game, game of draft, game of spar, marble throwing game etc. (GESI)</i></p> <ul style="list-style-type: none"> • <i>Use of ICT tools such as mobile phones, stop watch, calorimeter etc for collection of data for physical fitness of student teachers.</i> <p>3.4 Read, identify and discuss at least any two continuous assessment opportunities in the lesson that can support student teachers’ learning, linking the to the NTEAP.</p> <p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers</p> <ul style="list-style-type: none"> • <i>Peer assessment – Students share their “think-pair-share” Learning strategy for Tutors’ assessment.</i> • <i>Reflection –Students teachers reflect on the new things they have learnt in the course in way of answering Tutors’ questions either orally or by written as a way of assessment.</i> • <i>Small Group Assignment: Students go and plan their micro-teaching for next week on a given topic for Tutors’ assessment.</i> 	
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	<ul style="list-style-type: none"> • <i>Micro-teaching Exhibiting AfL Strategies.</i> <p>P.E: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • External and internal Mid-Sem Quizzes. • Regular class assignments. • Attendance and active participation in class discussions. • Assessment of participation in physical practical activities. <p>3.5 Ask Tutors to read and discuss from their various course manuals, teaching and learning resources required for lesson 7 and share how they will use them with the larger group for feedback.</p> <p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers</p> <ul style="list-style-type: none"> • KWL (What do I Know? What do I Want to learn? What have I Learned?) i.e. a self directional tool that aids self assessment to determine how much learning has taken place. KWHL is another variation and includes 'How do I want to learn it?', an upgraded form of bullet one. • Ladders/Washing Line/ Continuum/Self 	<ul style="list-style-type: none"> • <i>Micro-teaching Exhibiting AfL Strategies.</i> <p>P.E: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • External and internal Mid-Sem Quizzes. • Regular class assignments • Attendance and active participation in class discussions • Assessment of participation in physical practical activities. <p>3.5 From your course manual, read and discuss teaching and learning resources required for your lesson 7 and share how you will use them across course groups for feedback.</p> <p>E.g. Music & Dance: Teacher Feedback Strategies and Graphic Organisers</p> <ul style="list-style-type: none"> • KWL (What do I Know? What do I Want to learn? What have I Learned?) i.e. a self directional tool that aids self assessment to determine how much learning has taken place. KWHL is another variation and includes 'How do I want to learn it?', an upgraded form of bullet one. • Ladders/Washing Line/ Continuum/Self 	
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	<p>Audit/Venn Diagrams/Flowchart (i.e. a scaffold system of knowledge acquisition starting from simple to complex where the Tutor gets to each learner through one learner to the other until the last person is reached.)</p> <ul style="list-style-type: none"> • <i>A modest recording and playback gadgets in the classroom or music room such as Compact Disc (Audio & Video) for sound restoration and retrieval.</i> • <i>Player with a recording facility (possibly with a detached microphone).</i> • <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i> • <i>Video Camera, LCD Projector and Screen.</i> • <i>Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</i> • <i>Teacher Feedback Strategy and Graphic Organisers Images and Resources for giving feedback on assessment.</i> <p>P.E: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i> 	<p>Audit/Venn Diagrams/Flowchart (i.e. a scaffold system of knowledge acquisition starting from simple to complex where the Tutor gets to each learner through one learner to the other until the last person is reached.)</p> <ul style="list-style-type: none"> • <i>A modest recording and playback gadgets in the classroom or music room such as Compact Disc (Audio & Video) for sound restoration and retrieval.</i> • <i>Player with a recording facility (possibly with a detached microphone).</i> • <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i> • <i>Video Camera, LCD Projector and Screen.</i> • <i>Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</i> • <i>Teacher Feedback Strategy and Graphic Organisers Images and Resources for giving feedback on assessment.</i> <p>P.E: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i> 	
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	<ul style="list-style-type: none"> • <i>Video Camera, LCD Projector and Screen.</i> • <i>Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</i> • <i>Teacher Feedback Strategy and Images and Resources for giving feedback on data collection.</i> <p><i>NB: Remind Tutors to make advance preparation for lesson 8 and let their plans be known to student teachers.</i></p> <p><i>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson The next lecture will be on Micro-teaching, Exhibiting AfL Strategies. Let students conduct research on the new topic to be studied next week using google search.</i></p> <p><i>PE: Fitness data collection Techniques The next lecture will focus on Data collection/ Surveillance of PA indicators. Let students conduct further research on the topic to discover new issues on the topic to be studied next week using google search.</i></p>	<ul style="list-style-type: none"> • <i>Video Camera, LCD Projector and Screen.</i> • <i>Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</i> • <i>Teacher Feedback Strategy and Images and Resources for giving feedback on data collection.</i> <p><i>NB: Remember to make advance preparation for lesson 8 and let your plans be known to your student teachers.</i></p> <p><i>E.g. Music & Dance: Peer-Assessment and Peer Feedback Lesson The next lecture will be on Micro-teaching, Exhibiting AfL Strategies. Let students conduct research on the new topic to be studied next week using google search.</i></p> <p><i>PE: Fitness data collection Techniques The next lecture will focus on Data collection/ Surveillance of PA indicators. Let students conduct further research on the topic to discover new issues on the topic to be studied next week using google search.</i></p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Tutors should Identifying 	<p>4.1 Ask Tutors to identify any outstanding issues relating to their respective lessons per their course groups and</p>	<p>4.1 Identify any outstanding issues relating to your lesson and your course group and age level and</p>	<p>15 mins</p>

<p>critical friends to observe lessons and report at next session.</p> <ul style="list-style-type: none"> Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>age levels and share with the larger group for feedback.</p> <p>4.2 With a GESI responsive approach, ask Tutors from each course group to do a recap of this session.</p> <p>NB: Remind Tutors to invite critical friends to observe their lessons delivery and share experience and observation with the larger group for feedback.</p> <p>NOTE: <i>Remind Tutors to contact the PD writer for clarification on outstanding issues.</i></p>	<p>share accross course groups for feedback.</p> <p>4.2 Do a recap of this session</p> <p>NB: Invite a critical friend to observe your lesson delivery and share experience and observation across groups for feedback.</p>	
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Age Phases/Grades:

JHS Education

Name of Subject/s:

1. Assessment and STS preparatory activities
2. PE Measuring PA and Assessment of Learning

LESSON TITLE:

1. Micro-teaching Exhibiting AfL Strategies
2. Data collection/ Surveillance of PA indicators

Tutor PD Session for Lesson 2 Onwards in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session <ul style="list-style-type: none"> • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators 	Start the PD session with an ice-breaker. E.g. Call Tutors at random to recite the <i>"Ghana national pledge"</i> . 1.1 With GESI responsive approach, ask Tutors at random to share how PD session 7 helped their delivery of lesson 7. 1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic school classroom work in	1.1 Share how PD session 7 helped your delivery of lesson 7. 1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic school classroom	20 mins

<ul style="list-style-type: none"> Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session 	<p>STS Field Experience in year 4 semester 1.</p> <p>1.3 Ask Tutors with their critical friends to share their experiences and observations during the delivery of lesson 7 with the larger group for feedback.</p> <p>1.4 Ask Tutors to read and discuss the introductory sections up to the learning outcomes and learning indicators of lesson 8 from their various course manuals.</p> <p>E.g. Music & Dance: Micro-teaching Exhibiting AfL Strategies</p> <p>Lesson Description <i>The lesson focuses on drawing attention to effective lesson planning in music and dance and how to exhibit AfL strategies in the teaching and learning process.</i></p> <p>Purpose of Lesson <i>To draw student teachers attention to lesson planning in music and dance that exhibits AfL strategies:</i></p> <p>LO Demonstrate comprehensive content knowledge on the principles of effective lesson planning in music and dance and how to embed AfL strategies in their teaching and learning processes in the</p>	<p>work in STS Field Experience in year 4 semester 1.</p> <p>1.3 With your critical friend, share your experiences and observations during the delivery of lesson 7 with the larger group for feedback.</p> <p>1.4 Read and discuss the introductory sections up to the learning outcome and learning indicators of lesson 8 from their various course manual.</p> <p>E.g. Music & Dance: Micro-teaching Exhibiting AfL Strategies</p> <p>Lesson Description <i>The lesson focuses on drawing attention to effective lesson planning in music and dance and how to exhibit AfL strategies in the teaching and learning process.</i></p> <p>Purpose of Lesson <i>To draw student teachers attention to lesson planning in music and dance that exhibits AfL strategies:</i></p> <p>LO Demonstrate comprehensive content knowledge on the principles of effective lesson planning in music and dance and how to embed AfL strategies in their teaching</p>	
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	<p>classroom. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</p> <p>LI</p> <ul style="list-style-type: none"> • Mention the three phases of a lesson. • Describe what goes into the main phase of a lesson. • Mention two AfL strategies you will use at the plenary section of your lesson and explain why. • Describe three starters you will like to use in your music and dance lessons. <p>PE: Data collection/ Surveillance of PA indicators Lesson Description <i>Covers the usage of PA surveillance indicators</i></p> <p>Purpose of Lesson <i>To help student teachers to understand the explanation and the implication of sedentary behaviour in the health and physical fitness development business.</i></p> <p>LO Critically review physical activity influencers and select/develop monitoring techniques, gather data on physical activity behaviours, physical activity settings and across other subject discipline areas.</p>	<p>and learning processes in the classroom. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</p> <p>LI</p> <ul style="list-style-type: none"> • Mention the three phases of a lesson. • Describe what goes into the main phase of a lesson. • Mention two AfL strategies you will use at the plenary section of your lesson and explain why. • Describe three starters you will like to use in your music and dance lessons. <p>PE: Data collection/ Surveillance of PA indicators Lesson Description <i>Covers the usage of PA surveillance indicators</i></p> <p>Purpose of Lesson <i>To help student teachers to understand the explanation and the implication of sedentary behaviour in the health and physical fitness development business.</i></p> <p>LO Critically review physical activity influencers and select/develop monitoring techniques, gather data on physical activity behaviours, physical activity settings and across other subject discipline areas.</p>	
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	<p>LI</p> <ul style="list-style-type: none"> • Develop/select and apply at least (3) measuring tools to capture data on active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organised sports participation. • Accurately explain the following physical activity indicators with examples and non-examples; active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organised sports participation. 	<p>LI</p> <ul style="list-style-type: none"> • Develop/select and apply at least (3) measuring tools to capture data on active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organised sports participation. • Accurately explain the following physical activity indicators with examples and non-examples; active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organised sports participation. 	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • Identification and discussion of new learning, • potential barriers to learning for student teachers or students, • concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask Tutors to identify and discuss the key concepts in lesson 8 from their respective course manuals and share their findings with the larger group for feedback.</p> <p>E.g. Music & Dance: Micro-teaching Exhibiting AfL Strategies <i>Effective Questioning, Whole Class Feedback, Self-Assessment, Self-Reflection, Peer-assessment and peer feedback strategies as well as Graphic Organisers.</i></p> <p>PE: Data collection/ Surveillance of PA indicators <i>Understanding, explanation and the implication of sedentary behaviour in the health and physical fitness development business.</i></p>	<p>2.1 Identify and discuss the key concepts in lesson 8 from your course manual and share your findings with the larger group for feedback.</p> <p>E.g. Music & Dance: Micro-teaching Exhibiting AfL Strategies <i>Effective Questioning, Whole Class Feedback, Self-Assessment, Self-Reflection, Peer-assessment and peer feedback strategies as well as Graphic Organisers.</i></p> <p>PE: Data collection/ Surveillance of PA indicators <i>Understanding, explanation and the implication of sedentary behaviour in the health and physical fitness development business.</i></p>	15 mins

