

Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education - PE, Music & Dance Year 3 Semester 1

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.

This is where the Tutor Professional Development Handbooks have such an important role to play, and it is very pleasing to see the continued development and use of these handbooks as we enter the 3rd Year of the B.Ed. in Initial Teacher Education.

These Handbooks aim to ensure that tutors in Colleges of Education are reflecting critically on their methods of teaching and learning and supporting each other to implement the B.Ed. in line with the National Teacher Education Curriculum Framework and National Teacher Education Assessment Policy. Assessment is one of the areas where we need to pay particular attention as the teacher education reforms matures and is sustained. The National Teacher Education Assessment Policy sets out the range of formative and summative modes and methods of assessment required to ensure that the B.Ed. is both implemented and assessed as planned. Assessment is a key driver of learner behaviour, and we must all ensure that we are familiar with the National Teacher Education Assessment Policy and applying it consistently to ensure that we eliminate the 'chew, pour, pass and forget' syndrome which has infected our education system. These Handbooks pay particular attention to assessment and are an important tool in ensuring that we are all following national policy guidelines correctly and consistently.

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 second 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
September 2021

Year Three Semester One

Writing the weekly PD sessions

Guidance for the Subject Writing Leads (SWL).

- The PD sessions provide opportunities for tutors to work and plan together to make sure the new B.Ed. courses are taught well
- They are an important way to ensure effective implementation of the B.Ed. and the NTEAP, this may require PD writers to add more detail to what is in the course manuals. Specifically, this means a focus on the integration of:
 - GESI to ensure the needs of females, males and students with special education needs are well catered for (also a stand-alone PD session)
 - ICT and 21c skills to ensure students learn to use technology effectively to support their own and pupils' learning (also a stand-alone PD session)
 - NTEAP and the use of continuous assessment to support learning (also a stand-alone PD session)
- The PD session template provides guidance notes for the Subject Leads (SL)/HoD on how to lead the weekly PD sessions in the CoE
- To ensure appropriate subject and age phase focus for the PD sessions, in line with the B.Ed. requirements
 - where subjects are grouped direct reference needs to be made to the course manuals for each subject
 - Where there are different age phases direct reference needs to be made to the course manuals for each age phase
- SL/HoD need to have details of the resources needed for all the activities including guidance on how to create any TLMs and references to literature, previous PD themes etc.
- The PD writing checklist covers the key issues to be addressed in each session. PD writers should use it to support the writing and review of the PD sessions.

Age Phases/Grades: Early Grade Upper Primary Education JHS Education	Name of Subject/s: 1. SPORT, PE AND MUSIC AND DANCE IN LOCAL AND GLOBAL CULTURES EG/UP 2. PERFORMANCE PRACTICE IN AFRICAN INSTRUMENTS AND ART MUSIC JHS 3. ENTREPRENEURIAL AND LIFE SKILLS THROUGH SPORTS JHS 4. PRACTICE AND COACHING IN LIMITED CONTACT SPORTS JHS
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LESSON TITLE: 1. Introduction and Familiarisation of Sport, PE, Music and Dance in Local in Global Cultures course 2. Introduction and Familiarisation of Performance Practice in African Instruments and Art Music course. 3. Introduction and familiarisation of Entrepreneurial and Life Skills Through Sports course 4. Introduction to Practice and coaching limited contact sports

Tutor PD Session for Lesson 2 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <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 state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s 	<p>PDC NOTE: Give a general welcome to all Tutors to the first course-based PD Session for the semester with an ice breaker.</p> <p>1.1 Ask Tutors to do a general reflection on the previous semester’s PD Sessions and give their recommendations for improvement.</p> <p>1.2 Ask Tutors to read and discuss the course goal and description from their respective PE & Music and Dance course manuals (considering the age phases: Early Grade, Upper Primary Education and JHS Education) to have a general overview</p>	<p>1.1 Do a general reflection on the previous semester’s PD Sessions and give your recommendations for improvement.</p> <p>1.2 Read and discuss the course goal and description from your respective PE & Music and Dance course manuals (considering the age phases: Early Grade, Upper Primary Education and JHS Education) to have a general overview</p>	20 mins

<ul style="list-style-type: none"> • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>and purpose of the courses.</p> <p>E.g. 1. (Performance Practice in African Dance and Art Music) <i>The goal of this course is to give practical direction to students on art and popular music repertoire and their performance techniques, African melodic instruments techniques, African dance ensemble performance techniques and musical concert organisation and rolling out techniques. (JHS Education)</i></p> <p>E.g. 2. (Sport, PE, Music and Dance in Local and Global Cultures) <i>The goal of this course is to enhance students' adequate acquisition of knowledge and skills in appreciating and appraising the value of Sport, PE, Music and Dance in local and global cultures by drawing on cross-disciplinary connections between physical activity and healthy living and how music and dance communicate social, personal, cultural and abstract themes to them. (Early Grade and Upper Primary Education)</i></p> <p>1.3 Ask Tutors in each course group to read and discuss the CLOs and CLIs from their course manuals and share immersing ideas and issues across age and course groups.</p> <p>NB: Refer to individual course manual.</p>	<p>and purpose of the courses.</p> <p>E.g. 1. (Performance Practice in African Dance and Art Music) <i>The goal of this course is to give practical direction to students on art and popular music repertoire and their performance techniques, African melodic instruments techniques, African dance ensemble performance techniques and musical concert organisation and rolling out techniques. (JHS Education)</i></p> <p>E.g. 2. (Sport, PE, Music and Dance in Local and Global Cultures) <i>The goal of this course is to enhance students' adequate acquisition of knowledge and skills in appreciating and appraising the value of Sport, PE, Music and Dance in local and global cultures by drawing on cross-disciplinary connections between physical activity and healthy living and how music and dance communicate social, personal, cultural and abstract themes to them. (Early Grade and Upper Primary Education)</i></p> <p>1.3 In your course group read and discuss the CLOs and CLIs from your course manuals and share immersing ideas and issues across age and course groups.</p> <p>NB: Refer to individual course manual.</p>	
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	<p>1.4 Ask Tutors in their various course areas to read and discuss the subject project and portfolio from their course manual (format, date and medium for submission/ presentation etc) and give suggestions and feedback on its alignment to the NTEAP.</p> <p>E.g. Entrepreneurial and Life Skills Through Sports (Subject Project): <i>Plan and deliver an elevator pitch to a panel of entrepreneurs and venture capitalists.</i></p> <p>(Subject Portfolio): <i>School visit/observation videos and pictures, field and track events monitoring using self-recording checklist, written Reports on student physical activity performances, Micro-teaching, TLRs etc.</i></p> <p>E.g. Performance Practice in African Instruments and Art Music (Subject Project): <i>Diagnostic Practical Instruction Video Analysis: Groups report orally and in writing addressing issues on e.g., posture, holding of instrument, embouchure, intonation, fingering, etc.</i></p> <p>(Subject Portfolio): <i>STS pictures and videos, musical scores and Learning Journals etc.</i></p> <p>E.g. Sport, PE, Music and Dance in Local and Global Cultures (Subject Project):</p>	<p>1.4 In your various course areas, read and discuss the subject project and portfolio from your course manual (format, date and medium for submission/ presentation etc) and give suggestions and feedback on its alignment to the NTEAP.</p> <p>E.g. Entrepreneurial and Life Skills Through Sports (Subject Project): <i>Plan and deliver an elevator pitch to a panel of entrepreneurs and venture capitalists.</i></p> <p>(Subject Portfolio): <i>School visit/observation videos and pictures, field and track events monitoring using self-recording checklist, written Reports on student physical activity performances, Micro-teaching, TLRs etc.</i></p> <p>E.g. Performance Practice in African Instruments and Art Music (Subject Project): <i>Diagnostic Practical Instruction Video Analysis: Groups report orally and in writing addressing issues on e.g., posture, holding of instrument, embouchure, intonation, fingering, etc.</i></p> <p>(Subject Portfolio): <i>STS pictures and videos, musical scores and Learning Journals etc.</i></p> <p>E.g. Sport, PE, Music and Dance in Local and Global Cultures (Subject Project):</p>	
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	<p><i>Appreciating and appraising of a given number 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> <p>(Subject Portfolio): <i>Audio-visuals, notes and reports of participation in music, dances, sports and games during subject project.</i></p>	<p><i>Appreciating and appraising of a given number 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> <p>(Subject Portfolio): <i>Audio-visuals, notes and reports of participation in music, dances, sports and games during subject project.</i></p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • <i>Provide short overview of the lesson</i> • <i>Identify important or distinctive features of the lesson</i> • <i>Identify assessment, aligned to NTEAP</i> • <i>Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD.</i> • <i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i> 	<p>1.5 Ask Tutors to read and discuss the lesson description and possible barriers of lesson 1 as per their course manuals (PE & Music and Dance) and give feedback across age and course groups.</p> <p>1.6 Ask Tutors in each course group to read and discuss the LOs and LIs of lesson 1 from their course manuals and share immersing ideas and issues across age and course groups.</p> <p>1.7 Ask Tutors to identify important and distinctive aspects of lesson 1 from their course manuals and relate them to the basic school curriculum giving feedback across age and course groups.</p> <p>Sports, P.E., Music and Dance in the Global Cultures. <i>This lesson focuses on traditional musical games in Ghana that reflect a range of</i></p>	<p>1.5 Read and discuss the lesson description and possible barriers of lesson 1 as per your course manual (PE & Music and Dance) and give feedback across age and course groups.</p> <p>1.6 In your course group read and discuss the LOs and LIs of lesson 1 from your course manual and share immersing ideas and issues across age and course groups.</p> <p>1.7 Identify important and distinctive aspects of lesson 1 from your course manuals and relate them to the basic school curriculum giving feedback across age and course groups.</p> <p>Sports, P.E., Music and Dance in the Global Cultures. <i>This lesson focuses on traditional musical games in Ghana that reflect a range of</i></p>	

	<p><i>different times, cultures and topical issues.</i></p> <p>Performance Practice in Africa <i>The lesson gives practical direction to students on art and popular music repertoire for voices (Soprano, Alto, Tenor and Bass) and their performance techniques</i></p> <p>Entrepreneurial and Life Skills through Sports <i>The lesson exposes student teachers to invasion sports.</i></p> <p>Practice of Coaching <i>The lesson covers the ways of defending and attacking in limited contact sports</i></p>	<p><i>different times, cultures and topical issues.</i></p> <p>Performance Practice in Africa <i>The lesson gives practical direction to students on art and popular music repertoire for voices (Soprano, Alto, Tenor and Bass) and their performance techniques</i></p> <p>Entrepreneurial and Life Skills through Sports <i>The lesson exposes student teachers to invasion sports.</i></p> <p>Practice of Coaching <i>The lesson covers the ways of defending and attacking in limited contact sports</i></p>	
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Ask tutors to identify familiar and unfamiliar concepts in the lesson and discuss connections among concepts in the lesson and their links with the basic school curriculum.</p> <p>2.2 Asks tutors to outline possible barriers to the delivery of lesson 1 and suggest solutions for discussions to address them.</p> <p>Sports, P.E., Music and Dance in the Global Cultures Example: <i>Cultural and religious restrictions in participating in some music, dance and games.</i></p>	<p>2.1 Identify familiar and unfamiliar concepts in the lesson and discuss connections among concepts in the lesson and their links with the basic school curriculum.</p> <p>2.2 Outline possible barriers to the delivery of lesson 1 and suggest solutions for discussion to address them.</p> <p>Sports, P.E., Music and Dance in the Global Cultures Example: <i>Cultural and religious restrictions in participating in some music, dance and games.</i></p>	25 mins

	<p>Entrepreneurial and Life Skills through Sports <i>Lack of exposure to and opportunities to participate in Traditional genres and musical games.</i></p> <p>2.3 Ask Tutors to identify possible challenging areas in the teaching of the concepts in lesson 1 of their courses and discuss across age and course groups how these challenges could be addressed.</p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) <i>Organising and arranging enough repertoire from various musical genres for the “listeners’ choice” and identifying the linkage of the physical activities in this exercise.</i></p> <p>Addressing Challenge <i>Seek support from local resource personnel and online search to gather adequate musical genre and games.</i></p> <p>E.g. 2. (Practice and Coaching) <i>Availability of female role models to be cited as examples in Sports and PE lessons.</i></p> <p>Addressing Challenge <i>Search for more local and international female PEMD personalities with great achievements to cite as examples</i></p>	<p>Entrepreneurial and Life Skills through Sports <i>Lack of exposure to and opportunities to participate in Traditional genres and musical games.</i></p> <p>2.3 Identify possible challenging areas in the teaching of the concepts in lesson 1 of your course and discuss across age and course group how these challenges could be addressed.</p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) <i>Organising and arranging enough repertoire from various musical genres for the “listeners’ choice” and identifying the linkage of the physical activities in this exercise.</i></p> <p>Addressing Challenge <i>Seek support from local resource personnel and online search to gather adequate musical genre and games.</i></p> <p>E.g. 2. (Practice and Coaching) <i>Availability of female role models to be cited as examples in Sports and PE lessons.</i></p> <p>Addressing Challenge <i>Search for more local and international female PEMD personalities with great achievements to cite as examples</i></p>	
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	<p>2.4 Ask tutors to suggest and discuss possible GESI related issues which may arise during the lesson delivery and provide feedback across course groups.</p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) <i>Remind tutors to be mindful of learners with hearing impairment, different cultural inclinations, stuttering etc during the delivery of the lesson.</i></p> <p>E.g. 2. (Practice and Coaching) <i>Lack of early exposure to sports (this may vary for individuals i.e. time and age of impairment/physical challenge)</i></p> <p>2.5 Ask tutors to identify GESI responsive resources and pedagogies they may employ for the delivery of concepts (<i>particularly for persons with SEN at all age levels: Early Grade, Upper, Primary Education and JHS Education</i>).</p> <p>E.g. <i>Pictures addressing social gender roles, videos of women drummers and dancers, use of Projector to enlarge prints, computer, music combo to enhance sound, mobile phone etc.</i></p>	<p>2.4 Suggest and discuss possible GESI related issues which may arise during the lesson delivery and provide feedback across course group.</p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) <i>Be reminded to be mindful of learners with hearing impairment, different cultural inclinations, stuttering etc during the delivery of the lesson.</i></p> <p>E.g. 2. (Practice and Coaching) <i>Lack of early exposure to sports (this may vary for individuals i.e. time and age of impairment/physical challenge)</i></p> <p>2.5 Identify GESI responsive resources and pedagogies you may employ for the delivery of concepts (<i>particularly for persons with SEN at all age levels: Early Grade, Upper Primary Education and JHS Education</i>).</p> <p>E.g. <i>Pictures addressing social gender roles, videos of women drummers and dancers, use of Projector to enlarge prints, computer, music combo to enhance sound, mobile phone etc.</i></p>	
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	<p>NB: <i>Ask Tutors to remind student teachers to identify how their mentors address GESI related issues during their weekly STS visits and discuss with them during their post-Observation conferences.</i></p> <p>GESI related issues E.g., <i>misconceptions about boys playing some games E.g. “Ampe” and girls’ participation in Music and Sporting (PEMD) activities. E.g. girls becoming masculine and barren.</i></p>	<p>NB: <i>Remind student teachers to identify how their mentors address GESI related issues during their weekly STS visits and discuss with them during their post-Observation conferences.</i></p> <p>GESI related issues E.g., <i>misconceptions about boys playing some games E.g. “Ampe” and girls’ participation in Music and Sporting (PEMD) activities. E.g. girls becoming masculine and barren.</i></p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities “walk through”.</i> • <i>The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</i> • <i>This section can build on the PD needs identified from the course manuals</i> 			