	<p>2.2 Ask Tutors to identify and discuss potential barriers to learning lesson 8 from their respective course manuals and share their findings with the larger group for feedback.</p> <p>E.g. Music & Dance: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Large class Sizes during practical assessments,</i> • <i>Lack of keyboard and other needed musical instruments such as drums, atenteben, goje etc,</i> • <i>Difficulty of integrating students with SEN into mainstream,</i> • <i>Lack of playback equipment for sound restoration and retrieval,</i> • <i>Lack of mirror room for dance lessons and</i> • <i>Difficulty of internet accessibility.</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Large class Sizes during practical assessments,</i> • <i>Lack of keyboard and other needed musical instruments such as drums, atenteben, goje etc,</i> • <i>Difficulty of integrating students with SEN into mainstream,</i> 	<p>2.2 Identify and discuss potential barriers to learning lesson 8 from your course manual and share your findings accross course groups for feedback.</p> <p>E.g. Music & Dance: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Large class Sizes during practical assessments,</i> • <i>Lack of keyboard and other needed musical instruments such as drums, atenteben, goje etc,</i> • <i>Difficulty of integrating students with SEN into mainstream,</i> • <i>Lack of playback equipment for sound restoration and retrieval,</i> • <i>Lack of mirror room for dance lessons and</i> • <i>Difficulty of internet accessibility.</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Large class Sizes during practical assessments,</i> • <i>Lack of keyboard and other needed musical instruments such as drums, atenteben, goje etc,</i> • <i>Difficulty of integrating students with SEN into mainstream,</i> 	
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	<ul style="list-style-type: none"> • <i>Lack of playback equipment for sound restoration and retrieval,</i> • <i>Lack of mirror room for dance lessons and</i> • <i>The difficulty of getting access to internet connectivity.</i> <p>2.3 Ask Tutors to identify and discuss pedagogy(ies) the will introduce in the lesson and share their minds with the whole group for feedback.</p> <p>E.g. Music & Dance: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Class Discussion for Tutors to review all the topics discussed under embedding AfL strategies from week 1 to week 7 interactively with student teachers,</i> • <i>Group Work where student teachers are put into groups and asked to go and plan a given minutes lesson incorporating the three phases embedded with AfL strategies,</i> • <i>Micro-teaching Session where groups take turns to present their micro-lessons to the class for peer assessment on AfL strategies etc.</i> 	<ul style="list-style-type: none"> • <i>Lack of playback equipment for sound restoration and retrieval,</i> • <i>Lack of mirror room for dance lessons and</i> • <i>The difficulty of getting access to internet connectivity.</i> <p>2.3 Identify and discuss pedagogy(ies) you will introduce in the lesson and share your mind with the whole group for feedback.</p> <p>E.g. Music & Dance: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Class Discussion for Tutors to review all the topics discussed under embedding AfL strategies from week 1 to week 7 interactively with student teachers,</i> • <i>Group Work where student teachers are put into groups and asked to go and plan a given minutes lesson incorporating the three phases embedded with AfL strategies,</i> • <i>Micro-teaching Session where groups take turns to present their micro-lessons to the class for peer assessment on AfL strategies etc.</i> 	
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	<p>PE: Data collection/ Surveillance of PA indicators <i>Practical Activity: small Group presentations/discussion to demonstrate knowledge and understanding of sedentary behaviour as specified by the WHO,</i></p> <ul style="list-style-type: none"> • <i>Using think-pair-share strategy to present explanation of sedentary behaviour as specified by the WHO,</i> • <i>Tutors put student teachers into groups to discuss the explanation of sedentary behaviour as specified by the WHO etc.</i> <p>NOTE: <i>You may contact the PD writers for clarification(s) on any unresolved issues.</i></p>	<p>PE: Data collection/ Surveillance of PA indicators <i>Practical Activity: small Group presentations/discussion to demonstrate knowledge and understanding of sedentary behaviour as specified by the WHO,</i></p> <ul style="list-style-type: none"> • <i>Using think-pair-share strategy present explanation of sedentary behaviour as specified by the WHO,</i> • <i>Tutor puts student teachers into groups to discuss the explanation of sedentary behaviour as specified by the WHO etc.</i> 	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum 	<p>3.1 Ask Tutors to read and discuss the teaching and learning activities from their respective course manuals and share findings with the larger group for feedback.</p> <p>E.g. Music & Dance: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Introduces the Course Learning Outcomes and Indicators of Lesson 8 to student teachers.</i> • <i>Class Discussion: Tutors interactively engage</i> 	<p>3.1 Read and discuss the teaching and learning activities from your course manual and share your findings across course groups for feedback.</p> <p>E.g. Music & Dance: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Introduces the Course Learning Outcomes and Indicators of Lesson 8 to student teachers.</i> • <i>Class Discussion: Tutors interactively engage</i> 	40 mins

<ul style="list-style-type: none"> • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ○ guidance on any power 	<p><i>student teachers in class discussion to review all the topics discussed under embedding AfL strategies from week 4 to week 7.</i></p> <ul style="list-style-type: none"> • <i>Group Work: Tutors put student teachers into groups and asked them to plan a given minutes lesson incorporating the three phases embedded with AfL strategies.</i> • <i>Micro-teaching Session: Tutors put student teacher into groups to plan and present lessons on Micro-teaching basis. The Groups are called in turns to present their micro-lessons to the class. 10 minutes for each presentation and 10 minutes for plenary discussion on the lesson given. Ask their colleagues to peer assess the group. Ask all to reflect on how they would use the insights learnt from their micro-lesson in the basic school classroom.</i> • <i>Reflection and Closure. - Let students express what they learned and match their responses to the purpose of the lesson</i> • <i>Tutors summarise the purpose of the lesson to enable students to give feedback on the lesson.</i> <p>PE: Data collection/ Surveillance of PA indicators</p>	<p><i>student teachers in class discussion to review all the topics discussed under embedding AfL strategies from week 4 to week 7.</i></p> <ul style="list-style-type: none"> • <i>Group Work: Tutors put student teachers into groups and asked them to plan a given minutes lesson incorporating the three phases embedded with AfL strategies.</i> • <i>Micro-teaching Session: Tutors put student teacher into groups to plan and present lessons on Micro-teaching basis. The Groups are called in turns to present their micro-lessons to the class. 10 minutes for each presentation and 10 minutes for plenary discussion on the lesson given. Ask their colleagues to peer assess the group. Ask all to reflect on how they would use the insights learnt from their micro-lesson in the basic school classroom.</i> • <i>Reflection and Closure. - Let students express what they learned and match their responses to the purpose of the lesson</i> • <i>Tutors summarise the purpose of the lesson to enable students to give feedback on the lesson.</i> <p>PE: Data collection/ Surveillance of PA indicators</p>	
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<p>point presentations, TLM or other resources which need to be developed to support learning</p> <ul style="list-style-type: none"> • Tutors should be expected to have a plan for the next lesson for student teachers 	<ul style="list-style-type: none"> • <i>Tutors engages the class to revise on the previous lesson and enquire from them what they got from the internet or other sources regarding the new lesson,</i> • <i>Tutor groups student teachers to discuss the explanation of sedentary behaviour as specified by the WHO,</i> • <i>Reflection and Closure. - Tutors allows student teachers to express what they learned and match their responses to the purpose of the lesson,</i> • <i>Tutors summarise the purpose of the lesson and assess the summaries of student teachers,</i> • <i>Tutors discuss how the knowledge gained through lesson 8 relates to fitness and health development.</i> <p><i>NOTE: Tutors to contact PD writers for any clarifications on unclear issues in their course manuals.</i></p> <p>3.2 Ask Tutors to link lesson 8 of their respective courses to the creative Arts and PE curricula of JHS.</p> <p>3.3 Using think-pair-share strategy, ask Tutors to discuss how they will</p>	<ul style="list-style-type: none"> • <i>Tutors engages the class to revise on the previous lesson and enquire from them what they got from the internet or other sources regarding the new lesson,</i> • <i>Tutor groups student teachers to discuss the explanation of sedentary behaviour as specified by the WHO,</i> • <i>Reflection and Closure. - Tutors allows student teachers to express what they learned and match their responses to the purpose of the lesson,</i> • <i>Tutors summarise the purpose of the lesson and assess the summaries of student teachers,</i> • <i>Tutors discuss how the knowledge gained through lesson 8 relates to fitness and health development.</i> <p>3.2 Link lesson 8 of your course to the creative Arts and PE curricula of JHS.</p> <p>3.3 Using think-pair-share strategy, ask Tutors to discuss how they will</p>	
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	<p>integrate GESI and ICT in their lesson delivery.</p> <p>E.g. Music & Dance: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Acquisition of social and communication skills as Student teachers in their groupings discuss what they have learnt in the lesson,</i> • <i>Acquisition of reflection skills as students teachers use “think-pair-share” Learning strategy to reflect on the new things they have learnt in the lesson by answering Tutors’ questions either orally or by written,</i> • <i>Acquisition of Critical thinking and problem solving skills as student teachers in their small groups plan to deliver their micro-teaching assignment for Tutors’ assessment,</i> • <i>Through group work presentation strategy, student teachers acquire collaboration skills.</i> • <i>Acquisition of critical thinking, problem solving and innovation skills through project work.</i> • <i>Gender diversity and inclusivity is guaranteed by musical (choral or</i> 	<p>integrate GESI and ICT in their lesson delivery.</p> <p>E.g. Music & Dance: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Acquisition of social and communication skills as Student teachers in their groupings discuss what they have learnt in the lesson,</i> • <i>Acquisition of reflection skills as students teachers use “think-pair-share” Learning strategy to reflect on the new things they have learnt in the lesson by answering Tutors’ questions either orally or by written,</i> • <i>Acquisition of Critical thinking and problem solving skills as student teachers in their small groups plan to deliver their micro-teaching assignment for Tutors’ assessment,</i> • <i>Through group work presentation strategy, student teachers acquire collaboration skills.</i> • <i>Acquisition of critical thinking, problem solving and innovation skills through project work.</i> • <i>Gender diversity and inclusivity is guaranteed by musical (choral or</i> 	
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	<p><i>traditional dance) performance assessment (GESI).</i></p> <ul style="list-style-type: none"> • <i>Use of mobile phone, computer, music box to play mp3/mp4 and google to access the internet for acquisition of information literacy (ICT).</i> <p>P.E: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Reflection, critical thinking and problem solving,</i> • <i>Gender/SEN issues in explanation of sedentary behaviour in basic school physical education,</i> • <i>Adaptations for children with SEN diversity and inclusivity,</i> • <i>Cross-discipline issues in science and prevention of obesity in basic school physical education.</i> <p>3.4 Ask Tutors to read, identify and discuss the continuous assessment opportunities in lesson 8 that can support student teachers' learning.</p> <p>E.g. Music & Dance: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Peer assessment – Students share knowledge through “think-pair-share” Learning strategy to</i> 	<p><i>traditional dance) performance assessment (GESI).</i></p> <ul style="list-style-type: none"> • <i>Use of mobile phone, computer, music box to play mp3/mp4 and google to access the internet for acquisition of information literacy (ICT).</i> <p>P.E: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Reflection, critical thinking and problem solving,</i> • <i>Gender/SEN issues in explanation of sedentary behaviour in basic school physical education,</i> • <i>Adaptations for children with SEN diversity and inclusivity,</i> • <i>Cross-discipline issues in science and prevention of obesity in basic school physical education.</i> <p>3.4 Read, identify and discuss the continuous assessment opportunities in lesson 8 that can support student teachers' learning.</p> <p>E.g. Music & Dance: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Peer assessment –Students share knowledge through “think-pair-share” Learning strategy to</i> 	
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	<p><i>exhibit AfL assessment strategy.</i></p> <ul style="list-style-type: none"> • <i>Reflection –Students teachers reflect on the new things they have learnt in the course in way of answering Tutors’ questions either orally or by written as a way of showcasing AfL assessment strategy.</i> • <i>Small Group Assignment: Student teachers plan their micro-teaching for next week on a given topic to showcase AfL assessment strategy.</i> • <i>Micro-teaching Exhibiting AfL Strategies.</i> <p>P.E: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>External and internal Mid-Sem Quizzes.</i> • <i>Regular class assignments.</i> • <i>Attendance and active participation in class discussions.</i> • <i>Assessment of participation in physical practical activities.</i> <p>3.5 Ask Tutors to suggest teaching and learning resources required for teaching lessons 8 and share how they can be used with the larger group for feedback.</p>	<p><i>exhibit AfL assessment strategy.</i></p> <ul style="list-style-type: none"> • <i>Reflection –Students teachers reflect on the new things they have learnt in the course in way of answering Tutors’ questions either orally or by written as a way of showcasing AfL assessment strategy.</i> • <i>Small Group Assignment: Student teachers plan their micro-teaching for next week on a given topic to showcase AfL assessment strategy.</i> • <i>Micro-teaching Exhibiting AfL Strategies.</i> <p>P.E: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>External and internal Mid-Sem Quizzes.</i> • <i>Regular class assignments.</i> • <i>Attendance and active participation in class discussions.</i> • <i>Assessment of participation in physical practical activities.</i> <p>3.5 Suggest teaching and learning resources required for teaching lessons 8 and share how they can be used with the larger group for feedback.</p>	
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	<p>E.g. Music & Dance: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>A modest recording and playback gadgets in the classroom or music room such as Compact Disc (Audio & Video) for sound restoration and retrieval.</i> • <i>Player with a recording facility (possibly with a detached microphone).</i> • <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i> • <i>Video Camera, LCD Projector and Screen.</i> • <i>Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</i> • <i>Teacher Feedback Strategy and Graphic Organisers Images and Resources for giving feedback on assessment.</i> <p>P.E: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i> • <i>Video Camera, LCD Projector and Screen.</i> • <i>Tripod and Monitoring Unit (for listening, recording and reviewing performances)</i> 	<p>E.g. Music & Dance: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>A modest recording and playback gadgets in the classroom or music room such as Compact Disc (Audio & Video) for sound restoration and retrieval.</i> • <i>Player with a recording facility (possibly with a detached microphone).</i> • <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i> • <i>Video Camera, LCD Projector and Screen.</i> • <i>Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</i> • <i>Teacher Feedback Strategy and Graphic Organisers Images and Resources for giving feedback on assessment.</i> <p>P.E: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i> • <i>Video Camera, LCD Projector and Screen.</i> • <i>Tripod and Monitoring Unit (for listening, recording and reviewing performances)</i> 	
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	<ul style="list-style-type: none"> • <i>Teacher Feedback Strategy and Images and Resources for giving feedback on data collection.</i> <p>NB: Remind Tutors to make advance preparation for lesson 9 and let their plans be known to student teachers.</p>	<ul style="list-style-type: none"> • <i>Teacher Feedback Strategy and Images and Resources for giving feedback on data collection.</i> <p>NB: Remember to make advance preparation for lesson 9 and let your plans be known to student teachers.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4.1 Ask Tutors to outline any outstanding issues relating to their respective lessons per their course groups and age levels and share with the larger group for clarification.</p> <p>4.2 With a GESI responsive approach, ask Tutors from each course group to do a recap of this session.</p> <p><i>NB: Remind Tutors to select critical friends to observe their lessons and share observation and experiences with the larger group for feedback.</i></p> <p><i>Remind Tutors to read lesson 9 from their course manuals for discussion in the next PD session.</i></p> <p><i>You may contact the PD writers for futher clarifications on any issues that are not clear in the PD manuals.</i></p>	<p>4.1 Outline any outstanding issues relating to your lessons per your course group and age levels and share with the larger group for clarification.</p> <p>4.2 Do a recap of this session.</p> <p><i>NB: Remind Tutors to select critical friends to observe their lessons and share observation and experiences with the larger group for feedback.</i></p> <p><i>Read on lesson 9 from your course manual for discussion in the next PD session.</i></p> <p><i>You may contact the PD writers for futher clarifications on any issues that are not clear in the PD manual.</i></p>	15 mins