<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.1 In their course groups and age phases (Early Grade, Upper Primary Education and JHS Education), ask individual Tutors to read and share the teaching and learning activities and identify areas that need clarification for discussion.</p> <p>3.2 Ask Tutors to discuss and provide feedback across course groups on teaching and learning activities that may address GESI issues.</p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) <i>Use audio-visual materials in listening/watching and appraising physical activities and musical concepts. (Early Grade and Upper Primary Education)</i></p> <p>E.g. 2. (Practice and Coaching) <i>Project-based learning to integrate and support student teacher’s coaching skills development. (JHS Education)</i></p> <p>E.g. 3. (Entrepreneurial and Life Skills Through Sports) <i>Ensuring mixed ability grouping with attention to gender roles and stereotyping. (JHS Education)</i></p> <p>3.3 Ask Tutors to read the subject project and subject portfolio components from their course manuals and</p>	<p>3.1 In your course areas and age phases (Early Grade, Upper Primary Education and JHS Education), read and share the teaching and learning activities and identify areas that need clarification for discussion.</p> <p>3.2 Discuss and provide feedback across course groups on teaching and learning activities that may address GESI issues.</p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) <i>Use audio-visual materials in listening/watching and appraising physical activities and musical concepts. (Early Grade and Upper Primary Education)</i></p> <p>E.g. 2. (Practice and Coaching) <i>Project-based learning to integrate and support student teacher’s coaching skills development. (JHS Education)</i></p> <p>E.g. 3. (Entrepreneurial and Life Skills Through Sports) <i>Ensuring mixed ability grouping with attention to gender roles and stereotyping. (JHS Education)</i></p> <p>3.3 Read the subject project and subject portfolio components from your course manuals and provide feedback on how</p>	<p>40 mins</p>
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	<p>provide feedback on how to align them to the NTEAP.</p> <p>E.g. 1. (Sport, PE, Music and Dance in Local and Global Cultures) (Subject Project): <i>Describe three activities you will put in place to inculcate the core values of honesty, integrity and citizenship in a Ghanaian learner.</i></p> <p>(Subject portfolio): <i>Video Analysis of Musical Genres: Group oral and written report addressing elements of music, reflective report (at least 200 words), Song Repertoire, Performance pictures and videos etc.</i></p> <p>E.g. 2. (Entrepreneurial and Life Skills Through Sports) (Subject Project): <i>List two (2) game conditions from sport disciplines such as football, basketball, track etc and how they present opportunity to practice the entrepreneurial and life skills.</i></p> <p>(Subject portfolio): <i>Artefacts of the Organization & Management of a game. E.g. Budget, pictures etc .</i></p> <p>3.4 Ask Tutors to suggest at least one new assessment strategy they would adopt in the delivery of their lessons for their respective courses and age phases (Early Grade, Upper Primary Education and JHS Education), not forgetting of GESI issues.</p>	<p>to align them to the NTEAP.</p> <p>E.g. 1. (Sport, PE, Music and Dance in Local and Global Cultures) (Subject Project): <i>Describe three activities you will put in place to inculcate the core values of honesty, integrity and citizenship in a Ghanaian learner.</i></p> <p>(Subject portfolio): <i>Video Analysis of Musical Genres: Group oral and written report addressing elements of music, reflective report (at least 200 words), Song Repertoire, Performance pictures and videos etc.</i></p> <p>E.g. 2. (Entrepreneurial and Life Skills Through Sports) <i>List two (2) game conditions from sport disciplines such as football, basketball, track etc and how they present opportunity to practice the entrepreneurial and life skills.</i></p> <p>(Subject portfolio): <i>Artefacts of the Organization & Management of a game. E.g. Budget, pictures etc .</i></p> <p>3.4 Suggest at least one new assessment strategy you would adopt in the delivery of your lesson not forgetting of GESI issues.</p>	
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	<p>E.g. <i>Adoption of assessment strategies such as group work, project work, presentation, sporting activities and music performance etc.</i></p> <p>3.6 Ask Tutors to mention and indicate how some of the core and transferable skills would be developed by Student Teachers (Early Grade, Upper Primary Education and JHS Education) during the delivery of lesson 1.</p> <p>E.g. a. <i>Acquisition of basic ICT skills through searching for videos on YouTube, use of projector for group presentations, computer, mobile phone and music combo usage etc.</i></p> <p>b. <i>Acquisition of collaborative skills through group performance, subject project work, presentations etc.</i></p>	<p>E.g. <i>Adoption of assessment strategies such as group work, project work, presentation, sporting activities and music performance etc.</i></p> <p>3.6 Mention and indicate how some of the core and transferrable skills would be developed by your student teachers (Early Grade, Upper Primary Education and JHS Education) during the delivery of lesson 1.</p> <p>E.g. a. <i>Acquisition of basic ICT skills through searching for videos on YouTube, use of projector for group presentations, computer, mobile phone and music combo usage etc.</i></p> <p>b. <i>Acquisition of collaborative skills through group performance, subject project work, presentations etc.</i></p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, E.g. from section 2, or approaches to teaching, learning and assessment, incl.</i> 	<p>NB <i>Ask Tutors to remind student teachers to identify how their mentors address GESI related issues during their weekly STS visits.</i></p>		

<p><i>gender responsive and inclusive approaches</i></p> <ul style="list-style-type: none"> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
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<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Ask tutors to outline any outstanding issues relating to lesson 1 of their respective courses in the different age phases (Early Grade, Upper Primary Education and JHS Education) for clarification.</p> <p>4.2 Remind tutors to read lesson 2 in their course manual of the respective age levels (Early Grade, Upper Primary Education and JHS Education) for the next PD session.</p> <p>4.3 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.</p> <p>NB <i>Check that everybody has a concrete plan for teaching the given topics. In the case of unresolved issues consult the subject writing leads.</i></p>	<p>4.1 Outline any outstanding issues relating to lesson 1 of your course in the different age phases (Early Grade, Upper Primary Education and JHS Education) for clarification.</p> <p>4.2 Read lesson 2 in your course manual for the next PD session.</p> <p>4.3 Remember to invite a critical friend to observe during lesson delivery and provide feedback.</p>	<p>5 mins</p>
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Age Phases/Grades: Early Grade Upper Primary Education JHS Education	Name of Subject/s: 1. SPORT, PE AND MUSIC AND DANCE IN GLOBAL CULTURES 2. PERFORMANCE PRACTICE IN AFRICAN INSTRUMENTS AND ART MUSIC 3. ENTREPRENEURIAL AND LIFE SKILLS THROUGH SPORTS 4. PRACTICE AND COACHING
LESSON TITLE: 1. Appreciating and Appraising Traditional Games and Sports in Ghana II (Middle sector focus) 2. Exploring Bamboo Flute (<i>Atenteben</i>) Repertoire 3. Entrepreneurial and Life Skills in Invasion Sports 4. Time Management	

Tutor PD Session for Lesson 2 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <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 state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or 	<p>PDC NOTE: Use an ice breaker to welcome all Tutors to the second PD Session for the semester. E.g., Toli or an action song. (<i>You may pre- inform a Tutor to do so</i>)</p> <p>1.1 Ask Tutors to pick a friend and share what lessons were learnt from the PD session 1.</p> <p>1.1.1 Ask tutors to share with the larger group what their friends shared with them.</p> <p>1.2 Ask course tutors and their critical friend to brief the larger group on their experiences and observations from lesson 1.</p>	<p>1.1 Pick a friend and share what lessons you learnt from the PD session 1.</p> <p>1.1.1 Share with the larger group what your friend shared with you.</p> <p>1.2 Brief the larger group on your experiences from lesson 1.</p>	20 mins

<p>distinctive aspects of the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.3 Ask Tutors to sit in their course groups to read and discuss the description and purpose of lesson 2 from their course manuals to have an overview of the lesson.</p> <p>E.g. 1 Sports, P.E., Music and Dance in the Global Cultures. <i>This lesson focuses on traditional musical games in Ghana to reflect the history and culture of the people in the community as well as demonstrate an ability to correlate and generate ideas from indigenous creative musical game forms in the immediate community that reflect a range of different times, cultures and topical issues.</i></p> <p>E.g. 2 Performance Practice in Africa <i>The lesson focuses on giving practical direction to students on art and popular music repertoire for voices (Soprano, Alto, Tenor and Bass) and their performance techniques which ultimately prepares them for musical concerts.</i></p> <p>E.g. 3 Entrepreneurial and Life Skills through Sports <i>This lesson exposes student teachers to invasion sports.</i></p> <p>E.g. 4 Practice of Coaching <i>Covers the ways of defending and attacking in limited contact sports.</i></p>	<p>1.3 In your course group, read and discuss the description and the purpose of lesson 2 from your course manual to have an overview of the lesson.</p> <p>E.g. 1 Sports, P.E., Music and Dance in the Global Cultures. <i>This lesson focuses on traditional musical games in Ghana to reflect the history and culture of the people in the community as well as demonstrate an ability to correlate and generate ideas from indigenous creative musical game forms in the immediate community that reflect a range of different times, cultures and topical issues.</i></p> <p>E.g. 2 Performance Practice in Africa <i>The lesson focuses on giving practical direction to students on art and popular music repertoire for voices (Soprano, Alto, Tenor and Bass) and their performance techniques which ultimately prepares them for musical concerts.</i></p> <p>E.g. 3 Entrepreneurial and Life Skills through Sports <i>This lesson exposes student teachers to invasion sports.</i></p> <p>E.g. 4 Practice of Coaching <i>Covers the ways of defending and attacking in limited contact sports</i></p>	
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	<p>1.4 Ask Tutors to identify important and distinctive aspects of lesson 2 from their course manuals and relate them to the basic school curriculum giving feedback across age and course groups.</p> <p>E.g.1 Entrepreneurial and Life Skills through Sports <i>Exploring traits common to entrepreneurs and sportspersons.</i></p> <p>E.g. 2. Performance Practice in African Instruments and Art Music <i>Discussing the meaning of Breathing, Support, Vocal Cords, Hoarseness, Throat, Register, Text etc</i></p> <p>1.5 Ask Tutors to read and discuss the LOs and LIs from the course manual and share immersing ideas and issues across age and course groups.</p> <p>E.g. 1 Sport, PE, Music and Dance in Local and Global Cultures LO: <i>Demonstrate knowledge on the ability to correlate and generate ideas from indigenous creative musical game forms in the immediate community that reflect a range of different times, cultures and topical issues.</i> <i>NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p>	<p>1.4 Identify important and distinctive aspects of lesson 2 from your course manuals and relate them to the basic school curriculum giving feedback across age and course groups.</p> <p>E.g.1 Entrepreneurial and Life Skills through Sports <i>Exploring traits common to entrepreneurs and sportspersons.</i></p> <p>E.g. 2. Performance Practice in African Instruments and Art Music <i>Discussing the meaning of Breathing, Support, Vocal Cords, Hoarseness, Throat, Register, Text etc</i></p> <p>1.5 Read and discuss the LOs and LIs from your course manual and share immersing ideas and issues across age and course groups.</p> <p>E.g. 1 Sport, PE, Music and Dance in Local and Global Cultures LO: <i>Demonstrate knowledge on the ability to correlate and generate ideas from indigenous creative musical game forms in the immediate community that reflect a range of different times, cultures and topical issues.</i> <i>NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p>	
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	<p>LI: <i>Mention three musical games peculiar to your community and describe how they correlate and generate ideas for you in creating your own.</i></p> <p>E.g.2 Entrepreneurial and Life Skills through Sports LO: <i>Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking.</i> (NTS 2c & 3e; NTECF 16, 21, 25)</p> <p>LI: <i>Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p>1.6 Ask Tutors to read and discuss the possible barriers of lesson 2 as per their course manuals (PE & Music and Dance) and give feedback across age and course groups.</p> <p>E.g. 1 Sports, P.E., Music and Dance in the Global Cultures <i>Lack of familiarity of student teachers to some musical games from different parts of the country.</i></p> <p>E.g. 2 Performance Practice in Africa <i>Lack of musical instruments, internet facility for surfing for examples and audio-visual gadgets.</i></p>	<p>LI: <i>Mention three musical games peculiar to your community and describe how they correlate and generate ideas for you in creating your own.</i></p> <p>E.g.2 Entrepreneurial and Life Skills through Sports LO: <i>Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking.</i> (NTS 2c & 3e; NTECF 16, 21, 25)</p> <p>LI: <i>Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p>1.6 Read and discuss the possible barriers of lesson 2 as per your course manual (PE & Music and Dance) and give feedback across age and course groups.</p> <p>E.g. 1 Sports, P.E., Music and Dance in the Global Cultures <i>Lack of familiarity of student teachers to some musical games from different parts of the country.</i></p> <p>E.g. 2 Performance Practice in Africa <i>Lack of musical instruments, internet facility for surfing for examples and audio-visual gadgets.</i></p>	
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	E.g. 3. Practice of Coaching <i>Cultural and religious misconceptions of female/male participation in some sporting activities.</i>	E.g. 3. Practice of Coaching <i>Cultural and religious misconceptions of female/male participation in some sporting activities.</i>	
The guidance notes for SL/HoD need to <ul style="list-style-type: none"> • Provide short overview of the lesson • Identify important or distinctive features of the lesson • Identify assessment, aligned to NTEAP • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. • Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD 	NB <i>Refer to the lesson description to have the overview of the respective courses.</i>		
2. Concept Development (New learning likely to arise in this lesson): <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	2.1 Ask Tutors to outline and discuss the key concepts in lesson 2 of their respective course manuals and their links with the basic school curriculum. E.g. 1 Sports, P.E., Music and Dance in the Global Cultures <i>Gathering of data about the indigenous or neo-traditional musical games.</i> E.g. 2 Performance Practice in Africa <i>Fundamental Principles of Singing Techniques</i> E.g. 3 Entrepreneurial and Life Skills through Sports	2.1 Outline and discuss the key concepts in lesson 2 of your course manual and their links with the basic school curriculum. E.g. 1 Sports, P.E., Music and Dance in the Global Cultures <i>Gathering of data about the indigenous or neo-traditional musical games.</i> E.g. 2 Performance Practice in Africa <i>Fundamental Principles of Singing Techniques</i> E.g. 3 Entrepreneurial and Life Skills through Sports	25 mins