Age Phases/Grades:

JHS Education

Name of Subject/s:

1. Assessment and STS preparatory activities
2. PE Measuring PA and Assessment of Learning

LESSON TITLE:

1. Micro-teaching Exhibiting AfL Strategies
2. Data collection/ Surveillance of PA indicators

Tutor PD Session for Lesson 9 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session <ul style="list-style-type: none"> • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators 	<p><i>PDC Note: Give all Tutor a piece of A4 sheet paper and a marker and ask them to use one words to describe themselves on it. Let every Tutor show their caption.</i></p> <p>1.1 Ask Tutors to share with the larger group what they learnt from PD session 8.</p> <p>1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic school classroom work in STS Field Experience in year 4 semester 1.</p>	<p>1.1 Share with the larger group what you learnt from PD session 8.</p> <p>1.2 Provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic school classroom work in STS Field Experience in year 4 semester 1.</p>	20 mins

<ul style="list-style-type: none"> Overview of content and identification of any distinctive aspects of the lesson/s, <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.3 Ask Tutors to team up with their critical friends and brief the larger group about their experiences and observations during the delivery of lesson 8.</p> <p>1.4 Ask Tutors to sit in their course groups and refer to their course manuals to read the description and goals of lesson 9 to have an overview of the lesson.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies Lesson description <i>This lesson focuses on drawing attention of student teachers to effective lesson planning in music and dance and how to exhibit AfL strategies in the teaching and learning process.</i></p> <p>Purpose <i>To draw student teachers' attention to lesson planning in music and dance that exhibits AfL strategies. This lesson is a repetition of the previous week's lesson. Students get another opportunity to plan a new lesson again and allow different persons to micro-teach it.</i></p> <p>PE: Data collection/ Surveillance of PA indicators Lesson description <i>Covers the usage of PA surveillance indicators.</i></p> <p>Purpose <i>To help student teachers to understand the explanation</i></p>	<p>1.3 Team up with your critical friend and brief the larger group about your experiences and observations during the delivery of lesson 8.</p> <p>1.4 Sit in your course group and refer to your course manual to read the description and goals of lesson 9 to have an overview of the lesson.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies Lesson description <i>This lesson focuses on drawing attention of student teachers to effective lesson planning in music and dance and how to exhibit AfL strategies in the teaching and learning process.</i></p> <p>Purpose <i>To draw student teachers' attention to lesson planning in music and dance that exhibits AfL strategies. This lesson is a repetition of the previous week's lesson. Students get another opportunity to plan a new lesson again and allow different persons to micro-teach it.</i></p> <p>PE: Data collection/ Surveillance of PA indicators Lesson description <i>Covers the usage of PA surveillance indicators.</i></p> <p>Purpose <i>To help student teachers to understand the explanation</i></p>	
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	<p><i>and the implication of physical inactivity in the health and physical fitness development business.</i></p> <p>1.5 Ask Tutors to read and discuss the LOs and LIs from their respective course manuals and share with the larger group for feedback.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies LO: <i>Demonstrate comprehensive content knowledge on the principles of effective lesson planning in music and dance and how to embed AfL strategies in their teaching and learning processes in the classroom. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: 1. <i>Mention the three phases of a lesson.</i> 2. <i>Describe what goes into the main phase of a lesson.</i> 3. <i>Mention two AfL strategies you will use at the plenary section of your lesson and explain why.</i> 4. <i>Describe three starters you will like to use in your music and dance lessons.</i></p> <p>PE: Data collection/ Surveillance of PA indicators LO: <i>Critically review physical activity influencers and select/develop monitoring</i></p>	<p><i>and the implication of physical inactivity in the health and physical fitness development business.</i></p> <p>1.5 Read and discuss the LOs and LIs from your course manual and share with the larger group for feedback.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies LO: <i>Demonstrate comprehensive content knowledge on the principles of effective lesson planning in music and dance and how to embed AfL strategies in their teaching and learning processes in the classroom. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: 1. <i>Mention the three phases of a lesson.</i> 2. <i>Describe what goes into the main phase of a lesson.</i> 3. <i>Mention two AfL strategies you will use at the plenary section of your lesson and explain why.</i> 4. <i>Describe three starters you will like to use in your music and dance lessons.</i></p> <p>PE: Data collection/ Surveillance of PA indicators LO: <i>Critically review physical activity influencers and select/develop monitoring</i></p>	
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	<p><i>techniques gather data on physical activity behaviours physical activity settings and across other subject discipline areas.</i></p> <p>LI: <i>Develop/select and apply at least (3) measuring tools to capture data on active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organized sports participation.</i></p> <p>1.6 Ask Tutors to identify and discuss the distinctive aspects of lesson 9 and share across course groups for feedback and clarification.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies <i>Student teachers' Critical Review of all topics discussed under embedding AfL strategies from week 4 to week 7.</i></p> <p>PE: Data collection/ Surveillance of PA indicators <i>Engagement of student teachers in discussions about the usage of PA surveillance indicators.</i></p> <p>Note SL: <i>Remind Tutors to plan their lesson as they go through the PD session.</i></p>	<p><i>techniques gather data on physical activity behaviours physical activity settings and across other subject discipline areas.</i></p> <p>LI: <i>Develop/select and apply at least (3) measuring tools to capture data on active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organized sports participation.</i></p> <p>1.6 Identify and discuss the distinctive aspects of lesson 9 and share across course groups for feedback and clarification.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies <i>Student teachers' Critical Review of all topics discussed under embedding AfL strategies from week 4 to week 7.</i></p> <p>PE: Data collection/ Surveillance of PA indicators <i>Engagement of student teachers in discussions about the usage of PA surveillance indicators.</i></p>	
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<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • Identification and discussion of new learning, • potential barriers to learning for student teachers or students, • concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask Tutors to state on a <i>post-it-note</i> the key concepts in lesson 9 for a gallery walk (<i>where applicable</i>)</p> <p>2.2 Ask Tutors to outline and discuss the key concepts observed during the gallery walk and share across course group for feedback.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Principles of effective lesson planning in music and dance</i> • <i>How to embed AfL strategies in teaching and learning processes.</i> <p>PE: Data collection/ Surveillance of PA indicators Explanations and implications of sedentary behaviours in the health and physical fitness development business.</p> <p>2.3 Ask Tutors in their respective course groups to discuss with their elbow partners, the potential barriers to lesson 9 for the student teachers.</p> <p>2.4 Ask Tutors to share with the larger group the potential barriers to lesson 9 they discussed with their elbow partners.</p>	<p>2.1 State on a <i>post-it-note</i> the key concepts in lesson 9 for a gallery walk (<i>where applicable</i>).</p> <p>2.2 Outline and discuss the key concepts observed during the gallery walk and share across course group for feedback.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Principles of effective lesson planning in music and dance</i> • <i>How to embed AfL strategies in teaching and learning processes.</i> <p>PE: Data collection/ Surveillance of PA indicators Explanations and implications of sedentary behaviours in the health and physical fitness development business.</p> <p>2.3 Discuss with your elbow partner, the potential barriers to lesson 9 for the student teachers.</p> <p>2.4 Share with the larger group the potential barriers to lesson 9 you discussed with your elbow partner.</p>	<p>15 mins</p>
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	<p>E.g. Music: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Fear of making mistakes and criticised by fellow student teachers during micro-teaching.</i> • <i>Lack of funds to acquire teaching and learning resources by the student teachers for Micro-teaching.</i> • <i>Personal factors, such as instincts, emotions and lack of student teacher's confidence skills in teaching.</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Factors such as lack of reading materials, equipment and other instructional materials.</i> • <i>Lack of mastery in data collection</i> <p>2.5 Ask Tutors to outline and discuss the pedagogies they would adopt in the delivery of lesson 9 which need to be explored and share across course groups.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Pair work</i> • <i>Group presentations</i> • <i>Discussion</i> • <i>The use of reflective strategies to enable student teachers to build their</i> 	<p>E.g. Music: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Fear of making mistakes and criticised by fellow student teachers during micro-teaching.</i> • <i>Lack of fund to acquire teaching and learning resources (i.e. the student teacher) for Micro-teaching.</i> • <i>Personal factors, such as instincts, emotions and lack of student teacher's confidence skills in teaching.</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Factors such as lack of reading materials, equipment and other instructional materials.</i> • <i>Lack of mastery in data collection</i> <p>2.5 Outline and discuss the pedagogies you would adopt in the delivery of lesson 9 which need to be explored and share across course groups.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Pair work</i> • <i>Group presentations</i> • <i>Discussion</i> • <i>The use of reflective strategies to enable student teachers to build their</i> 	
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	<p><i>understanding of teaching through personal reflection.</i></p> <p>PE: Data collection/ Surveillance of PA indicators <i>Using enquiry-based strategy to build self-direction and initiative skills of student teachers in data collection.</i></p>	<p><i>understanding of teaching through personal reflection.</i></p> <p>PE: Data collection/ Surveillance of PA indicators <i>Using enquiry-based strategy to build self-direction and initiative skills of student teachers in data collection.</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two 	<p>3.1 In their course groups, ask individual Tutors to read and share the teaching and learning activities of lesson 9 from their respective course manuals and identify areas that need clarification for discussion.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>The phases of a lesson (i.e. Starter for Preparing the Brain, Main or New Learning, Plenary or Reflections).</i> • <i>Planning of a lesson incorporating AfL strategies.</i> • <i>Modelling teaching.</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Reflection of the previous lesson and the new information gathered on the new lesson.</i> • <i>Group discussion on the explanation of physical inactivity as specified by WHO and its implications on health development.</i> • <i>Student teachers' independently surf the internet to familiarize</i> 	<p>3.1 Read and share the teaching and learning activities of lesson 9 from your course manual and identify areas that need clarification for discussion.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>The phases of a lesson (i.e. Starter for Preparing the Brain, Main or New Learning, Plenary or Reflections).</i> • <i>Planning of a lesson incorporating AfL strategies.</i> • <i>Modelling teaching.</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Reflection of the previous lesson and the new information gathered on the new lesson.</i> • <i>Group discussion on the explanation of physical inactivity as specified by WHO and its implications on health development.</i> • <i>Student teachers' independently surf the internet to familiarize</i> 	40 mins

<p>opportunities to use continuous assessment to support student teacher learning</p> <ul style="list-style-type: none"> • Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, 0 questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning • Tutors should be expected to have a plan for the next lesson for student teachers 	<p><i>with further and current reference on physical fitness and its effects on health.</i></p> <p>NB: <i>Consult an PD manual writers or expert for further suggestions and assistance.</i></p> <p>3.2 Ask tutors to discuss and share across their groups the linkage of the key concepts in lesson 9 of their respective courses to the Basic School Curriculum (i.e. Creative Arts and PE).</p> <p>3.3 Ask tutors in their course groups to discuss how the teaching/learning activities in lesson 9 can be delivered to benefit student teachers during STS.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>modelling teaching</i> • <i>role play,</i> • <i>micro-teaching</i> <p><i>The above strategies will boost student teachers' confidence and mastery over teaching skills during Macro teaching.</i></p> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Using ICT (phones) to surf the internet for information in the classroom will help student teachers to integrate ICT during Macro teaching and other</i> 	<p><i>with further and current reference on physical fitness and its effects on health.</i></p> <p>3.2 Discuss and share across your group the linkage of the key concepts of lesson 9 of your course to the Basic School Curriculum (i.e. Creative Arts and PE).</p> <p>3.3 In your course group, discuss how the teaching/learning activities in lesson 9 can be delivered to benefit student teachers during STS.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>modelling teaching</i> • <i>role play,</i> • <i>micro-teaching</i> <p><i>The above strategies will boost student teachers' confidence and mastery over teaching skills during Macro teaching.</i></p> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Using ICT (phones) to surf the internet for information in the classroom will help student teachers to integrate ICT during Macro teaching and other</i> 	
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	<p><i>academic works during STS.</i></p> <ul style="list-style-type: none"> • <i>Group work in the classroom will build student teachers' capacity to use grouping well for their class arrangement and easily cope and socialise with their co-mentees.</i> <p><i>All the above-mentioned strategies will enhance and equip student teachers for their STS.</i></p> <p>3.4 In their respective groupings, ask Tutors to outline and discuss how they will integrate GESI, ICT and develop 21st Century skills in student teachers during the delivery of Lesson 9.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Prompt student teachers to be conscious of GESI issues during micro teaching (i.e. to ensure that female, males and persons with SEN have equal access to teaching and learning resources)</i> • <i>Acquisition of collaborative learning skills through team and mixed ability and gender groupings for tasks (GESI).</i> • <i>Acquisition of reflective skills and honesty through self-reflection and self-</i> 	<p><i>academic works during STS.</i></p> <ul style="list-style-type: none"> • <i>Group work in the classroom will build student teachers' capacity to use grouping well for their class arrangement and easily cope and socialise with their co-mentees.</i> <p><i>All the above-mentioned strategies will enhance and equip student teachers for their STS.</i></p> <p>3.4 Outline and discuss how you will integrate GESI, ICT and develop 21st Century skills in student teachers during your delivery of Lesson 9.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Prompt student teachers to be conscious of GESI issues during micro teaching (i.e. to ensure that female, males and persons with SEN have equal access to teaching and learning resources)</i> • <i>Acquisition of collaborative learning skills through team and mixed ability and gender groupings for tasks (GESI).</i> • <i>Acquisition of reflective skills and honesty through self-reflection</i> 	
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	<p><i>assessment after a micro teaching.</i></p> <ul style="list-style-type: none"> • <i>Acquisition of assessment skills through Peer-assessment during Micro teaching.</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Acquisition of independent learning through surfing the internet with ICT tools (a personal phone) and undertaking lesson assignment.</i> • <i>Acquisition of social skills through interaction during team and mixed gender/ability group work (GESI).</i> <p>3.5 Ask Tutors to suggest at least one new assessment strategy they would adopt in the delivery of their lessons for their respective courses.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Micro teaching Self-Assessment and Self-Reflection</i> • <i>Micro teaching peer critiquing.</i> • <i>Small Group Assignment.</i> <p>Sample of a group assignment: <i>Conduct research on the new topic to be studied next week from the STS</i></p>	<p><i>and self-assessment after a micro teaching.</i></p> <ul style="list-style-type: none"> • <i>Acquisition of assessment skills through Peer-assessment during Micro teaching.</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Acquisition of independent learning through surfing the internet with ICT tools (a personal phone) and undertaking lesson assignment.</i> • <i>Acquisition of social skills through interaction during team and mixed gender/ability group work (GESI).</i> <p>3.5 Suggest at least one new assessment strategy you would adopt in the delivery of your lesson.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Micro teaching Self-Assessment and Self-Reflection</i> • <i>Micro teaching peer critiquing.</i> • <i>Small Group Assignment.</i> <p>Sample of a group assignment: <i>Conduct research on the new topic to be studied next week</i></p>	
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	<p><i>Manual you have on — observing and reporting on AfL in schools and Action Research, and also by google searching.</i></p> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Diagnostic quizzes</i> • <i>Class participation</i> • <i>Class presentations</i> • <i>Class assignment</i> <p>Sample of a class assignment: <i>Identify 3 measuring tools and explain how they can be used to capture data on active play, active transportation and organized sports participation</i></p> <p>3.6 Ask Tutors in their respective course groups to outline on a flip chart the teaching and learning resources appropriate for the delivery of lesson 9.</p> <p>3.7 Ask Tutors to discuss in their course groups the outlined teaching and learning resources from the flip charts and suggest how they can be used in the lesson delivery.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Video Camera</i> • <i>Video tapes</i> • <i>LCD Projector and Screen,</i> • <i>Tripod and Monitoring Unit (for listening and recording, viewing and reviewing micro teaching)</i> 	<p><i>from the STS Manual you have on —observing and reporting on AfL in schools and Action Research, and also by google searching.</i></p> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Diagnostic quizzes</i> • <i>Class participation</i> • <i>Class presentations</i> • <i>Class assignment</i> <p>Sample of a class assignment: <i>Identify 3 measuring tools and explain how they can be used to capture data on active play, active transportation and organized sports participation.</i></p> <p>3.6 Outline on a flip chart the teaching and learning resources appropriate for the delivery of lesson 9.</p> <p>3.7 Discuss in your course group the outlined teaching and learning resources from the flip chart and suggest how they can be used in the lesson delivery.</p> <p>E.g. Music: Micro-teaching Exhibiting AfL Strategies</p> <ul style="list-style-type: none"> • <i>Video Camera</i> • <i>Video tapes</i> • <i>LCD Projector and Screen,</i> • <i>Tripod and Monitoring Unit (for listening and recording, viewing and reviewing micro teaching)</i> 	
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	<p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Place mats for student teachers with physical disability</i> • <i>Playing field for physical activities.</i> <p><i>NB: SL Encourage tutors to plan and prepare adequately for the delivery of lesson 9.</i></p> <p><i>In the case of unresolved issues consult the subject writing leads.</i></p>	<p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Place mats for student teachers with physical disability</i> • <i>Playing field for physical activities.</i> 	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4.1 Ask tutors to outline any outstanding issues relating to their respective lessons per their course groups and age phases for clarification.</p> <p>4.2 With a GESI responsive approach, ask Tutors from each course group to do a recap of this session.</p> <p>NB: Identify a critical friend to observe your lesson delivery and provide feedback.</p> <p>NB: SL <i>In the case of unresolved issues refer tutors to the PDC, HoD or the Subject Writing Lead.</i></p>	<p>4.1 Outline any outstanding issues relating to your respective lessons for clarification.</p> <p>4.2 Do a recap of this session.</p> <p>NB: Identify a critical friend to observe your lesson delivery and provide feedback.</p>	15 mins

Age Phases/Grades:

JHS Education

Name of Subject/s:

1. Assessment and STS preparatory activities
2. PE Measuring PA and Assessment of Learning

LESSON TITLE:

1. Observing and Reporting on AfL in Schools (Action Research)
2. Covers the usage of PA surveillance indicators

Tutor PD Session for Lesson 10 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p>1. Introduction to the session</p> <ul style="list-style-type: none"> • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators • Overview of content and identification of 	<p>Ask Tutors to imagine the following scenario: <i>“Your house is on fire, and everyone is safe. You have 30 seconds to run through the fire and collect 2 items you want to save. What would these be? Why?”</i></p> <p>1.1 Ask individual Tutors to share with the larger group what they learnt from PD session 9.</p> <p>1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic</p>	<p>1.1 Share with the larger group what you learnt from PD session 9.</p> <p>1.2 Provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic school classroom</p>	20 mins

<p>any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>school classroom work in STS Field Experience in year 4 semester 1.</p> <p>1.3 Ask Tutors with their critical friends share their experiences and observations during the delivery of lesson 9 with the larger group.</p> <p>1.4 Ask Tutors to sit in their respective course groups and read the introductory aspects of lesson 10 including the description and purpose of the lesson to have an overview.</p> <p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <p>Lesson description <i>The lesson focuses on drawing attention to things to observe, more especially AfL strategies, during lesson delivery in the music and dance classrooms during STS.</i></p> <p>Purpose <i>To draw student teachers attention to things to observe, more especially AfL strategies, during lesson delivery in the music and dance classrooms during STS.</i></p> <p>PE: Data collection/ Surveillance of PA indicators</p> <p>Lesson description <i>Covers the usage of PA surveillance indicators.</i></p>	<p>work in STS Field Experience in year 4 semester 1.</p> <p>1.3 With your critical friend share your experiences and observations during the delivery of lesson with the larger group.</p> <p>1.4 Sit in your respective course groups and read the introductory aspect of lesson 10 including the description and purpose of the lesson to have an overview.</p> <p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <p>Lesson description <i>The lesson focuses on drawing attention to things to observe, more especially AfL strategies, during lesson delivery in the music and dance classrooms during STS.</i></p> <p>Purpose <i>To draw student teachers attention to things to observe, more especially AfL strategies, during lesson delivery in the music and dance classrooms during STS.</i></p> <p>PE: Data collection/ Surveillance of PA indicators</p> <p>Lesson description <i>Covers the usage of PA surveillance indicators.</i></p>	
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	<p>Purpose <i>To help student teachers to understand the explanation and the implication of physical fitness in the health development business.</i></p> <p>1.5 Ask Tutors to read and discuss the LOs and LIs of lesson 10 and share their findings across course groups for feedback.</p> <p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research) LO: <i>Demonstrate comprehensive content knowledge on the principles of critical observation and reflection on class teaching and recording in Student Reflective Journal (SR J). NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5</i></p> <p>LI:</p> <ul style="list-style-type: none"> ● <i>Describe how the mentor is using teaching-learning materials and questions in the lesson.</i> ● <i>How do you evaluate the three phases of the lesson development?</i> ● <i>Mention two AfL strategies the mentor used well in the lesson and explain why.</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <p>LO: <i>Critically review physical activity influencers and</i></p>	<p>Purpose <i>To help student teachers to understand the explanation and the implication of physical fitness in the health development business.</i></p> <p>1.5 Read and discuss the LOs and LIs of lesson 10 and share your findings across course groups for feedback.</p> <p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research) LO: <i>Demonstrate comprehensive content knowledge on the principles of critical observation and reflection on class teaching and recording in Student Reflective Journal (SR J). NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5</i></p> <p>LI:</p> <ul style="list-style-type: none"> ● <i>Describe how the mentor is using teaching-learning materials and questions in the lesson.</i> ● <i>How do you evaluate the three phases of the lesson development?</i> ● <i>Mention two AfL strategies the mentor used well in the lesson and explain why.</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <p>LO: <i>Critically review physical activity influencers and</i></p>	
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	<p><i>select/develop monitoring techniques gather data on physical activity behaviours physical activity settings and across other subject discipline areas.</i></p> <p>LI: <i>Develop/select and apply at least (3) measuring tools to capture data on active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organized sports participation</i></p> <p>1.6 In their course groupings, ask Tutors to identify and discuss the distinctive aspects of lesson 10 and share across course groups for clarification and feedback.</p> <p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research) <i>Discussing the requirements and expectations during STS by referring to the appropriate sections of the 4-Year B.Ed. Supported Teaching in Schools Manual.</i></p> <p>PE: Data collection/ Surveillance of PA indicators <i>Discussing the designed physical fitness activities and programmes for apparently healthy adults and special population as specified by the WHO.</i></p>	<p><i>select/develop monitoring techniques gather data on physical activity behaviours physical activity settings and across other subject discipline areas.</i></p> <p>LI: <i>Develop/select and apply at least (3) measuring tools to capture data on active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organized sports participation</i></p> <p>1.6 In your course group, identify and discuss the distinctive aspects of lesson 10 and share across course groups for clarification and feedback.</p> <p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research) <i>Discussing the requirements and expectations during STS by referring to the appropriate sections of the 4-Year B.Ed. Supported Teaching in Schools Manual.</i></p> <p>PE: Data collection/ Surveillance of PA indicators <i>Discussing the designed physical fitness activities and programmes for apparently healthy adults and special population as specified by the WHO.</i></p>	
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	<i>NOTE: SL Prompt Tutors to plan their lessons as they go through the PD session.</i>		
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • Identification and discussion of new learning, • potential barriers to learning for student teachers or students, • concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 In their course groups, ask Tutors to outline and discuss new concepts in lesson 10.</p> <p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research) <i>Discussion on requirements and expectations during STS using the 4- Year B.Ed. Supported Teaching in Schools Manual as reference point.</i></p> <p>PE: Data collection/ Surveillance of PA indicators <i>Discussion on the designed physical fitness activities and programmes for apparently healthy adults and special population as specified by the WHO.</i></p> <p>2.2 Ask tutors to outline and discuss potential barriers to learning for student teachers in lesson 10 of their respective courses and share across groups for clarification and feedback. Attention should be given to GESI issues. (E.g. Gender stereotyping and persons with all forms of disabilities).</p> <p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research)</p>	<p>2.1 In your course group, outline and discuss new concepts in lesson 10.</p> <p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research) <i>Discussion on requirements and expectations during STS using the 4- Year B.Ed. Supported Teaching in Schools Manual as reference point.</i></p> <p>PE: Data collection/ Surveillance of PA indicators <i>Discussion on the designed physical fitness activities and programmes for apparently healthy adults and special population as specified by the WHO.</i></p> <p>2.2 Outline and discuss potential barriers to learning for student teachers in lesson 10 of your course and share across groups for clarification and feedback. Attention should be given to GESI issues. (E.g. Gender stereotyping and persons with all forms of disabilities).</p> <p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research)</p>	15 mins

	<ul style="list-style-type: none"> • <i>Female student teachers' discomfort in class during their menstrual cycle (GESI).</i> • <i>Ergonomic issues relating to sitting for a prolonged period of time while observing.</i> • <i>Student teachers with physical disability situating into tight desk spaces (GESI).</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Some student teachers may lack adequate knowledge about the usage of data collection instruments</i> • <i>Some student teachers may be nervous and stereotype some physical activities (GESI).</i> • <i>Lack of innovation by student teachers.</i> <p>2.3 Ask Tutors to individually identify concepts or pedagogy they will adopt for the delivery of lesson 10 and share in their course groups for discussion.</p> <p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> • <i>Analysis of Documentaries: i-Box, ICT resources and YouTube</i> 	<ul style="list-style-type: none"> • <i>Female student teachers' discomfort in class during their menstrual cycle (GESI).</i> • <i>Ergonomic issues relating to sitting for a prolonged period of time while observing.</i> • <i>Student teachers with physical disability situating into tight desk spaces (GESI).</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Some student teachers may lack adequate knowledge about the usage of data collection instruments.</i> • <i>Some student teachers may be nervous and stereotype some physical activities (GESI).</i> • <i>Lack of innovation by student teachers.</i> <p>2.3 Identify concepts or pedagogy you will adopt for the delivery of lesson 10 and share in your course groups for discussion.</p> <p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> • <i>Analysis of Documentaries: i-Box, ICT resources and</i> 	
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	<p>on discussions on lesson planning.</p> <ul style="list-style-type: none"> • Class Discussions and Class Presentations. • Micro-teaching Exhibiting AfL Strategies • Simulation of AfL Strategies in Micro-teaching • Designing lessons exhibiting AfL strategies in teaching. <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Class Discussion- to introduce new topics and engage student teachers in small group work and presentations.</i> • <i>Small Group Presentation/Discussion: Engage discussions to demonstrate knowledge and understanding of the usage of PA surveillance indicators.</i> • <i>Think-pair-Share (Male and Female where applicable) - student teachers think critically, reflect, -share their work and then refine them for class presentation.</i> 	<p>YouTube on discussions on lesson planning.</p> <ul style="list-style-type: none"> • Class Discussions and Class Presentations. • Micro-teaching Exhibiting AfL Strategies • Simulation of AfL Strategies in Micro-teaching • Designing lessons exhibiting AfL strategies in teaching. <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Class Discussion- to introduce new topics and engage student teachers in small group work and presentations.</i> • <i>Small Group Presentation/Discussion : Engage discussions to demonstrate knowledge and understanding of the usage of PA surveillance indicators.</i> • <i>Think-pair-Share (Male and Female where applicable) - student teachers think critically, reflect, -share their work and then refine them for class presentation.</i> 	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities 	<p>3.1 Ask tutors to read and discuss the teaching and learning activities suggested in their respective course manuals, link them with the basic school curriculum and share across course groups for feedback and clarification.</p>	<p>3.1 Read and discuss the teaching and learning activities suggested in your course manual and link them with the basic school curriculum and share across course groups for feedback and clarification.</p>	40 mins