	<p><i>Characteristics of entrepreneurs and Risk-taking exercises</i></p> <p>E.g. 4. Practice of Coaching <i>Defensive and offensive strategies in limited contact sports</i></p> <p>2.2 Ask Tutors to identify possible challenging areas in the teaching of the concepts in lesson 2 of their courses and discuss across age and course groups how these challenges could be addressed.</p> <p>E.g. 1 (Sport, PE & Music and Dance in Global Cultures) <i>Misconceptions about male and female participation in some games. (Early Grade and Upper Primary Education)</i></p> <p>E.g. 2 (Practice and Coaching) <i>Inability to engage in appropriate demonstrations due to psychomotor challenges. (JHS Education)</i></p> <p>2.3 Ask tutors to identify GESI responsive resources they may employ for the delivery of concepts (<i>particularly for persons with SEN at all age levels: Early Grade, Upper, Primary Education and JHS Education</i>).</p> <p>E.g. (All courses and age phases)</p>	<p><i>Characteristics of entrepreneurs and Risk-taking exercises</i></p> <p>E.g. 4 Practice of Coaching <i>Defensive and offensive strategies in limited contact sports</i></p> <p>2.2 Identify possible challenging areas in the teaching of the concepts in lesson 2 of your course and discuss across age and course group how these challenges could be addressed.</p> <p>E.g. 1 Sport, PE & Music and Dance in Global Cultures: <i>Misconceptions about male and female participation in some games. (Early Grade and Upper Primary Education)</i></p> <p>E.g. 2 Practice and Coaching: <i>Inability to engage in appropriate demonstrations due to psychomotor challenges. (JHS Education)</i></p> <p>2.3 Identify GESI responsive resources you may employ for the delivery of concepts (<i>particularly for persons with SEN at all age levels: Early Grade, Upper Primary Education and JHS Education</i>).</p> <p>E.g. (All courses and age phases)</p>	
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	<ol style="list-style-type: none"> 1. Usage of some training equipment by physically challenged person, 2. Music combo, projector, computer and avoidance of stereotype statements 3. Misconception of male and female participation in some games 	<ol style="list-style-type: none"> 1. usage of some training equipment by physically challenged persons. 2. music combo, projector, computer and avoidance of stereotype statements 3. Misconception of male and female participation in some games 	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities “walk through”. • The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability • This section can build on the PD needs identified from the course manuals 			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and 	<ol style="list-style-type: none"> 3.1 Ask Tutors to read- pair- and -share with the course group the teaching and learning activities in their respective courses and discuss areas that need clarification. 3.2 Ask Tutors to discuss and provide feedback across course groups on teaching and learning activities 	<ol style="list-style-type: none"> 3.1 In your course group, read- pair-and–share the teaching and learning activities in your course manual and discuss areas that need clarification. 3.2 Discuss and provide feedback across course groups on teaching and learning activities that 	40 mins

<p>ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%)</p> <ul style="list-style-type: none"> Working through one or two activities, 	<p>that may address GESI issues.</p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) <i>Use audio-visual materials in listening/watching and appraising physical activities and musical concepts. (Early Grade and Upper Primary Education)</i></p> <p>E.g. 2. (Practice and Coaching) <i>Project-based learning to integrate and support student teacher’s coaching skills development. (JHS Education)</i></p> <p>E.g. 3. (Entrepreneurial and Life Skills Through Sports) <i>Ensuring mixed ability grouping with attention to gender roles and stereotyping. (JHS Education)</i></p> <p>3.3 Ask Tutors in their small groups to read the assessment components of lesson 2 of the course manual and discuss their alignment with the NTEAP, ensuring subject project and subject portfolio activities are aligned with NTEAP.</p> <p>E.g. Sport, PE and Music and Dance in Global Cultures: <i>Identify three musical games peculiar to your community and describe how they correlate and generate ideas for you in creating your own.</i></p> <p>3.4 Ask Tutors to suggest at least one new assessment strategy they would adopt</p>	<p>may address GESI issues.</p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) <i>Use audio-visual materials in listening/watching and appraising physical activities and musical concepts. (Early Grade and Upper Primary Education)</i></p> <p>E.g. 2. (Practice and Coaching) <i>Project-based learning to integrate and support student teacher’s coaching skills development. (JHS Education)</i></p> <p>E.g. 3. (Entrepreneurial and Life Skills Through Sports) <i>Ensuring mixed ability grouping with attention to gender roles and stereotyping. (JHS Education)</i></p> <p>3.3 In your small groups read the assessment component of lesson 2 of the course manual and discuss their alignment with the NTEAP, ensuring subject project and subject portfolio activities are aligned with NTEAP.</p> <p>E.g. Sport, PE and Music and Dance in Global Cultures: <i>Identify three musical games peculiar to your community and describe how they correlate and generate ideas for you in creating your own.</i></p> <p>3.4 Suggest at least one new assessment strategy you would adopt in the</p>	
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	<p>in the delivery of their lessons not forgetting of GESI issues.</p> <p>Examples of GESI issues could be: <i>Activities relating to low confidence, visual impairment, hearing impairment, pitching, introverts, gender disparity in playing etc.</i></p> <p>NB <i>Ask Tutors to remind student teachers to identify how their mentors address GESI related issues within their age phases (Early Grade, Upper Primary Education and JHS Education) in assessment during their weekly STS visits.</i></p> <p>3.5 Ask Tutors to mention and discuss how the core and transferrable skills would be developed during the delivery of lesson 2.</p> <p>E.g. (All courses and age phases)</p> <ul style="list-style-type: none"> • <i>Acquisition of leadership Skills through appointing male and female leaders in sub-groups in class.</i> • <i>Usage of group work to develop collaboration.</i> 	<p>delivery of your lesson not forgetting of GESI issues.</p> <p>Examples of GESI issues could be: <i>Activities relating to low confidence, visual impairment, hearing impairment, pitching, introverts, gender disparity in playing etc.</i></p> <p>3.5 Mention and discuss how the core and transferrable skills would be developed during the delivery of lesson 2.</p> <p>E.g. (All courses and age phases)</p> <ul style="list-style-type: none"> • <i>Acquisition of leadership skills through appointing male and female leaders in sub-groups in class.</i> • <i>Usage of group work to develop collaboration.</i> 	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying</i> 			

<p><i>new content, E.g.. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive and inclusive approaches</i></p> <ul style="list-style-type: none"> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> 			
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<ul style="list-style-type: none"> Identify resources required for any TLMs and provide guidance on development of these 			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> Identification of any outstanding issues relating to this lesson for clarification Advance preparation In the case of unresolved issues 	<p>4.1 Ask tutors to outline any outstanding issues relating to their respective lessons in their age phases (Early Grade, Upper Primary Education and JHS Education) for clarification.</p> <p>4.2 Ask one Tutor from each course group to do a summary of the session.</p> <p>4.3 Remind tutors to read lesson 3 in their course manual for the next session.</p> <p>4.4 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.</p> <p>NB <i>Encourage tutors to make adequate preparation for the delivery of the lesson. In the case of unresolved issues consult the subject writing leads.</i></p>	<p>4.1 Outline any outstanding issues relating to your respective lessons in your age phases (Early Grade, Upper Primary Education and JHS Education) for clarification.</p> <p>4.2 Do a summary of the session.</p> <p>4.3 Read lesson 3 in your course manual for the next session.</p> <p>4.4 Remember to invite a critical friend to observe during lesson delivery to provide feedback.</p>	<p>5 mins</p>
<p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring : subject project, subject portfolio preparation</p>	<p>Remind Tutors to receive feedback on the progress of work on student teacher’s subject project and portfolio (Refer to Lesson 1, item 3.3).</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music) <i>Make a list of songs (5 each) of the following musical genres.</i></p> <ol style="list-style-type: none"> <i>Patriotic themes</i> <i>Hymns</i> <i>Anthems</i> <i>Art Compositions</i> <p>(Subject Portfolio for JHS Education)</p> <p>E.g. 2. (Sport, PE and Music and Dance in Global Cultures)</p>		

and development are explicitly addressed in the PD sessions.

Describe how you will use Analysis of Documentaries to facilitate beginner's practical instructional skills.

Age Phases/Grades: Early Grade Upper Primary Education JHS Education	Name of Subject/s: 1. SPORT, PE AND MUSIC AND DANCE IN GLOBAL CULTURES 2. PERFORMANCE PRACTICE IN AFRICAN INSTRUMENTS AND ART MUSIC 3. ENTREPRENEURIAL AND LIFE SKILLS THROUGH SPORTS 4. PRACTICE AND COACHING
LESSON TITLE: 1. Appreciating and Appraising Traditional Games and Sports in Ghana II (Middle sector focus) 2. Exploring Bamboo Flute (<i>Atenteben</i>) Repertoire 3. Entrepreneurial and Life Skills in Invasion Sports 4. Time Management	

Tutor PD Session for Lesson 3 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <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 state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or 	<p>PDC NOTE: Use an ice breaker to welcome all Tutors to the third PD Session of the semester. E.g. “what motivated my teaching philosophy” (<i>You may pre-inform a Tutor to do so briefly</i>)</p> <p>1.1 (While being gender sensitive) Ask Tutors to pick a friend and share what lessons were learnt from the PD session 2.</p> <p>1.2 Ask tutors to share with the larger group what their friends shared with them.</p> <p>1.3 Ask course Tutors with their critical friends to brief the larger group on their experiences and</p>	<p>1.1 Pick a friend and share what lessons you learnt from the PD session 2.</p> <p>1.2 Share with the larger group what your friend shared with you.</p> <p>1.3 With your critical friends brief the larger group on your experiences and</p>	20 mins

<p>distinctive aspects of the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the introductory sections up to learning outcomes 	<p>observation from lesson 2.</p> <p>1.4 Put Tutors into their respective course groups and age phases to read the lesson description and purpose of lesson 3 from their respective course manuals to have a general overview of the lesson and share across age and course groups.</p> <p>1.5 Ask Tutors to read LOs and LIs of lesson 3 from their respective course manuals to have a general overview and share immersing ideas and issues across age and course groups.</p> <p>E.g. 1. Sports, P.E., Music and Dance in the Global Cultures LO: <i>Demonstrate knowledge on the ability to correlate and generate ideas from Ghanaian art musical forms in their immediate community that reflect a range of different times, cultures and topical issues. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: <i>List the titles of two Ghanaian art works and sing their main themes from memory and describe how they reflect a range of different times, cultures and topical issues.</i></p>	<p>observations from lesson 2.</p> <p>1.4 Sit in your course group and read the lesson description and purpose of lesson 3 from your course manual to have a general overview of the lesson and share across age and course groups.</p> <p>1.5 Read the LOs and LIs of lesson 3 from your course manuals to have a general overview and share immersing ideas and issues across age and course groups.</p> <p>E.g. 1. Sports, P.E., Music and Dance in the Global Cultures LO: <i>Demonstrate knowledge on the ability to correlate and generate ideas from Ghanaian art musical forms in their immediate community that reflect a range of different times, cultures and topical issues. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: <i>List the titles of two Ghanaian art works and sing their main themes from memory and describe how they reflect a range of different times, cultures and topical issues.</i></p>	
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	<p>E.g. 2. Performance Practice in Africa LO: <i>Demonstrate comprehensive content knowledge in art and popular music repertoire performance and be able to enact it before learners as well as school, college and public audiences. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: <i>Mention at least four (4) diverse repertoire of your chosen instrument and describe how the pieces reflect our culture to promote and sensitise the public on emerging topical issues.</i></p> <p>E.g. 3. Entrepreneurial and Life Skills through Sports LO: <i>Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking.</i></p> <p>LI: <i>Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p>E.g. 4. Practice of Coaching LO: <i>Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation,</i></p>	<p>E.g. 2. Performance Practice in Africa LO: <i>Demonstrate comprehensive content knowledge in art and popular music repertoire performance and be able to enact it before learners as well as school, college and public audiences. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: <i>Mention at least four (4) diverse repertoire of your chosen instrument and describe how the pieces reflect our culture to promote and sensitise the public on emerging topical issues.</i></p> <p>E.g. 3. Entrepreneurial and Life Skills through Sports LO: <i>Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking.</i></p> <p>LI: <i>Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p>E.g. 4. Practice of Coaching LO: <i>Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation,</i></p>	
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	<p><i>autonomy, creativity and risk-taking.</i></p> <p>LI: <i>Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></p> <p>1.6 Ask Tutors to identify important and distinctive aspects of lesson 3 from their course manuals and relate them to the basic school curriculum giving feedback across age and course groups.</p> <p>E.g. 1 Sports, P.E., Music and Dance in the Global Cultures <i>Traditional games and sports from the northern sector communities.</i></p> <p>E.g. 2 Performance Practice in Africa <i>Youtube Video Analysis of voice types and ranges.</i></p> <p>E.g. 3 Entrepreneurial and Life Skills through Sports <i>Creation/refinement of risk-taking games.</i></p> <p>E.g. 4 Practice of Coaching <i>Norming, forming and stabilization of teams in sports.</i></p> <p>1.7 In their course groups and age phases ask Tutors to read and discuss the possible barriers of lesson 3 as per their course manuals (PE & Music and Dance) and give feedback across age and course groups.</p>	<p><i>autonomy, creativity and risk-taking.</i></p> <p>LI: <i>Exceed grade level expectations (GLE) and mastery of life skill attributes.</i></p> <p>1.6 Identify important and distinctive aspects of lesson 3 from your course manual and relate them to the basic school curriculum giving feedback across age and course groups.</p> <p>E.g. 1 Sports, P.E., Music and Dance in the Global Cultures <i>Traditional games and sports from the northern sector communities.</i></p> <p>E.g. 2 Performance Practice in Africa <i>Youtube Video Analysis of voice types and ranges.</i></p> <p>E.g. 3 Entrepreneurial and Life Skills through Sports <i>Creation/refinement of risk-taking games.</i></p> <p>E.g. 4 Practice of Coaching <i>Norming, forming and stabilization of teams in sports.</i></p> <p>1.7 In your course group and age phase read and discuss the possible barriers of lesson 3 as per your course manual (PE & Music and Dance) and give feedback across age and course groups.</p>	
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	E.g. <i>Class Size, Lack of key equipment, Students with SEN; Playback equipment and internet accessibility.</i>	E.g. <i>Class Size, Lack of key equipment, Students with SEN; Playback equipment and internet accessibility</i>	
The guidance notes for SL/HoD need to	NB <i>Refer to the course description of the various courses to have the overview of the respective courses.</i>		
<ul style="list-style-type: none"> • Provide short overview of the lesson • Identify important or distinctive features of the lesson • Identify assessment, aligned to NTEAP • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. • Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD 			
2. Concept Development (New learning likely to arise in this lesson):	2.1 Ask Tutors to outline and discuss the key concepts in lesson 3 of their respective course manuals.	2.1 Outline and discuss the key concepts in lesson 3 of your course manual.	25 mins
<ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>E.g. 1 Sports, P.E., Music and Dance in the Global Cultures <i>Traditional games and sports from the northern sector communities.</i></p> <p>E.g. 2 Performance Practice in Africa <i>Youtube Video Analysis of voice types and ranges.</i></p> <p>E.g. 3. Entrepreneurial and Life Skills through Sports <i>Creation/refinement of risk-taking games.</i></p>	<p>E.g. 1 Sports, P.E., Music and Dance in the Global Cultures <i>Traditional games and sports from the northern sector communities.</i></p> <p>E.g. 2 Performance Practice in Africa <i>Youtube Video Analysis of voice types and ranges.</i></p> <p>E.g. 3 Entrepreneurial and Life Skills through Sports <i>Creation/refinement of risk-taking games.</i></p>	