<ul style="list-style-type: none"> • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT • 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, 	<p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> • <i>Discussion on the requirements and expectations during STS by referring to the appropriate sections of the 4- Year B.Ed. Supported Teaching in Schools Manual.</i> • <i>Students go into smaller groups to work on an assigned task: e.g.</i> <ol style="list-style-type: none"> i. <i>Conducting action research in schools.</i> ii. <i>Building professional portfolio management and leadership qualities.</i> iii. <i>Core competencies and cross cutting issues.</i> • <i>Students go into their groups and read the appropriate portions of the 4-Year B.Ed. STS Manual to accomplish the task.</i> • <i>Students summarise their descriptions on a FLIP CHART for Class Presentation.</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Reflection on lesson 9 and the new information gathered on the new lesson.</i> 	<p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> • <i>Discussion on the requirements and expectations during STS by referring to the appropriate sections of the 4- Year B.Ed. Supported Teaching in Schools Manual.</i> • <i>Students go into smaller groups to work on an assigned task: e.g.</i> <ol style="list-style-type: none"> i. <i>Conducting action research in schools.</i> ii. <i>Building professional portfolio management and leadership qualities.</i> iii. <i>Core competencies and cross cutting issues.</i> • <i>Students go into their groups and read the appropriate portions of the 4-Year B.Ed. STS Manual to accomplish the task.</i> • <i>Students summarise their descriptions on a FLIP CHART for Class Presentation.</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Reflection on lesson 9 and the new information gathered on the new lesson.</i> 	
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<p>power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning ● Tutors should be expected to have a plan for the next lesson for student teachers 	<ul style="list-style-type: none"> ● <i>Discussion on the design and implementation of physical fitness programmes for apparently healthy adults and special population.</i> <p>3.2 Ask Tutors to share with their course groups how they will integrate GESI and ICT skills in the delivery of lesson 10.</p> <p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> ● <i>Mixed group discussion on requirements and expectations during STS.</i> ● <i>Usage of ICT tools such as mobile phones, laptops, pdf files and Microsoft word during group discussion.</i> <p>PE: Data collection/ Surveillance of PA indicators usage of:</p> <ul style="list-style-type: none"> ● <i>Blindfolds, wheelchairs and crutches for student teachers with Special Educational Needs.</i> ● <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files during physical activities such as dancing and aerobics.</i> <p>3.3 Ask Tutors to identify and discuss how student teachers would develop the 21st C skills as they deliver their lessons.</p>	<ul style="list-style-type: none"> ● <i>Discussion on the design and implementation of physical fitness programmes for apparently healthy adults and special population.</i> <p>3.2 Share with your course groups how you will integrate GESI and ICT skills in the delivery of lesson 10.</p> <p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> ● <i>Mixed group discussion on requirements and expectations during STS.</i> ● <i>Usage of ICT tools such as mobile phones, laptops, pdf files and Microsoft word during group discussion.</i> <p>PE: Data collection/ Surveillance of PA indicators usage of:</p> <ul style="list-style-type: none"> ● <i>Blindfolds, wheelchairs and crutches for student teachers with Special Educational Needs.</i> ● <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files during physical activities such as dancing and aerobics.</i> <p>3.3 Identify and discuss how student teachers would develop the 21st C skills as they deliver their lessons.</p>	
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	<p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research) Student teacher will acquire <i>assessment skills, social skills, communication skills, reflection and honesty skills through discussion on the requirements and expectations during STS.</i></p> <p>PE: Data collection/ Surveillance of PA indicators <i>The following may be developed during and after PA data collection: reflection, critical thinking and problem solving skills.</i></p> <p>3.4 Ask tutors to read the continuous assessment opportunities in lesson 10, and brainstorm how they will apply assessment <i>for, as and of learning</i> in the delivery of lesson.</p> <p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> ● <i>Peer assessment – Students assess each other during micro teaching.</i> ● <i>Assignment</i> ● <i>Reflection –Students teachers reflect on the new things they have learnt in the lesson.</i> ● <i>Small Group Assignment: Students go and conduct research on the new topic to be studied in lesson 11 from the 4-Year B.Ed. STS Manual they have on –</i> 	<p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research) Student teacher will acquire <i>assessment skills, social skills, communication skills, reflection and honesty skills through discussion on the requirements and expectations during STS.</i></p> <p>PE: Data collection/ Surveillance of PA indicators <i>The following may be developed during and after PA data collection: reflection, critical thinking and problem solving skills.</i></p> <p>3.4 Brainstorm the continuous assessment opportunities in lesson 10, and show how you will apply assessment <i>for, as and of learning</i> in the delivery of lesson.</p> <p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> ● <i>Peer assessment – Students assess each other during micro teaching.</i> ● <i>Assignment</i> ● <i>Reflection –Students teachers reflect on the new things they have learnt in the lesson.</i> ● <i>Small Group Assignment: Students go and conduct research on the new topic to be studied in lesson 11 from the 4-Year B.Ed. STS Manual they have on –</i> 	
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	<p><i>observing and reporting on AfL in schools and Action Research, and also by Google searching.</i></p> <p>(E.g. Reflection on lesson observation) Mention two AfL strategies your mentor used well in a lesson and explain why.</p> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> ● <i>Assignments</i> ● <i>Class participation</i> ● <i>Practical physical activity participation.</i> <p>(E.g. Assignments) <i>Explain the following physical activity indicators with examples; active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organized sports participation.</i></p> <p>3.5 Ask Tutors to identify and discuss teaching and learning resources appropriate for the delivery of lesson 10 and share with the larger group how to use them in teaching.</p> <p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> ● <i>Teacher Feedback Strategy and Graphic Organisers Images and Resources.</i> ● <i>Video camera</i> ● <i>Audio recorder</i> 	<p><i>observing and reporting on AfL in schools and Action Research, and also by Google searching.</i></p> <p>(E.g. Reflection on lesson observation) Mention two AfL strategies your mentor used well in a lesson and explain why.</p> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> ● <i>Assignments</i> ● <i>Class participation</i> ● <i>Practical physical activity participation.</i> <p>(E.g. Assignments) <i>Explain the following physical activity indicators with examples; active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organized sports participation.</i></p> <p>3.5 Identify and discuss teaching and learning resources appropriate for the delivery of lesson 10 and share with the larger group how to use them in teaching.</p> <p>E.g. Music and Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> ● <i>Teacher Feedback Strategy and Graphic Organisers Images and Resources.</i> ● <i>Video camera</i> ● <i>Audio recorder</i> 	
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	<ul style="list-style-type: none"> • <i>Note book.</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Compact Disc (Audio & Video) player with a recording facility.</i> • <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i> • <i>Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</i> • <i>Goal ball, wheelchairs, white Cain, crutches, blindfolds Cones, markers, whistles, stop watches etc.</i> • <i>Place mats</i> • <i>Playing field</i> • <i>Goals Balls and various equipment as needed for limited contact sports.</i> <p>Note: SL <i>Remind Tutors to plan lesson 10 for efficient delivery.</i></p>	<ul style="list-style-type: none"> • <i>Note book.</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Compact Disc (Audio & Video) player with a recording facility.</i> • <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i> • <i>Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing performances)</i> • <i>Goal ball, wheelchairs, white Cain, crutches, blindfolds Cones, markers, whistles, stop watches etc.</i> • <i>Place mats</i> • <i>Playing field</i> • <i>Goals Balls and various equipment as needed for limited contact sports.</i> 	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Tutors should Identifying critical friends to observe lessons and report at next session. 	<p>4.1 Ask Tutors to identify any outstanding issues for clarification or redress.</p> <p>4.2 Ask a tutor from each course groups to recap the activities during the session.</p>	<p>4.1 identify any outstanding issues for clarification or redress.</p> <p>4.2 Recap the activities during the session.</p>	15 mins

<ul style="list-style-type: none"> Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>NB: Remind Tutors to select critical friends to observe their lessons and provide feedback.</p> <p><i>Remind Tutors to read lesson 11 from their course manuals for the next PD session.</i></p> <p><i>For further clarification, contact the PD writers for assistance. Support.</i></p>	<p>NB: Select critical friend to observe your lesson and provide feedback.</p> <p><i>Remind Tutors to read lesson 11 from their course manuals for the next PD session.</i></p>	
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Age Phases/Grades:

JHS Education

Name of Subject/s:

1. Assessment and STS preparatory activities
2. PE Measuring PA and Assessment of Learning

LESSON TITLE:

1. Observing and Reporting on AfL in Schools (Action Research)
2. Data collection/ Surveillance of PA indicators

Tutor PD Session for Lesson 11 Onwards in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session <ul style="list-style-type: none"> • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators 	<p>Ice breaker: <i>If a movie was made of your life story, what type would it be, and which Ghanaian actor would play your character?</i></p> <p>1.1 Ask Tutors to share with the larger group what they learnt during PD session 10.</p> <p>1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic school classroom work in</p>	<p>1.1 Share with the larger group what you learnt during PD session 10.</p> <p>1.2 Provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic school classroom work in STS</p>	20 mins

<ul style="list-style-type: none"> Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session 	<p>STS Field Experience in year 4 semester 1.</p> <p>1.3 Ask Tutors to team up with their critical friends and share across groups their experiences and observations during the delivery of lesson 10.</p> <p>1.4 Ask Tutors to sit in their subject groupings to read and reflect on the introductory section of lesson 11 including the description and purpose and share their observations with an elbow partner.</p> <p>1.5 Ask tutors to share with the larger group what their elbow partners shared with them.</p> <p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research) Description: <i>The lesson focuses on drawing attention to things to observe, more especially AfL strategies, during lesson delivery in the music and dance classrooms during STS.</i></p> <p>Purpose:</p> <ul style="list-style-type: none"> To draw student teachers' attention to things to observe, more especially AfL strategies, during lesson delivery in the music and dance classrooms during STS. Demonstrate knowledge and skills in critical 	<p>Field Experience in year 4 semester 1.</p> <p>1.3 With your critical friend, share across groups your experiences and observations during the delivery of lesson 10.</p> <p>1.4 Sit in your subject groups and read and reflect on the introductory section of lesson 11 including the purpose and description and share your observations with an elbow partner.</p> <p>1.5 Share with the larger group what your elbow partners shared with you.</p> <p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research) Description: <i>The lesson focuses on drawing attention to things to observe, more especially AfL strategies, during lesson delivery in the music and dance classrooms during STS.</i></p> <p>Purpose:</p> <ul style="list-style-type: none"> To draw student teachers' attention to things to observe, more especially AfL strategies, during lesson delivery in the music and dance classrooms during STS. Demonstrate knowledge and skills in critical 	
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	<p><i>observation and reflection on class teaching and record in Student Reflective Journal (SR J).</i></p> <ul style="list-style-type: none"> • <i>Observation of General Classroom Learning Presentation.</i> <p>PE: Data collection/ Surveillance of PA indicators Description: <i>Covers the usage of PA surveillance indicators.</i></p> <p>Purpose: <i>To help student teachers to understand the explanation and the implication of organised sports participation in the health and physical fitness development business.</i></p> <p>1.6 Ask Tutors in their respective course groups to read the LOs and LIs of lesson 11 and discuss the extent at which they link.</p> <p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research) LO: <i>Demonstrate comprehensive content knowledge on the principles of critical observation and reflection on class teaching and recording in Student Reflective Journal (SR J). NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: <ul style="list-style-type: none"> • <i>Describe how the mentor is using teaching-learning</i> </p>	<p><i>observation and reflection on class teaching and record in Student Reflective Journal (SR J).</i></p> <ul style="list-style-type: none"> • <i>Observation of General Classroom Learning Presentation.</i> <p>PE: Data collection/ Surveillance of PA indicators Description: <i>Covers the usage of PA surveillance indicators.</i></p> <p>Purpose: <i>To help student teachers to understand the explanation and the implication of organised sports participation in the health and physical fitness development business.</i></p> <p>1.6 In your course group, read the LOs and LIs of lesson 11 and discuss the extent at which they link.</p> <p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research) LO: <i>Demonstrate comprehensive content knowledge on the principles of critical observation and reflection on class teaching and recording in Student Reflective Journal (SR J). NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: <ul style="list-style-type: none"> • <i>Describe how the mentor is using teaching-learning</i> </p>	
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	<p><i>materials and questions in the lesson.</i></p> <ul style="list-style-type: none"> • <i>How do you evaluate the three phases of the lesson development?</i> • <i>Mention two AfL strategies the mentor used well in the lesson and explain why.</i> <p>PE: Data collection/ Surveillance of PA indicators. LO: <i>Critically review physical activity influencers and select/develop monitoring techniques gather data on physical activity behaviours physical activity settings and across other subject discipline areas.</i></p> <p>LI:</p> <ul style="list-style-type: none"> • <i>Develop/select and apply at least (3) measuring tools to capture data on active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organized sports participation.</i> • <i>Accurately explain the following physical activity indicators with examples and non-examples; active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organized sports participation.</i> <p>1.7 Ask Tutors to identify and discuss distinctive aspects of lesson 11 in their respective course groups and share across course</p>	<p><i>materials and questions in the lesson.</i></p> <ul style="list-style-type: none"> • <i>How do you evaluate the three phases of the lesson development?</i> • <i>Mention two AfL strategies the mentor used well in the lesson and explain why.</i> <p>PE: Data collection/ Surveillance of PA indicators. LO: <i>Critically review physical activity influencers and select/develop monitoring techniques gather data on physical activity behaviours physical activity settings and across other subject discipline areas.</i></p> <p>LI:</p> <ul style="list-style-type: none"> • <i>Develop/select and apply at least (3) measuring tools to capture data on active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organized sports participation.</i> • <i>Accurately explain the following physical activity indicators with examples and non-examples; active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organized sports participation.</i> <p>1.7 Identify and discuss distinctive aspects of lesson 11 in your course group and share across course groups for</p>	
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	<p>groups for clarification and feedback.</p> <p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research) <i>Discussing the requirements and expectations during STS by referring to the appropriate sections of the 4-Year B.Ed. Supported Teaching in Schools Manual.</i></p> <p>PE: Data collection/ Surveillance of PA indicators. <i>Group discussion on the factors influencing participation in organised sports.</i></p> <p>NB: <i>Encourage Tutors to plan their lessons as the PD session goes on.</i></p>	<p>clarification and feedback.</p> <p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research) <i>Discussing the requirements and expectations during STS by referring to the appropriate sections of the 4-Year B.Ed. Supported Teaching in Schools Manual.</i></p> <p>PE: Data collection/ Surveillance of PA indicators. <i>Group discussion on the factors influencing participation in organised sports.</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • Identification and discussion of new learning, potential barriers to learning for student teachers or students, • concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD <p>NB The guidance for SL/HoD should set</p>	<p>2.1 Ask Tutors in their respective course groups to identify and discuss any new concepts in lesson 11 and share across groups.</p> <p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research) <i>Requirements and expectations during STS according to the appropriate areas of 4-Year B.Ed. Supported Teaching in Schools Manual.</i></p> <p>PE: Data collection/ Surveillance of PA indicators <i>Factors influencing participation in organised sports.</i></p>	<p>2.1 Identify and discuss any new concepts in lesson 11 and share across groups.</p> <p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research) <i>Requirements and expectations during STS according to the appropriate areas of 4-Year B.Ed. Supported Teaching in Schools Manual.</i></p> <p>PE: Data collection/ Surveillance of PA indicators <i>Factors influencing participation in organised sports.</i></p>	15 mins

<p>out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.2 Using the shower-thought technique, ask tutors in their respective course groups to identify and discuss the barriers that may impede the success of the lesson.</p> <p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> • <i>Lack of self confidence in student teachers.</i> • <i>Lack of reading materials such as the National Teacher Education Assessment Policy document to guide the observation of AfL.</i> • <i>Lack of sufficient time for observation.</i> • <i>Lack of practical musical instruments such as keyboard, guitar, attenteben, bell etc for use during AfL.</i> <p>PE: Data collection/ Surveillance of PA indicators.</p> <ul style="list-style-type: none"> • <i>Inadequate knowledge about data collection.</i> • <i>Limited time for the observation of a physical activity.</i> <p>2.3 Ask tutors in their course groups to identify, discuss and use the radio reporter strategy to share oral summaries of the concepts and pedagogies they will introduce in the lesson.</p>	<p>2.2 In your course group identify and discuss the barriers that may impede the success of the lesson.</p> <p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> • <i>Lack of self confidence in student teachers.</i> • <i>Lack of reading materials such as the National Teacher Education Assessment Policy document to guide the observation of AfL.</i> • <i>Lack of sufficient time for observation.</i> • <i>Lack of practical musical instruments such as keyboard, guitar, attenteben, bell etc for use during AfL.</i> <p>PE: Data collection/ Surveillance of PA indicators.</p> <ul style="list-style-type: none"> • <i>Inadequate knowledge about data collection.</i> • <i>Limited time for the observation of a physical activity.</i> <p>2.3 Identify, discuss and use the radio reporter strategy to share an oral summary of the concepts and pedagogies you will introduced in the lesson.</p>	
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	<p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> • <i>Using class discussions and class presentations for groups to deliberate and share reports of observations on AfL strategies.</i> • <i>Enactment of micro-teaching and exhibiting afl strategies</i> • <i>Simulation of AfL Strategies in Micro-teaching.</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Small Group discussions to demonstrate knowledge and understanding of the usage of PA surveillance indicators.</i> • <i>The use of think-pair-Share strategy to enable student teachers think critically, reflect and share their work and then refine for class presentation.</i> 	<p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> • <i>Using class discussions and class presentations for groups to deliberate and share reports of observations on AfL strategies.</i> • <i>Enactment of micro-teaching and exhibiting afl strategies</i> • <i>Simulation of AfL Strategies in Micro-teaching.</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Small Group discussions to demonstrate knowledge and understanding of the usage of PA surveillance indicators.</i> • <i>The use of think-pair-Share strategy to enable student teachers think critically, reflect and share their work and then refine for class presentation.</i> 	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities 	<p>3.1 In their course groups, ask Tutors to read the teaching and learning activities proposed for the respective lessons, link them to the basic school curriculum and do a critical discussion across course groups for clarification and feedback.</p>	<p>3.1 Read the teaching and learning activities proposed for the lesson, link them to the basic school curriculum and do a critical discussion across course groups for clarification and feedback.</p>	40 mins

<ul style="list-style-type: none"> • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading • Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ○ guidance on any power point presentations, TLM or other resources 	<p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> • <i>Class Discussion on the requirements and expectations during STS by referring to the appropriate sections of the 4- Year B.Ed. Supported Teaching in Schools Manual.</i> • <i>Assigning groups to the following topics:</i> <ol style="list-style-type: none"> i. <i>Embedding Teaching year. (STS Manual, pp 7-9)</i> ii. <i>STS progress outcomes for Extending Teaching year. (STS Manual, pp 7-9).</i> iii. <i>Weightings and Assessment Components for the overall grading for Embedding Teaching year (NTEAP)</i> iv. <i>Criteria for Assessing STS for Embedding and Extending Teaching years (NTEAP)</i> • <i>Summarisation of group work on a FLIP CHART for Class Presentation.</i> <p>PE: Data collection/ Surveillance of PA indicators.</p> <ul style="list-style-type: none"> • <i>Working in small groups to discuss the factors influencing the participation in organised sports and its implications on health development.</i> • <i>Reflecting and asking questions regarding the purpose of the lesson.</i> 	<p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> • <i>Class Discussion on the requirements and expectations during STS by referring to the appropriate sections of the 4- Year B.Ed. Supported Teaching in Schools Manual.</i> • <i>Assigning groups to the following topics:</i> <ol style="list-style-type: none"> i. <i>Embedding Teaching year. (STS Manual, pp 7-9)</i> ii. <i>STS progress outcomes for Extending Teaching year. (STS Manual, pp 7-9).</i> iii. <i>Weightings and Assessment Components for the overall grading for Embedding Teaching year (NTEAP)</i> iv. <i>Criteria for Assessing STS for Embedding and Extending Teaching years (NTEAP)</i> • <i>Summarisation of group work on a FLIP CHART for Class Presentation.</i> <p>PE: Data collection/ Surveillance of PA indicators.</p> <ul style="list-style-type: none"> • <i>Working in small groups to discuss the factors influencing the participation in organised sports and its implications on health development.</i> • <i>Reflecting and asking questions regarding the purpose of the lesson.</i> 	
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<p>which need to be developed to support learning</p> <ul style="list-style-type: none"> Tutors should be expected to have a plan for the next lesson for student teachers 	<p>NB <i>Give opportunity for clarification and feedbacks across groups, regarding perspectives on approaches to the concepts in the lessons.</i></p> <p>3.2 Ask Individual Tutors to consider some common ICT tools available and indicate how they will employ them in their lessons.</p> <p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> <i>Using the lap top and projector to do a PowerPoint presentation on Criteria for Assessing in the basic school or STS</i> <i>Using the mobile phone, lap top and projector to analyse documentaries on lesson planning from Youtube.</i> <i>Video critiquing of a micro teaching from watched videos on a computer and TV.</i> <i>Use of mobile phones for surfing the internet for information on the subject matter</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> <i>Using the lap top and projector to do a PowerPoint presentation on PA indicators.</i> 	<p>3.2 Consider some common ICT tools, particularly those available in your institution and indicate how you will employ them in your lesson.</p> <p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> <i>Using the lap top and projector to do a PowerPoint presentation on Criteria for Assessing in the basic school or STS</i> <i>Using the mobile phone, lap top and projector to analyse documentaries on lesson planning from Youtube.</i> <i>Video critiquing of a micro teaching from watched videos on a computer and TV.</i> <i>Use of mobile phones for surfing the internet for information on the subject matter</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> <i>Using the lap top and projector to do a PowerPoint presentation on PA indicators.</i> 	
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	<ul style="list-style-type: none"> • <i>Watching Videos of some organised sports with the aid of the Mobile phone, YouTube and computers.</i> <p>3.3 Ask Tutors to suggest the various ways by which they will make their lesson GESI responsive.</p> <p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> • <i>Avoid negative and stereotypical language (e.g. Even the girls are able to play the musical instrument during the AfL),</i> • <i>Ensure there is an opportunity for access to available musical instrument, i.e. mixed gender and ability persons must have and opportunity.</i> <p>PE: Data collection/ Surveillance of PA indicators.</p> <ul style="list-style-type: none"> • <i>Watching videos of games tailored to both sexes (male and female) and the physically challenged.</i> • <i>Sight impairment student teachers listening to audio commentary of games for identification.</i> <p>3.4 Ask Tutors to share with an elbow partner how they will integrate the development of 21st</p>	<ul style="list-style-type: none"> • <i>Watching Videos of some organised sports with the aid of the Mobile phone, YouTube and computers.</i> <p>3.3 Suggest the various ways by which you will make your lesson GESI responsive.</p> <p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> • <i>Avoid negative and stereotypical language (e.g. Even the girls are able to play the musical instrument during the AfL),</i> • <i>Ensure there is an opportunity for access to available musical instrument, i.e. mixed gender and ability persons must have and opportunity.</i> <p>PE: Data collection/ Surveillance of PA indicators.</p> <ul style="list-style-type: none"> • <i>Watching videos of games tailored to both sexes (male and female) and the physically challenged.</i> • <i>Sight impairment student teachers listening to audio commentary of games for identification.</i> <p>3.4 Share with an elbow partner how you will integrate the development of 21st</p>	
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	<p>Century skills in the delivery of lesson 11.</p> <p>3.5 Ask tutors to share with the larger group what their elbow partner shared with them.</p> <p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> • <i>Acquisition of assessment, reflection and honesty skills through the observation of classroom learning, micro teaching, self-assessment and reporting on them.</i> • <i>Acquisition of social skills, communication skills by intermingling and interacting with group members during work and presentations.</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Reflection and critical thinking through discussions on the factors influencing the participation in organised sports and its implications on health development.</i> • <i>Acquisition of innovation, collaboration and problem solving skills through group work or independent study.</i> <p>3.6 Ask tutors to brainstorm the continuous assessment opportunities in lesson 11,</p>	<p>Century skills in the delivery of lesson 11.</p> <p>3.5 Share with the larger group what your elbow partner shared with them.</p> <p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> • <i>Acquisition of assessment, reflection and honesty skills through the observation of classroom learning, micro teaching self-assessment and reporting on them.</i> • <i>Acquisition of social skills, communication skills by intermingling and interacting with group members during work and presentations.</i> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • <i>Reflection and critical thinking through discussions on the factors influencing the participation in organised sports and its implications on health development.</i> • <i>Acquisition of innovation, collaboration and problem solving skills through group work or independent study.</i> <p>3.6 Brainstorm the continuous assessment opportunities in lesson</p>	
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	<p>and show how they will apply assessment <i>for, as and of learning</i> in the delivery of lesson.</p> <p><i>E.g.</i> <i>Music & Dance: Observing and Reporting on AfL in Schools (Action Research)</i></p> <ul style="list-style-type: none"> • <i>Peer assessment</i> • <i>Reflection –Students teachers reflect on the new things they have learnt in the lesson.</i> • <i>Small Group Assignment: Students go and conduct research more research on their requirements and expectations of the NTEAP.</i> • <i>Independent assignment</i> <p><i>E.g. (Independent assignment) Mention two AfL strategies your mentor used well in a lesson you observed and explain why.</i></p> <p><i>PE: Data collection/ Surveillance of PA indicators</i></p> <ul style="list-style-type: none"> • <i>Class assignment</i> • <i>Diagnostic quizzes</i> • <i>Class presentations</i> <p><i>e.g (Class presentation) Explain the following physical activity indicators with an example: active play, active transportation, sedentary behaviour, physical inactivity and physical fitness.</i></p> <p>3.7 Ask Tutors to identify and discuss the appropriate</p>	<p>11, and show how you will apply assessment <i>for, as and of learning</i> in the delivery of lesson.</p> <p><i>E.g.</i> <i>Music & Dance: Observing and Reporting on AfL in Schools (Action Research)</i></p> <ul style="list-style-type: none"> • <i>Peer assessment</i> • <i>Reflection –Students teachers reflect on the new things they have learnt in the lesson.</i> • <i>Small Group Assignment: Students go and conduct research more research on their requirements and expectations of the NTEAP.</i> • <i>Independent assignment</i> <p><i>E.g. (Independent assignment) Mention two AfL strategies your mentor used well in a lesson you observed and explain why.</i></p> <p><i>PE: Data collection/ Surveillance of PA indicators</i></p> <ul style="list-style-type: none"> • <i>Class assignment</i> • <i>Diagnostic quizzes</i> • <i>Class presentations</i> <p><i>e.g (Class presentation) Explain the following physical activity indicators with an example: active play, active transportation, sedentary behaviour, physical inactivity and physical fitness.</i></p> <p>3.7 Identify and discuss the appropriate teaching</p>	
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	<p>teaching and learning resources for the delivery of lesson 11 and share across groups for clarification and feedback.</p> <p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> • <i>Lap top</i> • <i>Projector</i> • <i>Mobile phone</i> • <i>NTEAP Document</i> • <i>Keyboard</i> <p>https://www.youtube.com/watch?v=RUo6omNaUVMShirley Video of formative assessment being used in a UK primary school. Accessed on 4th October 2021.</p> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing sports and games) • Playing field • Place mats • Goalball • Wheelchairs • Crutches • Blindfolds etc <p>NB <i>Inquire from Tutors if they were able to come out with a plan or an outline for the delivery of lesson 11.</i></p>	<p>and learning resources for the delivery of lesson 11 and share across groups for clarification and feedback.</p> <p>E.g. Music & Dance: Observing and Reporting on AfL in Schools (Action Research)</p> <ul style="list-style-type: none"> • <i>Lap top</i> • <i>Projector</i> • <i>Mobile phone</i> • <i>NTEAP Document</i> • <i>Keyboard</i> <p>https://www.youtube.com/watch?v=RUo6omNaUVMShirley Video of formative assessment being used in a UK primary school. Accessed on 4th October 2021.</p> <p>PE: Data collection/ Surveillance of PA indicators</p> <ul style="list-style-type: none"> • Video Camera, LCD Projector and Screen, Tripod and Monitoring Unit (for listening and recording, viewing and reviewing sports and games) • Playing field • Place mats • Goalball • Wheelchairs • Crutches • Blindfolds etc 	
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<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Tutors should identify critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4.1 Ask tutors to indicate any outstanding issues relating to the lesson in their courses for discussion.</p> <p>4.2 Ask a tutor from each course group to recap the salient lessons in the session.</p> <p>4.3 Ask tutors to identify a critical friend to sit in their lesson to provide feedback and report in the subsequent PD session</p> <p>NB <i>Encourage tutors to read lesson 12 from their respective course manuals in preparation for the next PD session.</i></p> <p><i>Remind Tutors to inform student teachers to submit their subject project and subject portfolio during lesson 12.</i></p>	<p>4.1 Indicate any outstanding issues relating the lesson in your course for discussion.</p> <p>4.2 Do a recap of the salient lessons in the session.</p> <p>4.3 Identify a critical friend to sit in your lesson to provide feedback and report in the next PD session.</p>	<p>15 mins</p>
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Age Phases/Grades:

JHS Education

Name of Subject/s:

1. Assessment and STS preparatory activities
2. PE Measuring PA and Assessment of Learning

LESSON TITLE:

1. Revision for Assessment of Learning (Final Examination)
2. Revision of lessons

Tutor PD Session for Lesson 11 Onwards in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p>1. Introduction to the session</p> <ul style="list-style-type: none"> • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators 	<p>Call the session to a start with an icebreaker: E.g. <i>You've been banished to a deserted island for a year. You are told you may take three things you want, apart from water and food. Name 2 things you would take and why?</i></p> <p>1.1 Lead Tutors to discuss how PD session 11 assisted them to deliver their contents and implemented the NTEAP (continuous assessment opportunities)</p>	<p><i>Participate in an icebreaker activity for the start of the session.</i></p> <p>1.1 Discuss how PD session 11 assisted you to deliver your contents and implemented the NTEAP (continuous assessment opportunities)</p>	20 mins

<ul style="list-style-type: none"> Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session 	<p>1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic school classroom work in STS Field Experience in year 4 semester 1.</p> <p>1.3 Ask Tutors and their critical friends to share their observations and experiences on the 11th lesson taught.</p> <p>1.4 Ask Tutors to sit in their course groups and discuss student-teachers' prior knowledge that will facilitate the success of the delivery of the revision lessons. (<i>Refer tutors to reflect on lesson 1 to 11 from their course manual</i>).</p> <p>1.5 Ask Tutors in their course groupings to read and discuss the introductory sections of lesson 12 from their respective manuals, including lesson description and purpose to have a general overview of the lesson.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination). Description <i>The lesson focuses on revising the goal of this course which is to enhance students' understanding and adequate acquisition of knowledge and skills on Assessment and STS Preparatory Activities in Music and Dance.</i></p>	<p>1.2 Ask tutors to provide examples of how students will be prepared to employ the various strategies and skills in PEMD during the basic school classroom work in STS Field Experience in year 4 semester 1.</p> <p>1.3 Team up with your critical friend and share your experiences and observations on the 11th lesson taught.</p> <p>1.4 Sit in your course groups and discuss student-teachers' prior knowledge that will facilitate the success of the delivery of the revision lesson. (<i>Reflect on lesson 1 to 11 from your course manual</i>).</p> <p>1.5 Read and discuss the introductory section of lesson 12 from your course manual, including lesson description and purpose to have a general overview of the lesson.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination). Description <i>The lesson focuses on revising the goal of this course which is to enhance students' understanding and adequate acquisition of knowledge and skills on Assessment and STS Preparatory Activities in Music and Dance.</i></p>	
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	<p>Purpose To let student teachers revise the following topics studied during the semester:</p> <ul style="list-style-type: none"> • Definitions, Types, Policies of Assessment in Ghana (NTC, NTECF, NTEAP & NPLAF) • Developing Assessment Instruments and Recording of Assessment in Schools • Effective Questioning and Whole Class Feedback • Self-Assessment and Self-Reflection. • Peer-Assessment and Peer Feedback • Teacher Feedback Strategy and Graphic Organisers • Micro-teaching Exhibiting AfL Strategies • Observing and Reporting on AfL in Schools (Action Research) <p>Student teachers assess the extent to which they have achieved the success criteria/expectations [i.e., CLOs and Indicators] of the course.</p> <p>PE: Revision of lessons. Description Covers the revision of the entire lesson preparation towards end of semester exams.</p> <p>Purpose To help student teachers to revise in preparation towards end of semester exam.</p> <p>1.6 Ask tutors in their course groupings to read and discuss what extent the</p>	<p>Purpose To let student teachers revise the following topics studied during the semester:</p> <ul style="list-style-type: none"> • Definitions, Types, Policies of Assessment in Ghana (NTC, NTECF, NTEAP & NPLAF) • Developing Assessment Instruments and Recording of Assessment in Schools • Effective Questioning and Whole Class Feedback • Self-Assessment and Self-Reflection • Peer-Assessment and Peer Feedback • Teacher Feedback Strategy and Graphic Organisers • Micro-teaching Exhibiting AfL Strategies • Observing and Reporting on AfL in Schools (Action Research) <p>Student teachers assess the extent to which they have achieved the success criteria/expectations [i.e., CLOs and Indicators] of the course.</p> <p>PE: Revision of lessons. Description Covers the revision of the entire lesson preparation towards end of semester exams.</p> <p>Purpose To help student teachers to revise in preparation towards end of semester exam.</p> <p>1.6 In your course group read and discuss what extent the learning</p>	
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	<p>learning indicators of lesson 12 connect to its learning outcomes.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination). LO: <i>Demonstrate how success criteria/expectations [i.e., CLOs and Indicators] of the course have been achieved. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI:</p> <ul style="list-style-type: none"> • <i>Compare and contrast the NTECF and the NPLAP.</i> • <i>Compare and contrast AoL and AfL.</i> • <i>Write a report on how your Mentor utilised AfL strategies in the teaching of a music and dance lesson.</i> <p>PE: Revision of lessons. LO: <i>Critically review physical activity influencers and select/develop monitoring techniques gather data on physical activity behaviours physical activity settings and across other subject discipline areas.</i></p> <p>LI: <i>Develop/select and apply at least (3) measuring tools to capture data on active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organized sports participation.</i></p>	<p>indicators of lesson 12 connect to its learning outcomes.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination). LO: <i>Demonstrate how success criteria/expectations [i.e., CLOs and Indicators] of the course have been achieved. NTS 2c & 2d, NTECF p 16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI:</p> <ul style="list-style-type: none"> • <i>Compare and contrast the NTECF and the NPLAP.</i> • <i>Compare and contrast AoL and AfL.</i> • <i>Write a report on how your Mentor utilised AfL strategies in the teaching of a music and dance lesson.</i> <p>PE: Revision of lessons. LO: <i>Critically review physical activity influencers and select/develop monitoring techniques gather data on physical activity behaviours physical activity settings and across other subject discipline areas.</i></p> <p>LI: <i>Develop/select and apply at least (3) measuring tools to capture data on active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organized sports participation.</i></p>	
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	<p>1.7 Ask Tutors to identify and discuss the distinctive aspects of lesson 12 and share with the larger group for feedback and clarification.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination). Discussing in groups the five questions asked on the Wrapping Up for Exam Form:</p> <ul style="list-style-type: none"> • <i>When are you preparing for the exam?</i> • <i>How are you going to prepare for the exam?</i> • <i>What type of questions will be most challenging for you?</i> • <i>Name 2 things you expect to see in the exams and 1 thing you will have problem with because of your personal challenge.</i> • <i>How can the tutor help you with the exam?</i> <p>PE: Revision of lessons. <i>Revision on all the lessons (1 to 11) and enquiry on information got from the internet or other sources regarding the course.</i></p> <p>NB <i>Remind Tutors to plan their revision lessons as the PD session goes on.</i></p>	<p>1.7 Identify and discuss the distinctive aspects of lesson 12 and share with the larger group for feedback and clarification.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination). Discussing in groups the five questions asked on the Wrapping Up for Exam Form:</p> <ul style="list-style-type: none"> • <i>When are you preparing for the exam?</i> • <i>How are you going to prepare for the exam?</i> • <i>What type of questions will be most challenging for you?</i> • <i>Name 2 things you expect to see in the exams and 1 thing you will have problem with because of your personal challenge.</i> • <i>How can the tutor help you with the exam?</i> <p>PE: Revision of lessons. <i>Revision on all the lessons (1 to 11) and enquiry on information got from the internet or other sources regarding the course.</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p> <ul style="list-style-type: none"> • Identification and discussion of 	<p>2.1 Guide Tutors to use the think-pair- share strategy to identify and discuss new concepts in lesson 12 as per their course manuals and share with the larger group.</p>	<p>2.1 Reflect on the concepts in lesson 12 of your course manual.</p> <p>Pair with a friend and share your thought on the new concepts with the larger group.</p>	<p>15 mins</p>

<p>new learning, potential barriers to learning for student teachers or students,</p> <ul style="list-style-type: none"> • concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination). <i>Evaluation of completed “Wrapping Up for Exam Form”.</i></p> <p>PE: Revision of lessons. <i>Reflection on the whole course and the new information gathered.</i></p> <p>2.2 Ask tutors in their course groups to identify any potential barriers to student teacher’s learning in their lessons.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination).</p> <ul style="list-style-type: none"> • <i>Lack of adequate knowledge on some topics due to student teachers’ absenteeism.</i> • <i>Inadequate time to comprehensively run through all the lessons for the semester.</i> <p>PE: Revision of lessons.</p> <ul style="list-style-type: none"> • <i>Lack of internet connectivity.</i> • <i>Inadequate time to comprehensively walk through all the 11 lessons for the semester.</i> <p>2.3 Ask tutors to identify and discuss concepts or pedagogies they will use in their lessons which need to be shared.</p>	<p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination). <i>Evaluation of completed “Wrapping Up for Exam Form”.</i></p> <p>PE: Revision of lessons. <i>Reflection on the whole course and the new information gathered.</i></p> <p>2.2 Identify any potential barriers to student teacher’s learning in your lesson.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination).</p> <ul style="list-style-type: none"> • <i>Lack of adequate knowledge on some topics due to student teachers’ absenteeism.</i> • <i>Inadequate time to comprehensively run through all the lessons for the semester.</i> <p>PE: Revision of lessons.</p> <ul style="list-style-type: none"> • <i>Lack of internet connectivity.</i> • <i>Inadequate time to comprehensively walk through all the 11 lessons for the semester.</i> <p>2.3 Identify and discuss concepts or pedagogies you will use in your lesson which need to be shared.</p>	
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	<p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination).</p> <ul style="list-style-type: none"> • <i>Using “group work” strategy to get student teachers involved in the revision process.</i> • <i>The use of appropriate ICT tools such as Mobile phone, PowerPoint, lap top and projector for presentations.</i> • <i>Group Discussion</i> <p>PE: Revision of lessons. <i>Using enquiry - based approach through asking student teachers questions and receiving answers on all the 11 lessons taught in the course for during the semester.</i></p>	<p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination).</p> <ul style="list-style-type: none"> • <i>Using “group work” strategy to get student teachers involved in the revision process.</i> • <i>The use of appropriate ICT tools such as Mobile phone, PowerPoint, lap top and projector for presentations.</i> • <i>Group Discussion</i> <p>PE: Revision of lessons. <i>Using enquiry - based approach through asking student teachers questions and receiving answers on all the 11 lessons taught in the course for during the semester.</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness 	<p>3.1 Ask tutors in their course groupings to read the teaching and learning activities for lessons 12 of their respective course manuals, link them to the basic school curriculum and share for discussion and clarification.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination).</p> <ul style="list-style-type: none"> • <i>Individuals take their completed Wrapping Up for Exam Form (Appendix 5) and go into their groups to discuss the five questions asked on the form and come to consensus on their answers:</i> 	<p>3.1 Read the teaching and learning activities for lessons 12 of your course manual, link them to the basic school curriculum and share for discussion and clarification.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination).</p> <ul style="list-style-type: none"> • <i>Individuals take their completed Wrapping Up for Exam Form (Appendix 5) and go into their groups to discuss the five questions asked on the form and come to consensus on their answers:</i> 	40 mins