	<p>E.g. 4 Practice of Coaching <i>Norming, forming and stabilization of teams in sports.</i></p> <p>2.2 Ask Tutors to identify possible challenging areas in the teaching of the concepts in lesson 3 of their courses and discuss across age and course groups how these challenges could be addressed.</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music) <i>Unfamiliarity to techniques in playing xylophone.</i></p> <p>E.g. 2. (Practice and Coaching) <i>Misconceptions about male and female participation in some games.</i></p> <p>E.g. 3. (Entrepreneurial and Life Skills Through Sports) <i>Time management (African time)</i></p> <p>2.3 Ask tutors to identify GESI responsive resources they may employ for the delivery of concepts (<i>particularly for persons with SEN at all age levels: Early Grade, Upper, Primary Education and JHS Education</i>) and share across age and course groups.</p> <p>E.g. <i>Usage of some training equipment by a SEN student, music combo, projector, computer and avoidance of stereotype statements.</i></p>	<p>E.g. 4 Practice of Coaching <i>Norming, forming and stabilization of teams in sports.</i></p> <p>2.2 Identify possible challenging areas in the teaching of the concepts in lesson 3 of your course and discuss across age and course group how these challenges could be addressed.</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music) <i>unfamiliarity to techniques in playing xylophone.</i></p> <p>E.g. 2. (Practice and Coaching) <i>Misconceptions about male and female participation in some games.</i></p> <p>E.g. 3. (Entrepreneurial and Life Skills Through Sports) <i>Time management (African time)</i></p> <p>2.3 Identify GESI responsive resources you may employ for the delivery of concepts (<i>particularly for persons with SEN at all age levels: Early Grade, Upper Primary Education and JHS Education</i>) and share across age and course groups.</p> <p>E.g. <i>Usage of some training equipment by a SEN student, music combo, projector, computer and avoidance of stereotype statements.</i></p>	
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<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities “walk through”. • The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability • This section can build on the PD needs identified from the course manuals 	<p>Example of Key Concepts</p> <p>Music and Dance: Elements of music found in music videos watched. E.g. Pitch, costume, instruments etc</p> <p>Physical Education: Creation of a game adaptation in an invasion sport to facilitate practise of risk-taking in sports.</p> <p>GESI related issues E.g. Misconceptions about boys playing some games E.g. “Ampe” and boys singing soprano, girls playing guitar and keyboard.</p> <p>Gender responsive resources. This may differ from one context to another E.g. misconception about participation of male and female in some games, usage of some training equipment by physically challenged person, music combo, projector, computer and avoidance of stereotype statements.</p>		
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are 	<p>3.1 Ask Tutors to read- pair- and -share with their course groups the teaching and learning activities in their respective courses and discuss areas that need clarification.</p> <p>3.2 Ask Tutors to read and suggest required teaching and learning resources for their lessons and</p>	<p>3.1 In your course group, read- pair-and –share the teaching and learning activities in your course manual and discuss areas that need clarification.</p> <p>3.2 Read and suggest required teaching and learning resources for</p>	<p>40 mins</p>

<p>aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%)</p> <ul style="list-style-type: none"> • Working through one or two activities, 	<p>describe how to use them per their age phases (Early Grade, Upper Primary Education and JHS Education).</p> <p>3.3 Ask Tutors in their small groups to read the assessment component of lesson 3 of the course manual and discuss its alignment with the NTEAP, ensuring subject project and subject portfolio activities are aligned with NTEAP.</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music) <i>Identify and select at least four (4) diverse repertoire of your chosen instrument and describe how the pieces reflect our culture to promote and sensitize the public on emerging topical issues.</i></p> <p>E.g. 2. (Entrepreneurial and Life Skills Through Sports) <i>Plan and deliver an elevator pitch to a panel of entrepreneurs and venture capitalists.</i></p> <p>NB <i>Ask Tutors to remind student teachers to identify how their mentors address GESI related issues during their weekly STS visits per their age phases (Early Grade, Upper Primary Education JHS Education).</i></p> <p>3.4 Ask Tutors to suggest at least one new assessment strategy they</p>	<p>your lesson and describe how to use them.</p> <p>3.3 In your small groups read the assessment component of lesson 3 of the course manual and discuss its alignment with the NTEAP, ensuring subject project and subject portfolio activities are aligned with NTEAP.</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music) <i>Identify and select at least four (4) diverse repertoire of your chosen instrument and describe how the pieces reflect our culture to promote and sensitize the public on emerging topical issues.</i></p> <p>E.g. 2. (Entrepreneurial and Life Skills Through Sports) <i>Plan and deliver an elevator pitch to a panel of entrepreneurs and venture capitalists.</i></p> <p>3.4 Suggest at least one new assessment strategy you would adopt in the</p>	
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	<p>would adopt in the delivery of their lessons not forgetting of GESI issues.</p> <p>E.g. <i>Activities relating to low confidence, visual impairment, hearing impairment, pitching, introverts, playing etc.</i></p> <p>3.5 Ask Tutors to mention and discuss how the core and transferrable skills would be developed during the delivery of lesson 3.</p> <p>E.g., 1. (Performance Practice in African Instruments and Art Music) <i>Acquisition of ICT skills through the search for relevant videos on Youtube.</i></p> <p>E.g. 2. (Entrepreneurial and Life Skills through Sports) <i>Acquisition of Life and collaborative skills through teamwork, emotional and interpersonal communication in class.</i></p>	<p>delivery of your lesson not forgetting of GESI issues.</p> <p>E.g. <i>Activities relating to low confidence, visual impairment, hearing impairment, pitching, introverts, playing etc.</i></p> <p>3.5 Mention and discuss how the core and transferrable skills would be developed during the delivery of lesson 3.</p> <p>E.g., 1. (Performance Practice in African Instruments and Art Music) <i>Acquisition of ICT skills through the search for relevant videos on Youtube.</i></p> <p>E.g. 2. (Entrepreneurial and Life Skills through Sports) <i>Acquisition of Life and collaborative skills through teamwork, emotional and interpersonal communication in class.</i></p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, E.g.. from section 2, or approaches to</i> 	<p>NB <i>Ask Tutors to remind student teachers to identify how their mentors address GESI related issues during their weekly STS visits.</i></p>		

<p><i>teaching, learning and assessment, incl. gender responsive and inclusive approaches</i></p> <ul style="list-style-type: none"> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance</i> 			
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<p><i>on development of these</i></p>			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification Advance preparation • In the case of unresolved issues 	<p>4.1 Ask tutors to outline any outstanding issues relating to their respective lessons for clarification.</p> <p>4.2 Ask one Tutor from each course group and age phase to do a summary of the session.</p> <p>4.3 Remind tutors to read lesson 4 in their course manual before the next session.</p> <p>4.4 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.</p> <p>NB <i>Encourage tutors to make adequate preparation for the delivery of the lesson. In the case of unresolved issues consult the subject writing leads</i></p>	<p>4.1 Outline any outstanding issues relating to your respective lessons for clarification.</p> <p>4.2 A Tutor from each course group should do a summary of the session.</p> <p>4.3 Read lesson 4 in your course manual before the next session.</p> <p>4.4 Remember to invite a critical friend to observe during lesson delivery to provide feedback.</p>	<p>5 mins</p>
<p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring: subject project, subject portfolio preparation and development are</p>	<p><i>Remind Tutors to receive feedback on the progress of work on student teacher's subject project and portfolio (Refer to Lesson 1, item 3.3).</i></p> <p>E.g. 1. (Entrepreneurial and Life Skills through Sports) <i>What ways does risk-taking play a role in entrepreneurship?</i></p> <p>E.g. 2. (Sport, PE and Music and Dance in Global Cultures) Discuss any one traditional game and sport in a Ghana indigenous society covering:</p> <ol style="list-style-type: none"> history and sociological perspectives meaning/interpretation of each sport/game step-by-step performance progressions benefits derived through participation similarities and differences between/within traditional sports and games across communities 		

explicitly addressed in the PD sessions.	f. value lessons learned and how they transform and inform cultural identity and impact on active healthy living.
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Age Phases/Grades: Early Grade Upper Primary Education JHS Education	Name of Subject/s: 1. SPORT, PE AND MUSIC AND DANCE IN GLOBAL CULTURES 2. PERFORMANCE PRACTICE IN AFRICAN INSTRUMENTS AND ART MUSIC 3. ENTREPRENEURIAL AND LIFE SKILLS THROUGH SPORTS 4. PRACTICE AND COACHING
LESSON TITLE: 1. Appreciating and Appraising Traditional Games and Sports in Ghana II (Middle sector focus) 2. Exploring Bamboo Flute (<i>Atenteben</i>) Repertoire 3. Entrepreneurial and Life Skills in Invasion Sports 4. Time Management	

Tutor PD Session for Lesson 4 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <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 state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s 	<p>PDC NOTE: Ask a Tutor to tell the larger group about the best teacher he/she has ever met. Use this as ice breaker to welcome all Tutors to PD Session 4 for the semester. <i>(You may pre-inform a Tutor to do so)</i></p> <p>1.1 Randomly select a Tutor to share what lessons were learnt from the PD session 3, per their respective courses.</p> <p>1.2 Ask one Tutor from each course group and critical friend to brief the larger group on their experiences from lesson 3.</p> <p>1.3 Ask Tutors to sit in their course groups and age phases to read the</p>	<p>1.1 Share what lessons you learnt from the PD session 3, per your course.</p> <p>1.2 Brief the larger group on your experiences from lesson 3.</p> <p>1.3 Read the lesson description and purpose of lesson 4 from your</p>	20 mins

<ul style="list-style-type: none"> • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>lesson description and purpose of lesson 4 from their respective course manuals to have a general overview of the lesson and share immersing ideas and issues across age and course groups.</p> <p>1.4 Ask Tutors to identify important and distinctive aspects of lesson 4 from their course manuals and relate them to the basic school curriculum giving feedback across age and course groups.</p> <p>E.g. 1 Sports, P.E., Music and Dance in the Global Cultures <i>E.g. 1 Group and individual Appreciating and Appraising Art music in Ghana.</i></p> <p>Performance Practice in Africa. <i>E.g. 2 Surfing the internet for relevant Atenteben videos and discussing the elements.</i></p> <p>1.5 Ask Tutors to read and discuss the CLOs and CLIs of lesson 4 from their course manual and share immersing issues across age and course groups.</p> <p>E.g. 1 Sports, P.E., Music and Dance in the Global Cultures LO: <i>Demonstrate knowledge on the ability to correlate and generate ideas from Ghanaian art musical forms in their immediate community that reflect a</i></p>	<p>course manual to have a general overview of the lesson and share immersing ideas and issues across age and course groups.</p> <p>1.4 Identify important and distinctive aspects of lesson 4 from your course manuals and relate them to the basic school curriculum giving feedback across age and course groups.</p> <p>E.g. 1 Sports, P.E., Music and Dance in the Global Cultures <i>E.g. 1 Group and individual Appreciating and Appraising Art music in Ghana.</i></p> <p>Performance Practice in Africa. <i>E.g. 2 Surfing the internet for relevant Atenteben videos and discussing the elements.</i></p> <p>1.5 Read and discuss the CLOs and CLIs of lesson 4 from your course manual and share immersing issues across age and course groups.</p> <p>E.g. 1 Sports, P.E., Music and Dance in the Global Cultures LO: <i>Demonstrate knowledge on the ability to correlate and generate ideas from Ghanaian art musical forms in their immediate community that reflect a</i></p>	
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	<p><i>range of different times, cultures and topical issues. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: <i>Mention three art musical types peculiar a social event in your community and describe how you can correlate and generate ideas for creating your own.</i></p> <p>E.g. 2 Performance Practice in Africa.</p> <p>LO: <i>Demonstrate comprehensive content knowledge in art of playing the Atenteben, its repertoire and be able to perform it before learners as well as school, college and public audiences. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: <i>Mention at least two (2) diverse repertoire of your chosen instrument and describe how the pieces reflect our culture to promote and sensitise the public on emerging topical issues.</i></p> <p>E.g. 3. Entrepreneurial and Life Skills through Sports</p> <p>LO: <i>Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking.</i></p> <p>LI: <i>Explain life skills and entrepreneurial attributes</i></p>	<p><i>range of different times, cultures and topical issues. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: <i>Mention three art musical types peculiar a social event in your community and describe how you can correlate and generate ideas for creating your own.</i></p> <p>E.g. 2 Performance Practice in Africa.</p> <p>LO: <i>Demonstrate comprehensive content knowledge in art of playing the Atenteben, its repertoire and be able to perform it before learners as well as school, college and public audiences. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: <i>Mention at least two (2) diverse repertoire of your chosen instrument and describe how the pieces reflect our culture to promote and sensitise the public on emerging topical issues.</i></p> <p>E.g. 3. Entrepreneurial and Life Skills through Sports</p> <p>LO: <i>Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking.</i></p> <p>LI: <i>Explain life skills and entrepreneurial attributes</i></p>	
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	<p><i>and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p>E.g. 4 Practice of Coaching</p> <p>LO: Demonstrate in-depth knowledge of life skills, values and attitudes.</p> <p>LI: <i>State at least two (2) attributes of life skills of the physical education teacher in the basic schools.</i></p> <p>1.6 In their course groups and age phases, ask Tutors to read and discuss the possible barriers of lesson 4 as per their course manuals (PE & Music and Dance) and give feedback across age and course groups.</p> <p>E.g. <i>Class Size, Lack of key equipment, Students with SEN; Playback equipment and internet accessibility.</i></p>	<p><i>and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p>E.g. 4 Practice of Coaching</p> <p>LO: Demonstrate in-depth knowledge of life skills, values and attitudes.</p> <p>LI: <i>State at least two (2) attributes of life skills of the physical education teacher in the basic schools.</i></p> <p>1.6 Read and discuss the possible barriers of lesson 4 as per your course manual (PE & Music and Dance) and give feedback across age and course groups.</p> <p>E.g. <i>Class Size, Lack of key equipment, Students with SEN; Playback equipment and internet accessibility.</i></p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • Provide short overview of the lesson • Identify important or distinctive features of the lesson • Identify assessment, aligned to NTEAP • Anticipate questions which might arise from the introduction to the 	<p>NB <i>Refer to the course description of the various courses to have the overview of the respective courses.</i></p>		

<p><i>lesson and provide responses for SL/HoD.</i></p> <ul style="list-style-type: none"> <i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i> 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Ask Tutors to outline and discuss the key concepts in lesson 4 of their respective course manuals.</p> <p>E.g. 1. Performance Practice in African Instruments and Art Music LO: <i>The art of playing the Atenteben, its repertoire and performance.</i> NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</p> <p>E.g. 2. Entrepreneurial And Life Skills Through Sports LO: <i>How attitudes and the value of sport enhance the development of life skills and optimistic thinking.</i> (NTS 2c & 3e; NTECF 16, 21, 25)</p> <p>2.2 Ask Tutors to identify possible challenging areas in the teaching of the concepts in lesson 4 of their courses and discuss across age and course groups how these challenges could be addressed.</p>	<p>2.1 Outline and discuss the key concepts in lesson 4 of your course manual.</p> <p>E.g. 1. Performance Practice in African Instruments and Art Music. LO: <i>The art of playing the Atenteben, its repertoire and performance.</i> NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</p> <p>E.g. 2. Entrepreneurial And Life Skills Through Sports LO: <i>How attitudes and the value of sport enhance the development of life skills and optimistic thinking.</i> (NTS 2c & 3e; NTECF 16, 21, 25)</p> <p>2.2 Identify possible challenging areas in the teaching of the concepts in lesson 4 of your course and discuss across age and course group how these challenges could be addressed.</p>	<p>25 mins</p>

	<p>E.g. 1. Performance Practice in African Instruments and Art Music <i>Fingering on the At1nt1b1n, Music reading ability and distribution of musical pieces according to abilities.</i></p> <p>E.g. 2. Entrepreneurial and Life Skills Through Sports) <i>Connection between entrepreneurship and sports.</i></p> <p>2.3 Ask tutors to identify GESI responsive resources they may employ for the delivery of concepts (<i>particularly for persons with SEN at all age levels</i>) and how they would integrate the core competencies in their lessons.</p> <p>E.g. (All courses and age phases) <i>Misconception about participation of male and female in some games, usage of some training equipment by physically challenged person, projector, computer and avoidance of stereotype statements.</i></p>	<p>E.g. 1. Performance Practice in African Instruments and Art Music <i>Fingering on the At1nt1b1n, Music reading ability and distribution of musical pieces according to abilities.</i></p> <p>E.g. 2. Entrepreneurial and Life Skills Through Sports <i>Connection between entrepreneurship and sports.</i></p> <p>2.3 Identify GESI responsive resources you may employ for the delivery of concepts (<i>particularly for persons with SEN at all age levels</i>) and how you would integrate the core competencies in your lesson.</p> <p>E.g. (All courses and age phases) <i>Misconception about participation of male and female in some games, usage of some training equipment by physically challenged person, projector, computer and avoidance of stereotype statements.</i></p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through</i> 	<p>NB</p> <p>Gender responsive resources. <i>This may differ from one context to another E.g. misconception about participation of male and female in some games, usage of some training equipment by physically challenged person, projector, computer</i></p>		

<p><i>the lesson activities “ walk through”.</i></p> <ul style="list-style-type: none"> <i>The resources needed must be identified: literature – page referenced etc, on web, youtube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</i> <p><i>This section can build on the PD needs identified from the course manuals</i></p>	<p><i>and avoidance of stereotype statements.</i></p>		
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities, 	<p>3.1 Ask Tutors to suggest teaching and learning activities for their respective courses and age phases for discussion.</p> <p>3.2 Ask Tutors to discuss and provide feedback across course groups on teaching and learning activities that may address GESI issues.</p> <p>3.3 Ask Tutors to read and suggest required teaching and learning resources for their lessons per their age phases and describe how to use them.</p> <p>3.4 Ask Tutors in their small groups to think pair-share possible assessment strategies for their lessons</p> <p>3.5 Ask Tutors to read the assessment component of lesson 4 of the course manual and discuss its alignment with the NTEAP, ensuring subject project and subject portfolio activities are aligned with NTEAP.</p>	<p>3.1 Suggest teaching and learning activities for your course and age phase for discussion.</p> <p>3.2 Discuss and provide feedback across course groups on teaching and learning activities that may address GESI issues.</p> <p>3.3 Read and suggest required teaching and learning resources for your lessons per their age phases and describe how to use them.</p> <p>3.4 Think-pair and share possible assessment strategies for your lessons.</p> <p>3.5 Read the assessment component of lesson 4 of the course manual and discuss its alignment with the NTEAP, ensuring subject project and subject portfolio activities are aligned with NTEAP.</p>	<p>40 mins</p>

	<p>E.g. (Sport, PE & Music and Dance in Global Cultures) Identify three art musical types peculiar to social event in your community and describe how you can correlate and generate ideas for creating your own (Assignment)</p> <p>NB <i>Ask Tutors to remind student teachers to identify how their mentors address GESI related issues during their weekly STS visits.</i></p> <p>3.6 Ask Tutors to suggest assessment strategies they would adopt in the delivery of their lessons not forgetting of GESI issues.</p> <p>E.g. (All courses and age phases) <i>Activities relating to building confidence of introverts, playing etc.</i></p> <p>3.7 Ask Tutors to identify and discuss how the core and transferrable skills would be developed during the delivery of lesson 4.</p> <p>E.g. (All courses and age phases) <i>Acquisition of information literacy skills through the search for information from the internet etc.</i></p>	<p>E.g. (Sport, PE & Music and Dance in Global Cultures) Identify three art musical types peculiar to social event in your community and describe how you can correlate and generate ideas for creating your own (Assignment)</p> <p>3.6 Suggest assessment strategies you would adopt in the delivery of your lesson not forgetting of GESI issues.</p> <p>E.g. (All courses and age phases) <i>Activities relating to building confidence, introverts, playing etc.</i></p> <p>3.7 Identify and discuss how the core and transferrable skills would be developed during the delivery of lesson 4.</p> <p>E.g. (All courses and age phases) <i>Acquisition of information literacy skills through the search for information from the internet etc.</i></p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Select activities, linked to CLO and 	<p>NB <i>Ask Tutors to remind student teachers to identify how their mentors address GESI related</i></p>		

<p><i>indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, E.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive and inclusive approaches</i></p> <ul style="list-style-type: none"> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material</i> 	<p><i>issues during their weekly STS visits.</i></p>		
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<ul style="list-style-type: none"> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 As a mop up for the session, ask tutors to outline any outstanding issues relating to their respective lessons for clarification.</p> <p>4.2 Ask one Tutor from each course group to highlight on the thematic areas of the session.</p> <p>4.3 Remind tutors to read lesson 5 in their course manual for the next session.</p> <p>4.4 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.</p> <p>NB <i>Ensure that everybody has a concrete plan for teaching the given topics.</i> <i>In the case of unresolved issues consult the subject writing leads.</i></p>	<p>4.1 Outline any outstanding issues relating to your lesson for clarification.</p> <p>4.2 Highlight on the thematic areas of the session.</p> <p>4.3 Read lesson 5 in your course manual for the next session.</p> <p>4.4 Remember to invite a critical friend to observe during lesson delivery and provide feedback.</p>	<p>5 mins</p>
<p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to</p>	<p><i>Remind Tutors to receive feedback on the progress of work on student teacher's subject project and portfolio (Refer to Lesson 1, item 3.3).</i></p> <p>E.g. 1. (Practice and Coaching)</p>		

<p>ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring: subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p>	<p><i>List and discuss the factors influencing the setting of 'SMART' goals and its effects on the long-term development of players.</i></p> <p>E.g. 2. (Performance Practice in African Instruments and Art Music) <i>Outline 5 Easy Steps that can be used to improve performance on the instrument</i></p> <p>E.g. 3. (Sport, PE and Music and Dance in Global Cultures) <i>Describe two strategies you will employ to assist SEN learners to fully participate dance drama/traditional game.</i></p>
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Age Phases/Grades: Early Grade Upper Primary Education JHS Education	Name of Subject/s: 5. SPORT, PE AND MUSIC AND DANCE IN GLOBAL CULTURES 6. PERFORMANCE PRACTICE IN AFRICAN INSTRUMENTS AND ART MUSIC 7. ENTREPRENEURIAL AND LIFE SKILLS THROUGH SPORTS 8. PRACTICE AND COACHING
LESSON TITLE: 5. Appreciating and Appraising Traditional Games and Sports in Ghana II (Middle sector focus) 6. Exploring Bamboo Flute (<i>Atenteben</i>) Repertoire 7. Entrepreneurial and Life Skills in Invasion Sports 8. Time Management	

Tutor PD Session for Lesson 5 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <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 state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or 	<p><i>PDC NOTE:</i> Use an ice breaker to welcome all Tutors to the 5th PD Session for the semester. E.g. Toli or an action song. (<i>You may pre inform a Tutor to do so</i>)</p> <p>1.1 Ask Tutors to discuss with their elbow partner what lessons they learnt from PD session 4.</p> <p>1.2 Ask tutors to share with the larger group what their friends shared with them.</p> <p>1.3 Ask course Tutors in each of the age phases (Early Grade, Upper Primary Education and JHS Education) with their critical friends to share their experiences and</p>	<p>1.1 Discuss with your elbow partner what lessons you learnt from PD session 4.</p> <p>1.2 Share with the larger group what your friend shared with you.</p> <p>1.3 With your critical friend, shear your experiences and observations from lesson 4 with the larger group for discussion.</p>	20 mins

<p>distinctive aspects of the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the introductory sections up to learning outcomes 	<p>observations from lesson 4 with the larger group for discussion.</p> <p>1.4 Put Tutors into their respective course groups and age phases to read and discuss the lesson description and purpose of lesson 5 from their respective course manuals to have a general overview of the lesson and share immersing ideas and issues across age and course groups.</p> <p>1.5 Ask Tutors to identify important and distinctive aspects of lesson 5 from their course manuals and relate them to the basic school curriculum giving feedback across age and course groups.</p> <p>1.6 Ask Tutors in their groups and age phases to read and discuss the LOs and LIs from their course manuals.</p> <p>E.g. 1 Sports, P.E., Music and Dance in the Global Cultures LO: <i>Demonstrate knowledge on the ability to correlate and generate ideas from Ghanaian art musical forms in their immediate community that reflect a range of different times, cultures and topical issues. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p>	<p>1.4 Sit in your course groups to read and discuss lesson 5 description and purpose from your course manual to have a general overview and share immersing ideas and issues across age and course groups.</p> <p>1.5 Identify important and distinctive aspects of lesson 5 from your course manuals and relate them to the basic school curriculum giving feedback across age and course groups.</p> <p>1.6 Read and discuss the LOS and LIs from your course manual.</p> <p>E.g. 1 Sports, P.E., Music and Dance in the Global Cultures LO: <i>Demonstrate knowledge on the ability to correlate and generate ideas from Ghanaian art musical forms in their immediate community that reflect a range of different times, cultures and topical issues. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p>	
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	<p>LI: Mention three art musical types peculiar a social event in your community and describe how you can correlate and generate ideas for creating your own.</p> <p>E.g. 2 Performance Practice in Africa</p> <p>LO: Demonstrate comprehensive content knowledge in art of playing the Atenteben, its repertoire and be able to perform it before learners as well as school, college and public audiences. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</p> <p>LI: Mention at least two (2) diverse repertoire of your chosen instrument and describe how the pieces reflect our culture to promote and sensitise the public on emerging topical issues.</p> <p>E.g. 3. Entrepreneurial and Life Skills through Sports.</p> <p>LO: Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking. (NTS 2c & 3e; NTECF 16, 21, 25)</p> <p>LI: Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation,</p>	<p>LI: Mention three art musical types peculiar a social event in your community and describe how you can correlate and generate ideas for creating your own.</p> <p>E.g. 2 Performance Practice in Africa</p> <p>LO: Demonstrate comprehensive content knowledge in art of playing the Atenteben, its repertoire and be able to perform it before learners as well as school, college and public audiences. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</p> <p>LI: Mention at least two (2) diverse repertoire of your chosen instrument and describe how the pieces reflect our culture to promote and sensitise the public on emerging topical issues.</p> <p>E.g. 3. Entrepreneurial and Life Skills through Sports.</p> <p>LO: Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking. (NTS 2c & 3e; NTECF 16, 21, 25)</p> <p>LI: Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation,</p>	
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	<p><i>autonomy, creativity and risk-taking.</i></p> <p>E.g. 4 Practice of Coaching. LO: <i>Demonstrate in-depth knowledge of life skills, values and attitudes.</i></p> <p>LI: <i>Describe two activities you will put in place to inculcate the core values of honesty, integrity and citizenry.</i></p> <p>1.7 Ask Tutors to read and discuss the possible barriers of lesson 5 as per their course manuals (PE & Music and Dance) and give feedback across age and course groups.</p>	<p><i>autonomy, creativity and risk-taking.</i></p> <p>E.g. 4 Practice of Coaching. LO: <i>Demonstrate in-depth knowledge of life skills, values and attitudes.</i></p> <p>LI: <i>Describe two activities you will put in place to inculcate the core values of honesty, integrity and citizenry.</i></p> <p>1.7 Read and discuss the possible barriers of lesson 5 as per your course manuals (PE & Music and Dance) and give feedback across age and course groups.</p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • <i>Provide short overview of the lesson</i> • <i>Identify important or distinctive features of the lesson</i> • <i>Identify assessment, aligned to NTEAP</i> • <i>Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD.</i> • <i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i> 	<p>NB <i>Refer to the course description of the various courses to have the overview of the respective courses.</i></p>		
<p>3. Concept Development (New)</p>	<p>2.1 Ask Tutors to outline and discuss key concepts in lesson 5 of their</p>	<p>2.1 Outline and discuss key concepts in lesson 5 of your course manual.</p>	<p>25 mins</p>

<p>learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>respective course manuals.</p> <p>E.g. 1 Sports, P.E. Music and Dance in Global Cultures <i>Appreciating and Appraising Traditional Games and Sports in Middle sector communities of Ghana.</i></p> <p>E.g. 2 Performance Practice in African Instruments and Art Music <i>Video Documentaries Analysis.</i></p> <p>E.g. 3 Entrepreneurial and Life Skills Through Sports <i>Small group teaching and learning practice. Inter-group small sided games competition.</i></p> <p>E.g. 4 Practice of coaching <i>Principles of time and team management.</i></p> <p>2.2 Ask Tutors to identify possible challenging areas in the teaching of the concepts in lesson 5 of their courses and discuss across age and course groups how these challenges could be addressed.</p> <p>E.g. 1 (Entrepreneurial and Life Skills Through Sports) <i>Misconceptions about male’s verse female’s ability to analyse entrepreneurial mind-sets and identify viable start-ups,</i></p> <p>E.g. 2. (Performance Practice in African Instruments and Art Music)</p>	<p>E.g. 1 Sports, P.E. Music and Dance in Global Cultures <i>Appreciating and Appraising Traditional Games and Sports in Middle sector communities of Ghana.</i></p> <p>E.g. 2 Performance Practice in African Instruments and Art Music <i>Video Documentaries Analysis.</i></p> <p>E.g. 3 Entrepreneurial and Life Skills Through Sports) <i>Small group teaching and learning practice. Inter-group small sided games competition.</i></p> <p>E.g. 4 Practice of coaching <i>Principles of time and team management.</i></p> <p>2.2 Identify possible challenging areas in the teaching of the concepts in lesson 5 of your course and discuss across age and course group how these challenges could be addressed.</p> <p>E.g. 1 (Entrepreneurial and Life Skills Through Sports) <i>Misconceptions about male’s verse female’s ability to analyse entrepreneurial mind-sets and identify viable start-ups.</i></p> <p>E.g. 2. (Performance Practice in African Instruments and Art Music)</p>	
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	<p><i>Inability of some students to appreciate or appraise Ghanaian art musical genres due to their physical challenges (visual/hearing impairment).</i></p> <p>2.3 Ask tutors to identify GESI responsive resources they may employ for the delivery of concepts (<i>particularly for persons with SEN at all age levels: Early Grade, Upper, Primary Education and JHS Education</i>).</p> <p>E.g. <i>Avoidance of gender stereotype statements, ensuring usage of learning equipment by both gender and learners with different abilities, music combo, projector, computer etc. by all including person with SEN.</i></p>	<p><i>Inability of some students to appreciate or appraise Ghanaian art musical genres due to their physical challenges (visual/hearing impairment).</i></p> <p>2.3 Identify GESI responsive resources you may employ for the delivery of concepts (<i>particularly for persons with SEN at all age levels: Early Grade, Upper Primary Education and JHS Education</i>).</p> <p>E.g. <i>Avoidance of gender stereotype statements, ensuring usage of learning equipment by both gender and learners with different abilities, music combo, projector, computer etc. by all including person with SEN.</i></p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities “ walk through”.</i> • <i>The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration</i> 	<p>Example of Key Concepts Music and Dance:</p> <p>Discussions on traditional games and sports from the middle sector communities, covering:</p> <ul style="list-style-type: none"> • history and sociological perspectives • meaning/interpretation of each sport/game • step-by-step performance progressions • benefits derived through participation • similarities and differences between/within traditional sports and games across communities, and • value lessons learned and how they transform and 		