<p>and ICT and 21st C skills</p> <ul style="list-style-type: none"> • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: <ul style="list-style-type: none"> ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ○ guidance on any power point presentations, TLM or other resources 	<ul style="list-style-type: none"> i. <i>When are you preparing for the exam?</i> ii. <i>How are you going to prepare for the exam?</i> iii. <i>What type of questions will be most challenging for you?</i> iv. <i>Name 2 things you expect to see in the exams and 1 thing you will have problem with because of your personal challenge.</i> v. <i>How can the tutor help you with the exam?</i> <ul style="list-style-type: none"> • <i>Students summarise Key findings of their group on a FLIP CHART for Class Presentation.</i> <p>PE: Revision of lessons.</p> <ul style="list-style-type: none"> • <i>Student teachers work in small groups to exhibit their knowledge on previous lessons i.e lesson 1 to 11.</i> • <i>Student teachers reflect and ask questions and make enquiries on concepts they did not understand during some lessons.</i> <p>3.2 Ask Tutors to indicate how they will use ICT in delivering this lesson.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination). <i>Use of lap top, projectors, TVs etc to show a documentary of some music and dances concerning</i></p>	<ul style="list-style-type: none"> i. <i>When are you preparing for the exam?</i> ii. <i>How are you going to prepare for the exam?</i> iii. <i>What type of questions will be most challenging for you?</i> iv. <i>Name 2 things you expect to see in the exams and 1 thing you will have problem with because of your personal challenge.</i> v. <i>How can the tutor help you with the exam?</i> <ul style="list-style-type: none"> • <i>Students summarise Key findings of their group on a FLIP CHART for Class Presentation.</i> <p>PE: Revision of lessons.</p> <ul style="list-style-type: none"> • <i>Student teachers work in small groups to exhibit their knowledge on previous lessons i.e lesson 1 to 11.</i> • <i>Student teachers reflect and ask questions and make enquiries on concepts they did not understand during some lessons.</i> <p>3.2 Indicate how you will use ICT in delivering this lesson.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination). <i>Use of lap top, projectors, TVs etc to show a documentary of some music and dances concerning</i></p>	
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<p>which need to be developed to support learning</p> <ul style="list-style-type: none"> • Tutors should be expected to have a plan for the next lesson for student teachers 	<p><i>lessons taught in the semester.</i></p> <p><i>Doing a PowerPoint presentation on the summary of all lessons taught to student teachers in the semester.</i></p> <p>PE: Revision of lessons.</p> <ul style="list-style-type: none"> • <i>Show videos of some sports and games as part of revision.</i> • <i>Make a PowerPoint presentation on key concepts studied from lesson.</i> • <i>Word processing for presentation of tasks</i> <p>3.3 Ask Tutors to suggest the various ways in which they will make their lessons GESI responsive.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination).</p> <ul style="list-style-type: none"> • <i>Even distribution of revision questions.</i> • <i>Even distribution of leadership roles (One female, one male)</i> • <i>Give more attention to student teachers with SEN</i> <p>PE: Revision of lessons. <i>Show and share a pre-recorded video(s) to student teachers on females (GESI) and people with SEN performing practical musical activities.</i></p>	<p><i>lessons taught in the semester.</i></p> <p><i>Doing a PowerPoint presentation on the summary of all lessons taught to student teachers in the semester.</i></p> <p>PE: Revision of lessons.</p> <ul style="list-style-type: none"> • <i>Show videos of some sports and games as part of revision.</i> • <i>Make a PowerPoint presentation on key concepts studied from lesson.</i> • <i>Word processing for presentation of tasks.</i> <p>3.3 Suggest the various ways in which you will make your lesson GESI responsive.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination).</p> <ul style="list-style-type: none"> • <i>Even distribution of revision questions.</i> • <i>Even distribution of leadership roles (One female, one male)</i> • <i>Give more attention to student teachers with SEN.</i> <p>PE: Revision of lessons. <i>Show and share a pre-recorded video(s) to student teachers on females (GESI) and people with SEN performing practical musical activities.</i></p>	
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	<p>3.4 Ask Tutors to identify and discuss how core and transferrable skills will be developed in the student teacher during the delivery of lesson 12.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination). <i>Acquisition of assessment skills, social skills, communication skills, reflection skills, honesty skills, critical thinking skills and problem solving skills through group and independent revision on previous lessons and searching for more information on concepts.</i></p> <p>PE: Revision of lessons. <i>Acquisition of reflection, critical thinking and problem solving, innovation and collaboration skills through the involvement in Physical activities and sports.</i></p> <p>3.5 Ask Tutors to identify continuous assessment opportunities in lesson 12 and discuss with the larger group.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination).</p> <ul style="list-style-type: none"> • <i>Use of "Self-Assessment Checklist Form.B."</i> • <i>Reflection by student teachers on the End of Semester Exam.</i> 	<p>3.4 identify and discuss how core and transferrable skills will be developed in the student teacher during the delivery of lesson 12.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination). <i>Acquisition of assessment skills, social skills, communication skills, reflection skills, honesty skills, critical thinking skills and problem solving skills through group and independent revision on previous lessons and searching for more information on concepts.</i></p> <p>PE: Revision of lessons. <i>Acquisition of reflection, critical thinking and problem solving, innovation and collaboration skills through the involvement in Physical activities and sports.</i></p> <p>3.5 Identify continuous assessment opportunities in lesson 12 and discuss with the larger group.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination).</p> <ul style="list-style-type: none"> • <i>Use of "Self-Assessment Checklist Form.B."</i> • <i>Reflection by student teachers on the End of Semester Exam.</i> 	
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	<ul style="list-style-type: none"> • <i>Let students take home areas for the examination.</i> <p>Sample Question <i>Compare and contrast AoL and AfL.</i></p> <p>PE: Revision of lessons.</p> <ul style="list-style-type: none"> • <i>Class participation</i> • <i>Class presentations</i> • <i>Practical physical activity participation.</i> <p>Sample Question <i>Explain the following physical activity indicators with examples and non-examples; active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organized sports participation.</i></p> <p>3.6 Guide Tutors to use think-pair-share technique to suggest GESI responsive teaching and learning resources and explain how they can be used in the delivery of lesson 12 to ensure learning by all students.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination).</p> <ul style="list-style-type: none"> • <i>Assessment for Learning Strategy Resources.</i> • <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i> • <i>Video Camera, LCD Projector and Screen for listening and recording,</i> 	<ul style="list-style-type: none"> • <i>Let students take home areas for the examination.</i> <p>Sample Question <i>Compare and contrast AoL and AfL.</i></p> <p>PE: Revision of lessons.</p> <ul style="list-style-type: none"> • <i>Class participation</i> • <i>Class presentations</i> • <i>Practical physical activity participation.</i> <p>Sample Question <i>Explain the following physical activity indicators with examples and non-examples; active play, active transportation, sedentary behaviour, physical inactivity, physical fitness and organized sports participation.</i></p> <p>3.6 Think of GESI responsive teaching and learning resources and pair with a colleague and explain how they can be used in the delivery of lesson 12 to ensure learning by all students.</p> <p>E.g. Music & Dance: Revision for Assessment of Learning (Final Examination).</p> <ul style="list-style-type: none"> • <i>Assessment for Learning Strategy Resources.</i> • <i>Computers (Laptops or PCs) for playing back MP3 and MP4 files.</i> • <i>Video Camera, LCD Projector and Screen for listening and recording,</i> 	
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	<p><i>viewing and reviewing performances).</i></p> <p>https://www.youtube.com/watch?v=5P7VQxPqgTQ Video of Dylan Wiliam talking about self and peer feedback. Accessed 4th October, 2021.</p> <p>http://www.dylanwiliam.org/Dylan_Wiliams_website/Papers_files/AAMT%2005%20paper%20(US).pdf Article by Dylan Wiliam about formative assessment and the regulation of learning. Getting Started with Assessment for Learning. Accessed 4th October, 2021.</p> <p>PE: Revision of lessons.</p> <ul style="list-style-type: none"> • <i>Playing field</i> • <i>Goals balls and various equipment as needed for limited contact sports</i> • <i>Youtube videos.</i> • <i>Lap top</i> • <i>projector</i> 	<p><i>viewing and reviewing performances).</i></p> <p>https://www.youtube.com/watch?v=5P7VQxPqgTQ Video of Dylan Wiliam talking about self and peer feedback. Accessed 4th October, 2021.</p> <p>http://www.dylanwiliam.org/Dylan_Wiliams_website/Papers_files/AAMT%2005%20paper%20(US).pdf Article by Dylan Wiliam about formative assessment and the regulation of learning. Getting Started with Assessment for Learning. Accessed 4th October, 2021.</p> <p>PE: Revision of lessons.</p> <ul style="list-style-type: none"> • <i>Playing field</i> • <i>Goals balls and various equipment as needed for limited contact sports</i> • <i>Youtube videos.</i> • <i>Lap top</i> • <i>Projector</i> 	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification 	<p>4.1 Ask tutors to indicate any outstanding issues relating to each lesson (1-11) for discussion.</p> <p>4.2 Ask a tutor from each course groups to recap the salient lessons in the session.</p> <p>4.3 Ask tutors to evaluate how the PD sessions have influenced their teaching and share their evaluation with the group.</p>	<p>4.1 Indicate any outstanding issues relating to each lesson (1-11) for discussion.</p> <p>4.2 Recap the salient lessons in this session.</p> <p>4.3 Evaluate how the PD sessions have influenced their teaching and share your evaluation with the group.</p>	15 mins

	<p>NB</p> <p><i>Remind Tutors to collect all subject project and subject portfolios by the close of lesson 12.</i></p> <p><i>For further clarification, contact the PD writers for assistance support.</i></p>		
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Appendix 1

The PD session check list: supporting B.Ed. implementation.

In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
<p>Course introductions and conclusions</p> <ul style="list-style-type: none"> • The first PD session of each semester introduces the course manual/s, course expectations and course assessment components • The final PD session provides the opportunity to review student teachers' learning from the course 	
<p>Prior knowledge: Points for tutors on activating student teachers' prior knowledge.</p>	
<p>Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.</p>	
<p>LO: relevance to each session are introduced</p>	
<p>Interactive teaching PD sessions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers</p>	
<p>Lesson Learning outcomes and indicators are introduced</p>	
<p>Integration of subject specific content and subject specific pedagogy is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors</p>	
<p>Subject Specific Training: where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.</p>	
<p>Integrating GESI: each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.</p>	
<p>Assessment, integrating and embedding NTEAP practices: PD sessions include at least two (2) continuous assessment opportunities which will support tutors in developing student teacher's understanding of, and ability to apply, assessment for or as learning.</p>	
<p>Age Specific Training: where relevant tutors are guided to specific activities in the course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the age they are training for.</p>	
<p>Building in STS: STS tasks are integrated into the PD sessions. Preparing for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.</p>	

<p>Building in activities which support the development of 21c skills in particular the use of ICT. The development of these is integrated into the PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.</p>	
<p>Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.</p>	

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	The Subject project is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills	The Subject Portfolio is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.
CONSTITUENTS	<p>Introduction: a clear statement of aim and purpose</p> <p>Methodology: what the student teacher has done and why to achieve the aim and purpose of the project</p> <p>Substantive or main section: Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project.</p> <p>Conclusion: Statement of the key outcomes of the project; reflection on what the student teacher has learnt</p>	<p>3 items of work produced during the semester selected by student teachers with tutor support during the semester as best examples of their progress and 200-word reflection on the items*</p> <p>Or 2 items of work and A mid semester assessment: case study, reflective note, quiz.</p> <p>* For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome</p>
WEIGHT	<p>Overall weighting of project = 30%</p> <p>Weighting of individual parts of project out of 100</p> <ul style="list-style-type: none"> • Introduction – 10 • Methodology – 20 • Substantive section – 40 • Conclusion – 30 	<p>Overall weighting of project = 30%</p> <p>Weighting of individual parts of portfolio out of 100</p> <p>i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).</p> <p>i(b) Presentation and organisation of portfolio 10%.</p> <p style="text-align: center;">OR</p> <p>ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).</p> <p>ii(b)Mid semester assessment 30%</p> <p>ii(c)Presentation and organisation of portfolio 10%</p>
EXAM	End of semester Exam, weight 40%. To assess: achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21 st C skills in teaching and learning	

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