<p><i>needs to be given to local availability</i> <i>This section can build on the PD needs identified from the course manuals</i></p>	<p>inform cultural identity and impact on active healthy living.</p> <p>Physical Education: Discussion of time management principles and its overall effect on the achievement of teams goals and overall life aspirations</p> <p>GESI related issues E.g. misconceptions about boys playing some games E.g. draught and boys singing soprano, girls playing guitar and keyboard among others.</p> <p>Gender responsive resources. This may differ from one context to another E.g. misconception about participation of male and female in some games, usage of some training equipment by physically challenged person, music combo, projector, computer and avoidance of stereotype statements.</p>		
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject 	<p>3.1 Ask Tutors to read, discuss and provide feedback across course groups on teaching and learning activities that may address GESI issues.</p> <p>3.2 Ask Tutors to read and suggest required teaching and learning resources for their lessons per their age phases (Early Grade, Upper Primary Education and JHS Education) and describe how to use them.</p>	<p>3.1 In your course group, read- pair-and–share and provide feedback across course groups on teaching and learning activities that may address GESI issues.</p> <p>3.2 Read and suggest required teaching and learning resources for your lesson and describe how to use them.</p>	<p>40 mins</p>

<p>project (30%), subject portfolio (30%) and end of semester examination (40%)</p> <ul style="list-style-type: none"> • Working through one or two activities, 	<p>3.3 Ask Tutors in their small groups to read the assessment component of lesson 5 of the course manual for discussion and align them with the NTEAP, ensuring subject project, subject portfolio and STS opportunities are provided.</p> <p>E.g. 1. (Practice and Coaching) <i>State at least two (2) attributes of life skills of the physical education teacher in the basic schools. (Class exercise)</i></p> <p>E.g. 2. (Sport, PE & Music and Dance in Global Cultures) <i>List the titles of two Ghanaian art works and sing their main themes from memory and describe how they reflect a range of different times, cultures and topical issues (Performance Exercise)</i></p> <p>NB <i>Ask Tutors to remind student teachers to identify how their mentors address GESI related issues per their age phases (Early Grade, Upper Primary Education and JHS Education) during their weekly STS visits.</i></p> <p>3.4 Ask Tutors to suggest at least one new assessment strategy they would adopt in the delivery of their lessons, not forgetting of GESI issues.</p>	<p>3.3 In your small groups read the assessment component of lesson 5 of the course manual for discussion and align them with the NTEAP, ensuring subject project, subject portfolio and STS opportunities are provided.</p> <p>E.g. 1. (Practice and Coaching) <i>State at least two (2) attributes of life skills of the physical education teacher in the basic schools. (Class exercise)</i></p> <p>E.g. 2. (Sport, PE & Music and Dance in Global Cultures) <i>List the titles of two Ghanaian art works and sing their main themes from memory and describe how they reflect a range of different times, cultures and topical issues (Performance Exercise)</i></p> <p>3.4 Suggest at least one new assessment strategy you would adopt in the delivery of your lesson not forgetting of GESI issues.</p>	
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	<p>E.g. (All courses and age phases) <i>Activities relating to low confidence, visual impairment, hearing impairment, pitching, introverts, playing etc.</i></p> <p>3.5 Ask Tutors to mention and discuss how the core and transferrable skills would be developed during the delivery of lesson 5.</p> <p>E.g. (All courses and age phases) <i>Acquisition of ICT skills through the use of computer and projector. Acquisition of Life skills such through teamwork, emotional skills, interpersonal communication, leadership.</i></p> <p><i>NB: encourage tutors to ensure adequate preparation prior to the delivery of the lesson. In the case of unresolved issues consult the subject writing leads.</i></p>	<p>E.g. (All courses and age phases) <i>Activities relating to low confidence, visual impairment, hearing impairment, pitching, introverts, playing etc.</i></p> <p>3.5 Mention and discuss how the core and transferrable skills would be developed during the delivery of lesson 5.</p> <p>E.g. (All courses and age phases) <i>Acquisition of ICT skills through the use of computer and projector. Acquisition of Life skills such through teamwork, emotional skills, interpersonal communication, leadership.</i></p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, E.g. from section 2, or approaches to teaching, learning</i> 	<p>NB <i>Ask Tutors to remind student teachers to identify how their mentors address GESI related issues during their weekly STS visits.</i></p>		

<p><i>and assessment, incl. gender responsive and inclusive approaches</i></p> <ul style="list-style-type: none"> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance</i> 			
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<i>on development of these</i>			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Ask tutors to outline any outstanding issues relating to their respective lessons for clarification.</p> <p>NB <i>Subject lead's support may be sought for further assistance.</i></p> <p>4.2 Ask one Tutor from each course group to do a summary of the session.</p> <p>4.3 Remind tutors to read lesson 6 in their course manual for the next session.</p> <p>4.4 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.</p>	<p>4.1 Outline any outstanding issues relating to your respective lessons for clarification.</p> <p>4.2 A Tutor from each course group should do a summary of the session.</p> <p>4.3 Read lesson 6 in your course manual for the next session.</p> <p>4.4 Remember to invite a critical friend to observe during lesson delivery and provide feedback.</p>	5 mins
<p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring: subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p>	<p><i>Remind Tutors to receive feedback on the progress of work on student teacher's subject project and portfolio (Refer to Lesson 1, item 3.3).</i></p> <p>E.g., 1. (Performance Practice in African Instruments and Art Music) <i>Google online in YouTube to watch and listen to the video clips of Ghanaian Art Music and make a list 10 of patriotic repertoires.</i></p> <p>E.g., 2. (Sport, PE and Music and Dance in Global Cultures) <i>State at least three (3) professional values and attitudes of the PEMD teacher in the basic schools.</i></p>		

Age Phases/Grades: Early Grade Upper Primary Education JHS Education	Name of Subject/s: 1. SPORT, PE AND MUSIC AND DANCE IN GLOBAL CULTURES 2. PERFORMANCE PRACTICE IN AFRICAN INSTRUMENTS AND ART MUSIC 3. ENTREPRENEURIAL AND LIFE SKILLS THROUGH SPORTS 4. PRACTICE AND COACHING
LESSON TITLE: 1. Appreciating and Appraising Traditional musical dance genres in Ghana 2. Introduction to Xylophone (<i>Gyile</i>) Playing 3. Entrepreneurial and Life Skills in Invasion Sports (NOTE: This is lesson 5 of 6). 4. Emotional Skills	

Tutor PD Session for Lesson 6 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <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 state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or 	<p>PDC NOTE: Start with an ice breaker. Narrate your physical reaction to a music from a super market on your way to town. (<i>You may pre inform a Tutor to do so</i>)</p> <p>1.1 Using gender responsive approach, ask Tutors to pair with an elbow partner and share lessons learnt from PD session 5.</p> <p>1.2 Ask Tutors to share with the larger group what their partner shared with them.</p> <p>1.3 Ask tutors with their critical friends to use “radio reporter technique” to share with the larger group their experiences and</p>	<p>1.1 Pair with an elbow partner and share lessons learnt from PD session 5.</p> <p>1.2 Share with the larger group what your partner shared with you.</p> <p>1.3 With your critical friend use “radio reporter technique” to share with the larger group your experiences and</p>	20 mins

<p>distinctive aspects of the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the introductory sections up to learning outcomes 	<p>observations during the delivery of lessons 5.</p> <p>1.4 Ask Tutors to sit in their course groups and age phases to read and discuss the lesson description and purpose of lesson 6 from their course manuals and share immerging ideas and issues across age and course groups.</p> <p>1.5 Ask Tutors to identify important and distinctive aspects of lesson 6 from their course manuals and relate them to the basic school curriculum giving feedback across age and course groups.</p> <p>1.6 Ask Tutors in their groups and age phases to read and discuss the LOs and LIs from their course manuals.</p> <p>E.g. 1 Sports, P.E., Music and Dance in the Global Cultures LO: <i>Demonstrate knowledge on the ability to correlate and generate ideas from Ghanaian traditional musical dance forms in their immediate community that reflect a range of different times, cultures and topical issues. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5</i></p> <p>LI: <i>Mention three traditional musical dance types peculiar to your community and</i></p>	<p>observations during the delivery of lessons 5.</p> <p>1.4 Sit in your course group and age phase to read and discuss the lesson description and purpose of lesson 6 from your course manual and share immerging ideas and issues across age and course groups.</p> <p>1.5 Identify important and distinctive aspects of lesson 6 from your course manuals and relate them to the basic school curriculum giving feedback across age and course groups.</p> <p>1.6 Read and discuss the LOs and LIs from your course manual.</p> <p>E.g. 1 Sports, P.E., Music and Dance in the Global Cultures LO: <i>Demonstrate knowledge on the ability to correlate and generate ideas from Ghanaian traditional musical dance forms in their immediate community that reflect a range of different times, cultures and topical issues. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5</i></p> <p>LI: <i>Mention three traditional musical dance types peculiar to your community and</i></p>	
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	<p><i>describe how you can correlate and generate ideas for creating your own.</i></p> <p>E.g. 2 Performance Practice in Africa LO: <i>Demonstrate comprehensive content knowledge in art of playing the Gyile, its repertoire and be able to perform it before learners as well as school, college and public audiences. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: <i>Mention at least two (2) diverse repertoire of your chosen instrument and describe how the pieces reflect our culture to promote and sensitise the public on emerging topical issues.</i></p> <p>E.g. 3. Entrepreneurial and Life Skills through Sports LO: <i>Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking. (NTS 2c & 3e; NTECF 16, 21, 25)</i></p> <p>LI: <i>Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking</i></p> <p>E.g. 4 Practice of Coaching LO:</p>	<p><i>describe how you can correlate and generate ideas for creating your own.</i></p> <p>E.g. 2 Performance Practice in Africa LO: <i>Demonstrate comprehensive content knowledge in art of playing the Gyile, its repertoire and be able to perform it before learners as well as school, college and public audiences. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: <i>Mention at least two (2) diverse repertoire of your chosen instrument and describe how the pieces reflect our culture to promote and sensitise the public on emerging topical issues.</i></p> <p>E.g. 3. Entrepreneurial and Life Skills through Sports LO: <i>Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking. (NTS 2c & 3e; NTECF 16, 21, 25)</i></p> <p>LI: <i>Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking</i></p> <p>E.g. 4 Practice of Coaching LO:</p>	
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	<p><i>Demonstrate indepth knowledge of life skills, values and attitudes.</i></p> <p>LI: <i>State at least two (2) attributes of life skills of the physical education teacher in the basic schools.</i></p> <p>1.7 Ask Tutors to read and discuss the possible barriers of lesson 6 as per their course manuals (PE & Music and Dance) and give feedback across age and course groups.</p>	<p><i>Demonstrate indepth knowledge of life skills, values and attitudes.</i></p> <p>LI: <i>State at least two (2) attributes of life skills of the physical education teacher in the basic schools.</i></p> <p>1.7 Read and discuss the possible barriers of lesson 6 as per your course manuals (PE & Music and Dance) and give feedback across age and course groups.</p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • <i>Provide short overview of the lesson</i> • <i>Identify important or distinctive features of the lesson</i> • <i>Identify assessment, aligned to NTEAP</i> • <i>Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD.</i> • <i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i> 			

<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Ask Tutors to outline and discuss some key concepts in lesson 6 of their respective course manuals as related to the BSC.</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music) <i>How Ghanaian traditional musical dance forms reflect a range of different times, cultures and topical issues. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 &</i></p> <p>E.g. 2. (Entrepreneurial and Life Skills Through Sports) <i>The impact of entrepreneurial games conditions on practice of life skills. (NTS 2c, d 3 f, g; NTECF 16,21,25)</i></p> <p>2.2 Ask Tutors to identify possible challenging areas in the teaching of the concepts in lesson 6 of their courses and discuss across age and course groups how these challenges could be addressed.</p> <p>2.3 In their course groups and age phases, ask Tutors to read, discuss and share with the larger group the possible barriers to the delivery lesson 6.</p> <p>E.g. (All courses and age phases) <i>Lack of creativity, lack of self-awareness, coping etc</i></p>	<p>2.1 Outline and discuss some key concepts in lesson 6 of your respective course manual as related to the BSC.</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music) <i>How Ghanaian traditional musical dance forms reflect a range of different times, cultures and topical issues. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 &</i></p> <p>E.g. 2. (Entrepreneurial and Life Skills Through Sports) <i>The impact of entrepreneurial games conditions on practice of life skills. (NTS 2c, d 3 f, g; NTECF 16,21,25)</i></p> <p>2.2 Identify possible challenging areas in the teaching of the concepts in lesson 6 of your course and discuss across age and course group how these challenges could be addressed.</p> <p>2.3 In your course group and age phase, read, discuss and share with the larger group the possible barriers to the delivery lesson 6.</p> <p>E.g. (All courses and age phases) <i>Lack of creativity, lack of self-awareness, coping etc</i></p>	<p>25 mins</p>
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	<p>2.4 Ask tutors to suggest and discuss possible GESI related issues which may arise during the lesson delivery.</p> <p>E.g. 1. Entrepreneurial and Life Skills Through Sports:</p> <p><i>a. Females cannot coach in Sport.</i></p> <p><i>b. why don't women mix up with men in playing soccer?</i></p> <p>E.g. 2. Performance Practice in African Instruments and Art Music :</p> <p><i>a. Why Females do not play some musical instruments (drum)?</i></p> <p><i>b. Only the people from Northern Ghana can play the Xylophone.</i></p> <p>2.2 Ask tutors to identify GESI responsive resources and pedagogies they may employ for the delivery of concepts (<i>particularly for persons with SEN</i>).</p> <p>E.g. (All courses and age phases)</p> <p><i>Tribal prohibition of some sexes to participate in some musical genres, use of Projector to enlarge words, computer, music combo, mobile phone, demonstration etc.</i></p>	<p>2.4 Ask tutors to suggest and discuss possible GESI related issues which may arise during the lesson delivery.</p> <p>E.g. Entrepreneurial and Life Skills Through Sports:</p> <p><i>a. Females cannot coach in Sport.</i></p> <p><i>b. why don't women mix up with men in playing soccer?</i></p> <p>E.g. 2. Performance Practice in African Instruments and Art Music :</p> <p><i>a. Why Females do not play some musical instruments (drum).</i></p> <p><i>b. Only the people from Northern Ghana can play the Xylophone.</i></p> <p>2.2 Identify GESI responsive resources and pedagogies they may employ for the delivery of concepts (<i>particularly for persons with SEN</i>)</p> <p>E.g. (All courses and age phases)</p> <p><i>Tribal prohibition of some sexes to participate in some musical genres, use of Projector to enlarge words, computer, music combo, mobile phone, demonstration etc.</i></p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be 			

<p><i>considered prior to taking tutors through the lesson activities “ walk through”.</i></p> <ul style="list-style-type: none"> <i>The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</i> <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities, 	<p>3.1 From the course manual and age phases, ask Tutors to read and share with the small group the teaching and learning activities in their respective courses and identify areas that need clarification for discussion.</p> <p>3.2 Ask Tutors to discuss and provide feedback across course groups on teaching and learning activities that may address GESI issues.</p> <p>E.g. (PE & Music and Dance for all age phases)</p> <p>a. <i>The use of mobile phone for the search of information online.</i></p> <p>b. <i>The use of computer and a projector to show videos, pictures and PowerPoint presentations.</i></p> <p>3.3 Ask Tutors in their small groups to read the assessment opportunities</p>	<p>3.1 In your course areas, read the teaching and learning activities individually and identify areas that need clarification.</p> <p>3.2 Discuss and provide feedback across course groups on teaching and learning activities that may address GESI issues.</p> <p>E.g. (PE & Music and Dance for all age phases)</p> <p>a. <i>The use of mobile phone for the search of information online.</i></p> <p>b. <i>The use of computer and a projector to show videos, pictures and PowerPoint presentations.</i></p> <p>3.3 In your small groups read the assessment opportunities in lesson 6</p>	<p>40 mins</p>

	<p>in lesson 6 of the course manual and discuss its alignment with the NTEAP, ensuring subject project and subject portfolio activities are aligned with NTEAP.</p> <p>E.g., 1. (Performance Practice in African Instruments and Art Music) <i>Show a performance to learners and ask them to describe three elements to listen/look for to appreciate or appraise Ghanaian art musical genres.</i></p> <p>E.g., 2. (Practice and Coaching) <i>State at least two (2) attributes of life skills of the physical education teacher in the basic schools.</i></p> <p>NB <i>Ask Tutors to remind student teachers to identify how their mentors address GESI related issues during their weekly STS visits.</i></p> <p>3.4 Ask Tutors to suggest at least one new assessment strategy they would adopt in the delivery of their lessons not forgetting of GESI issues.</p> <p>E.g. (All courses and age phases) <i>Group work, project work, PowerPoint presentation, music/dance performance etc.</i></p> <p>3.5 Ask Tutors to mention and indicate how some of</p>	<p>of the course manual and discuss its alignment with the NTEAP, ensuring subject project sand subject portfolio activities are aligned with NTEAP.</p> <p>E.g., 1. (Performance Practice in African Instruments and Art Music) <i>Show a performance to learners and ask them to describe three elements to listen/look for to appreciate or appraise in Ghanaian art musical genres.</i></p> <p>E.g. 2. (Practice and Coaching) <i>State at least two (2) attributes of life skills of the physical education teacher in the basic schools.</i></p> <p>3.4 Suggest at least one new assessment strategy you would adopt in the delivery of your lessons not forgetting of GESI issues.</p> <p>E.g. (All courses and age phases) <i>Group work, project work, PowerPoint presentation, music/dance performance etc.</i></p> <p>3.5 Mention and indicate how some of the core</p>	
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	<p>the core and transferrable skills would be developed during the delivery of lesson 6.</p> <p>E.g. (All courses and age phases)</p> <p><i>a. Acquisition of ICT skills through surfing YouTube for relevant videos, use of projector, use of group presentations to develop collaboration, computer, mobile phone usage, music combo etc.</i></p> <p><i>b. Acquisition of collaborative skills through group performance, subject project work, presentations etc.</i></p>	<p>and transferrable skills would be developed during the delivery of lesson 6.</p> <p>E.g. (All courses and age phases)</p> <p><i>a. Acquisition of ICT skills through surfing YouTube for relevant videos, use of projector, use of group presentations to develop collaboration, computer, mobile phone usage, music combo etc.</i></p> <p><i>b. Acquisition of collaborative skills through group performance, subject project work, presentations etc.</i></p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience . These could involve applying new content, E.g.. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive and inclusive approaches</i> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> 	<p>NB</p> <p><i>Ask Tutors to remind student teachers to identify how their mentors address GESI related issues during their weekly STS visits.</i></p>		

<ul style="list-style-type: none"> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<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 Ask a Tutor from each course group and age</p>	<p>4.1 Outline any outstanding issues relating to your lesson for clarification.</p> <p>4.2 A Tutor from each course group should do a recap of the session.</p>	<p>5 mins</p>

	<p>phase to do a recap of the session.</p> <p>4.3 Remind tutors to read lesson 7 in their course manual for the next session.</p> <p>4.4 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.</p> <p>NB <i>Subject lead's support may be sought for further assistance.</i></p>	<p>4.3 Read lesson 7 in your course manual for the next session.</p> <p>4.4 Remember to invite a critical friend to observe during lesson delivery and provide feedback at the next session.</p>	
<p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring : subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p>	<p><i>Remind tutors to ask for updates from student teachers on the progress of the subject project and subject portfolio for the semester. (Refer to Lesson 1, item 3.3).</i></p> <p>E.g. 1. (Practice and Coaching) <i>State at least two (2) attributes of life skills of the physical education teacher in the basic schools.</i></p> <p>E.g. 2. (Sport, PE and Music and Dance in Global Cultures) <i>Mention three traditional musical dance types peculiar to your community and describe how you can correlate and generate ideas for creating your own.</i></p>		

Age Phases/Grades: Early Grade Upper Primary Education JHS Education	Name of Subject/s: 1. SPORT, PE AND MUSIC AND DANCE IN GLOBAL CULTURES 2. PERFORMANCE PRACTICE IN AFRICAN INSTRUMENTS AND ART MUSIC 3. ENTREPRENEURIAL AND LIFE SKILLS THROUGH SPORTS 4. PRACTICE AND COACHING
LESSON TITLE: 1. Appreciating and Appraising Popular Music in Ghana 2. Researching and organising your Dance Sequence and Song Cycles (a medley of traditional dances and songs) 3. Entrepreneurial and Life Skills in ball and racket/bat Sports (<i>NOTE: This is lesson 1 of 2</i>). 4. Game Adaptations by number of participants	

Tutor PD Session for Lesson 8 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <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. <i>What PD Session participants (Tutors) will do during each state of the session)</i>	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s 	<p>PDC NOTE: Use an ice breaker to begin the session (E.g. “My First Job”. Have every member write down their first job on a post-it-note. Compile and read out each job and the group tries to identify who it is.</p> <p>1.1 Ask Tutors to do a reflection on lesson 7 in their course groups and share with the larger group.</p> <p>1.2 Ask Tutors to sit in their course groups and age phases and ask them to read and discuss the lesson description from their respective course manuals to have an overview and purpose of</p>	<p>1.1 Do a reflection on lesson 7 in your course group and share with the larger group.</p> <p>1.2 Sit in your course group and age phase and discuss the lesson description from your course manual to have an overview and purpose of the lesson and share across age and course groups.</p>	20 mins

<ul style="list-style-type: none"> • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>the lessons and share across age and course groups.</p> <p>E.g. 1 Sports, P.E., Music and Dance in the Global Cultures <i>The lesson focuses on popular music in Ghana.</i></p> <p>E.g. 2 Performance Practice in Africa <i>The lesson focuses on giving practical direction to students on art of researching, sequencing stylised dance and creating song cycles for a medley of Ghanaian traditional dance genres that ultimately prepare students for musical concerts.</i></p> <p>E.g. 3 Entrepreneurial and Life Skills through Sports <i>This lesson exposes student teachers to ball and racket/bat sports including tennis, table tennis, and badminton</i></p> <p>E.g. 4 Practice of Coaching <i>This lesson covers the ability to vary tactics and custom of play in numerous advantage and disadvantage situations respectively</i></p> <p>1.3 Ask Tutors to identify important and distinctive aspects of lesson 8 from their course manuals and relate them to the basic school curriculum giving feedback across age and course groups.</p>	<p>E.g. 1 Sports, P.E., Music and Dance in the Global Cultures <i>The lesson focuses on popular music in Ghana.</i></p> <p>E.g. 2 Performance Practice in Africa <i>The lesson focuses on giving practical direction to students on art of researching, sequencing stylised dance and creating song cycles for a medley of Ghanaian traditional dance genres that ultimately prepare students for musical concerts.</i></p> <p>E.g. 3 Entrepreneurial and Life Skills through Sports <i>This lesson exposes student teachers to ball and racket/bat sports including tennis, table tennis, and badminton</i></p> <p>E.g. 4 Practice of Coaching <i>This lesson covers the ability to vary tactics and custom of play in numerous advantage and disadvantage situations respectively</i></p> <p>1.3 Identify important and distinctive aspects of lesson 8 from your course manual and relate them to the basic school curriculum giving feedback across age and course groups.</p>	
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	<p>1.4 Ask Tutors in each course group to read and discuss the LOs and LIs from their course manuals and share immersing ideas and issues across age and course groups.</p> <p>Refer to the course manual</p> <p>E.g. Sports, P.E., Music and Dance in the Global Cultures LO: <i>Demonstrate knowledge on the ability to correlate and generate ideas from Ghanaian popular musical forms in their immediate community that reflect a range of different times, cultures and topical issues.</i> NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</p> <p>LI: <i>Mention three popular musical types peculiar to your community and describe how you can correlate and generate ideas for creating your own.</i></p> <p>Performance Practice in Africa LO: <i>Demonstrate comprehensive content knowledge creating a medley of traditional dances and songs to be performed in a concert or social events.</i> (NTS 2c & 2d, NTECF p16.</p> <p>LI: <i>Exhibit notes on indigenous instruments to be used in the dance sequence.</i></p>	<p>1.4 In your course group read and discuss the LOs and LIs from your course manual and share immersing ideas and issues across age and course groups.</p> <p>Refer to the course manual</p> <p>E.g. Sports, P.E., Music and Dance in the Global Cultures LO: <i>Demonstrate knowledge on the ability to correlate and generate ideas from Ghanaian popular musical forms in their immediate community that reflect a range of different times, cultures and topical issues.</i> NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</p> <p>LI: <i>Mention three popular musical types peculiar to your community and describe how you can correlate and generate ideas for creating your own.</i></p> <p>Performance Practice in Africa LO: <i>Demonstrate comprehensive content knowledge creating a medley of traditional dances and songs to be performed in a concert or social events.</i> (NTS 2c & 2d, NTECF p16.</p> <p>LI: <i>Exhibit notes on indigenous instruments to be used in the dance sequence.</i></p>	
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	<p>Entrepreneurial and Life Skills through Sports LO: <i>Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking.</i> (NTS 2c & 3e; NTECF 16, 21, 25)</p> <p>LI: Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking</p> <p>Practice of Coaching LO: <i>Demonstrate Indepth knowledge of life skills, values and attitudes</i></p> <p>LI: <i>Practice and monitor organized contact sports participation as they relate to increase/ decrease in overall physical activity level.</i></p>	<p>Entrepreneurial and Life Skills through Sports LO: <i>Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking.</i> (NTS 2c & 3e; NTECF 16, 21, 25)</p> <p>LI: Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking</p> <p>Practice of Coaching LO: <i>Demonstrate Indepth knowledge of life skills, values and attitudes</i></p> <p>LI: <i>Practice and monitor organized contact sports participation as they relate to increase/ decrease in overall physical activity level.</i></p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • Provide short overview of the lesson • Identify important or distinctive features of the lesson • Identify assessment, aligned to NTEAP • Anticipate questions which might arise from the introduction to the lesson and provide 	<p>Refer to the course description of the various courses to have the overview of the respective courses.</p>		

<p><i>responses for SL/HoD.</i></p> <ul style="list-style-type: none"> • <i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i> 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 In their course groups and age phases, ask Tutors to identify and discuss the key concepts as per their course manuals and their links with the basic school curriculum.</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music) <i>Elements you will to listen/look for to appreciate or appraise Ghanaian popular musical genres.</i></p> <p>E.g. 2. (Practice and Coaching) <i>Adaptation situations in general. i.e. how one specific situation change game plans.</i></p> <p>2.2 In their course groups and age phases, ask Tutors to identify possible challenging areas in teaching of the concepts in lesson 8 (these may include GESI related issues) and discuss across age and course groups how these challenges could be addressed.</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music)</p>	<p>2.1 Identify and discuss the key concepts as per your course manual and their links with the basic school curriculum.</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music) <i>Elements you will to listen/look for to appreciate or appraise Ghanaian popular musical genres.</i></p> <p>E.g. 2. (Practice and Coaching) <i>Adaptation situations in general. i.e. how one specific situation change game plans.</i></p> <p>2.2 Identify possible challenging areas in teaching of the concepts in lesson 8 (these may include GESI related issues) and discuss across age and course groups how these challenges could be addressed.</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music)</p>	<p>25 mins</p>

	<p><i>Performing and manipulating the various African instruments in reality.</i></p> <p>E.g. 2. (Practice and Coaching) <i>Inadequate knowledge about the rules and regulation of the various games/sports</i></p> <p>2.3 Ask tutors to identify GESI responsive resources they may employ for the delivery of concepts (<i>particularly for persons with SEN</i>)</p> <p>E.g. (All courses and age phases) <i>Usage of computer, projector, mobile phones to show pictures and videos of African music, providing students with tactiles and manipulative instruments and games/sports.</i></p>	<p><i>Performing and manipulating the various African instruments in reality.</i></p> <p>E.g. 2. (Practice and Coaching) <i>Inadequate knowledge about the rules and regulation of the various games/sports</i></p> <p>2.4 Identify GESI responsive resources you will employ for the delivery of concepts (<i>particularly for persons with SEN</i>)</p> <p>E.g. (All courses and age phases) <i>Usage of computer, projector, mobile phones to show pictures and videos of African music, providing students with tactiles and manipulative instruments and games/sports.</i></p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities “walk through”.</i> • <i>The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they</i> 			

<p><i>should be used.</i> <i>Consideration needs to be given to local availability</i> <i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.1 Ask Tutors to read and share with the small group the teaching and learning activities in their respective courses and age phases and identify areas that need clarification for discussion.</p> <p>3.2 Guide Tutors to use think-pair-share technique to suggest required teaching and learning resources for their lessons and describe how to use them.</p> <p>NB <i>Ast tutors to remind student teachers to observe how mentors addressed GESI issues during the use of teaching and learning resources at their weekly visits.</i></p> <p>3.3 Ask Tutors in their small groups to read the assessment opportunities in lesson 8 of the course manual and discuss its alignment with the NTEAP, ensuring subject project and subject portfolio activities are aligned with NTEAP.</p> <p>E.g. (Sport, PE and Music and Dance in Global Cultures)</p>	<p>3.1 In your course area, read the teaching and learning activities and identify areas that need clarification for discussion.</p> <p>3.2 Use think-pair-share technique to suggest required teaching and learning resources for your lesson and describe how to use them.</p> <p>3.3 In your small groups read the assessment opportunities in lesson 8 of the course manual and discuss its alignment with the NTEAP, ensuring subject project and subject portfolio activities are aligned with NTEAP.</p> <p>E.g. (Sport, PE and Music and Dance in Global Cultures)</p>	<p>40 mins</p>

	<p><i>Describe how you will use Enquiry Approach to facilitate the writing of a narrative on popular musical genre for an appreciation lesson presentation in PEMD.</i></p> <p>3.4 Ask Tutors to suggest at least one new assessment strategy they would adopt in the delivery of their lessons not forgetting of GESI issues.</p> <p>E.g. (All courses and age phases) <i>Group work, subject project, presentation, dance, music and sports performance etc.</i></p> <p>3.5 Ask Tutors to mention and indicate how some of the core and transferrable skills would be developed during the delivery of lesson 7.</p> <p>E.g. (All courses and age phases) a. <i>Acquisition of ICT skills through searching for YouTube videos, use of projector for group PowerPoint presentations, computer usage, mobile phone usage, music combo etc.</i></p> <p>b. <i>Acquisition of collaborative skills through group performance, subject project work, presentations etc.</i></p>	<p><i>Describe how you will use Enquiry Approach to facilitate the writing of a narrative on popular musical genre for an appreciation lesson presentation in PEMD.</i></p> <p>3.2 Suggest at least one new assessment strategy you would adopt in the delivery of your lesson not forgetting of GESI issues.</p> <p>E.g. (All courses and age phases) <i>Group work, project work, presentation, performance etc.</i></p> <p>3.5 Mention and indicate how some of the core and transferrable skills would be developed during the delivery of lesson 7.</p> <p>E.g. (All courses and age phases) a. <i>acquisition of ICT skills through searching for YouTube videos, use of projector for group presentations, computer, mobile phone usage, music combo etc.</i></p> <p>b. <i>Acquisition of collaborative skills through group performance, subject project work, presentations etc.</i></p>	
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<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience . These could involve applying new content, E.g.. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive and inclusive approaches</i> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>Makes links to the existing PD Themes with page reference where they can support teaching, for</i> 			
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<p><i>example: action research, questioning and to other external reference material</i></p> <ul style="list-style-type: none"> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation In the case of unresolved issues 	<p>4.1 Ask tutors to outline any outstanding issues relating to their respective lessons for clarification.</p> <p>4.2 Ask a Tutor from each course group to do a summary of the session.</p> <p>4.3 Remind tutors to read lesson 9 in their course manual before the next session.</p> <p>4.4 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.</p> <p>NB <i>Subject lead's support may be sought for further assistance.</i></p>	<p>4.1 Outline any outstanding issues relating to your respective lesson for clarification.</p> <p>4.2 A Tutor from each course group should do a summary of the session.</p> <p>4.3 Read lesson 9 in your course manual before the next session.</p> <p>4.4 Remember to invite a critical friend to observe during lesson delivery and provide feedback.</p>	<p>5 mins</p>
<p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous</p>	<p>Ask Tutors in their course groups to read the assessment components of lesson 8 and discuss how to align it to the NTEAP, ensuring subject project and subject portfolio.</p> <p>E.g.1. (Entrepreneurial and Life Skills through Sports) <i>What is the implication of branding learnt in sports on your life skills?</i></p> <p>E.g.2. (Sport, PE and Music and Dance in Global Cultures)</p>		

<p>assessment and 40 % End of semester examination. This means ensuring : subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p>	<p><i>List the titles of two Ghanaian popular musical genre types from memory and describe how they reflect a range of different times, cultures and topical issues.</i></p> <p>Remind tutors to receive update on students' progress in Subject project and portfolio</p>
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Age Phases/Grades: Early Grade Upper Primary Education JHS Education	Name of Subject/s: 1. SPORT, PE AND MUSIC AND DANCE IN GLOBAL CULTURES 2. PERFORMANCE PRACTICE IN AFRICAN INSTRUMENTS AND ART MUSIC 3. ENTREPRENEURIAL AND LIFE SKILLS THROUGH SPORTS 4. PRACTICE AND COACHING
LESSON TITLE: 1. Appreciating and Appraising Team Sports from Around the World 2. Drum Language Performance Techniques 3. Entrepreneurial and Life Skills in ball and racket/bat Sports (NOTE: This is lesson 2 of 2). 4. Game Adaptations by Gender Representation	

Tutor PD Session for Lesson 9 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <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 state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s 	<p>PDC NOTE: Use an ice breaker to begin the session. (You may Pre-inform a Tutor to give a <i>Toli</i>)</p> <p>1.1 Ask Tutors to do a reflection on previous PD Session (8) in their course groups and let one Tutor from each course group share with the larger group what their friends shared with them.</p> <p>1.2 Ask course Tutors with their critical friends to brief the larger group on their experiences and observations during the delivery of lesson 8.</p> <p>1.3 In their course groups and age phases, ask Tutors to read and discuss the description of</p>	<p>1.1 Do a reflection on previous PD Session (8) in your course groups and share with the larger group what your friend shared with you.</p> <p>1.2 With your critical friend brief the larger group on your experiences and observations during the delivery of lesson 8.</p> <p>1.3 Read and discuss the description of lesson 9 from your course manual (PE & Music and Dance</p>	20 mins

<ul style="list-style-type: none"> Reading and discussion of the introductory sections up to learning outcomes 	<p>lesson 9 from their respective course manuals (PE & Music and Dance manuals) to have an overview and purpose of the lessons.</p> <p>E.g. Sports, P.E., Music and Dance in the Global Cultures <i>The lesson focuses on appreciation and appraisal of team sports from around the world</i></p> <p>Performance Practice in Africa <i>The lesson focuses on giving practical direction to students on art of creating drum poetry that ultimately prepare students for musical concerts or social event performance.</i></p> <p>Entrepreneurial and Life Skills through Sports <i>Entrepreneurial and Life Skills in ball and racket/bat Sports</i></p> <p>Practice of Coaching <i>Covers the ability of the coach to adapt game plans to suit gender representation</i></p> <p>1.4 In their course groups and age phases, ask Tutors to identify and discuss important and distinctive aspects of lesson 9 from their course manuals and share with the larger group.</p> <p>E.g. Sports, P.E., Music and Dance in the Global Cultures</p>	<p>manuals) to have an overview and purpose of the lesson.</p> <p>E.g. Sports, P.E., Music and Dance in the Global Cultures <i>The lesson focuses on appreciation and appraisal of team sports from around the world</i></p> <p>Performance Practice in Africa <i>The lesson focuses on giving practical direction to students on art of creating drum poetry that ultimately prepare students for musical concerts or social event performance.</i></p> <p>Entrepreneurial and Life Skills through Sports <i>Entrepreneurial and Life Skills in ball and racket/bat Sports</i></p> <p>Practice of Coaching <i>Covers the ability of the coach to adapt game plans to suit gender representation</i></p> <p>1.4 Identify and discuss important and distinctive aspects of lesson 9 from your course manual and share with the larger group.</p> <p>E.g. Sports, P.E., Music and Dance in the Global Cultures</p>	
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	<p><i>Demonstrate knowledge on the ability to correlate and generate ideas from Ghanaian art musical forms i</i></p> <p>Performance Practice in Africa <i>Documentary analysis of African dance sequence</i></p> <p>Entrepreneurial and Life Skills through Sports Discussion and exploration of appropriate body language</p> <p>Practice of Coaching <i>Game adaptations by gender representation</i></p> <p>1.5 Ask Tutors in their groups to read and discuss the LOs and LIs from their course manuals and share immersing issues across course groups.</p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) LO: <i>Demonstrate knowledge of the genres and their stylized dances to be employed in the dance drama. (NTS 2e & 2f, NTECF p16.</i></p> <p>LI: <i>Mention three art musical types peculiar a social event in your community and describe how you can correlate and generate ideas for creating your own.</i></p> <p>E.g. 2. (Practice and Coaching) LI : <i>Monitor and keep record of time accrued in organized sport participation.</i></p>	<p><i>Demonstrate knowledge on the ability to correlate and generate ideas from Ghanaian art musical forms i</i></p> <p>Performance Practice in Africa <i>Documentary analysis of African dance sequence</i></p> <p>Entrepreneurial and Life Skills through Sports Discussion and exploration of appropriate body language</p> <p>Practice of Coaching <i>Game adaptations by gender representation</i></p> <p>1.5 Read and discuss the LOs and LIs from your course manual and share among course groups the emerging ideas.</p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) LO: <i>Demonstrate knowledge of the genres and their stylized dances to be employed in the dance drama. (NTS 2e & 2f, NTECF p16.</i></p> <p>LI: <i>Mention three art musical types peculiar a social event in your community and describe how you can correlate and generate ideas for creating your own.</i></p> <p>E.g. 2. (Practice and Coaching) LI : <i>Monitor and keep record of time accrued in organized sport participation</i></p>	
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	<p>LI: <i>Perform bicycling, field events, volleyball, Bicycling and field event (high jump), weight lifting.</i></p>	<p>LI: <i>Perform bicycling, field events, volleyball, Bicycling and field event (high jump), weight lifting.</i></p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • Provide short overview of the lesson • Identify important or distinctive features of the lesson • Identify assessment, aligned to NTEAP • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. • Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD 	<p>NOTE <i>Refer to the course description of the various courses to have the overview of the respective courses.</i></p>		
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Ask Tutors to identify and discuss the key concepts as per their course manuals and provide feedback across their course groups.</p> <p>E.g.1. (Performance Practice in African Instruments and Art Music) <i>Techniques in playing talking drum.</i></p> <p>E.g. 2. (Sport, PE and Music and Dance in Global Cultures) <i>Appreciating and appraising of other sports around the world.</i></p>	<p>2.1 Identify and discuss the key concepts as per your course manual and provide feedback across your course group.</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music) <i>Techniques in playing talking drum.</i></p> <p>E.g. 2. (Sport, PE and Music and Dance in Global Cultures) <i>Appreciating and appraising of other sports around the world.</i></p>	25 mins

	<p>2.2 In their course groups, ask Tutors to identify and discuss possible challenging areas in the teaching of the concepts in lesson 9 of their courses and discuss across age and course groups how these challenges could be addressed (This may include students with SEN).</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music) <i>Teaching the various techniques in playing talking drum which may be alien to some ethnic groups of students.</i></p> <p>E.g. 2. (Sport, PE and Music and Dance in Global Cultures) <i>Students' familiarization with other sports in the world.</i></p> <p>2.3 Ask tutors to identify GESI responsive resources and pedagogies they may employ for the delivery of concepts (<i>particularly for persons with SEN</i>)</p> <p>E.g.1. (Performance Practice in African Instruments and Art Music) <i>Online Videos and Physical Traditional instruments.</i></p> <p>E.g. 2. (Sport, PE and Music and Dance in Global Cultures)</p>	<p>2.2 Identify possible challenging areas in the teaching of the concepts in lesson 9 of your course and discuss across age and course group how these challenges could be addressed (This may include students with SEN).</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music) <i>Teaching the various techniques in playing talking drum which may be alien to some ethnic groups of students.</i></p> <p>E.g. 2. (Sport, PE and Music and Dance in Global Cultures) <i>Students' familiarization with other sports in the world.</i></p> <p>2.3 Identify GESI responsive resources and pedagogies you may employ for the delivery of concepts (<i>particularly for persons with SEN</i>)</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music) <i>Online Videos and Physical Traditional instruments.</i></p> <p>E.g. 2. (Sport, PE and Music and Dance in Global Cultures)</p>	
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	<p><i>Male and female international games/sports.</i></p> <p>The talking drum https://www.youtube.com/watch?v=JT3tIJzAkcc</p> <p>Culture And Sport' https://www.coe.int/en/web/compass/culture-and-sport</p>	<p><i>Male and female international games/sports.</i></p> <p>The talking drum https://www.youtube.com/watch?v=JT3tIJzAkcc</p> <p>Culture And Sport' https://www.coe.int/en/web/compass/culture-and-sport</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities “walk through”. The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification Reading of assessment 	<p>3.1 Ask Tutors to read and share with the small group the teaching and learning activities in their respective courses and identify areas that need clarification for discussion across their course groups.</p> <p>3.2 Ask Tutors to suggest required teaching and</p>	<p>3.1 In your course areas, read the teaching and learning activities individually and identify areas that need clarification for discussion across your course group.</p> <p>3.2 Suggest required teaching and learning resources</p>	40 mins

<p>opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%)</p> <ul style="list-style-type: none"> • Working through one or two activities, 	<p>learning resources for their lessons and describe how to use them.</p> <p>3.3 Ask Tutors in their small groups to read the assessment opportunities in lesson 9 of the course manual and discuss how to align them with the NTEAP, ensuring subject project and subject portfolio activities are aligned with NTEAP.</p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) List the titles of two Ghanaian art works and sing their main themes from memory and describe how they reflect a range of different times, cultures and topical issues</p> <p>E.g. 2. (Entrepreneurial and Life Skills Through Sports) Critically analyze entrepreneurial mind-sets and provide examples of viable start-ups.</p> <p>3.4 Ask Tutors to suggest assessment strategies they would adopt in the delivery of their lessons not forgetting of GESI issues.</p> <p>E.g.(All courses and age phases) <i>Group work, project work, presentation, performance etc.</i></p> <p>3.5 Ask Tutors to mention and indicate how some of</p>	<p>for this lesson and describe how to use them.</p> <p>3.3 In your small groups read the assessment opportunities in lesson 9 of the course manual and discuss how to align them with the NTEAP, ensuring subject project and subject portfolio activities are aligned with NTEAP.</p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) List the titles of two Ghanaian art works and sing their main themes from memory and describe how they reflect a range of different times, cultures and topical issues</p> <p>E.g. 2. (Entrepreneurial and Life Skills Through Sports) Critically analyze entrepreneurial mind-sets and provide examples of viable start-ups.</p> <p>3.4 Suggest assessment strategies you would adopt in the delivery of your lesson not forgetting of GESI issues.</p> <p>E.g. (All courses and age phases) <i>Group work, project work, presentation, performance etc.</i></p> <p>3.5 Mention and indicate how some of the core</p>	
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	<p>the core and transferrable skills would be developed during the delivery of lesson 9.</p> <p>E.g. (All courses and age phases)</p> <p>a. <i>Acquisition of Life skills through teamwork, goal setting, time management, interpersonal communication etc.</i></p> <p>b. <i>Acquisition of collaborative skills through group performance, subject project work, presentations etc.</i></p>	<p>and transferrable skills would be developed during the delivery of lesson 9.</p> <p>E.g. (All courses and age phases)</p> <p>a. <i>Acquisition of Life skills through teamwork, goal setting, time management, interpersonal communication etc.</i></p> <p>b. <i>Acquisition of collaborative skills through group performance, subject project work, presentations etc.</i></p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience . These could involve applying new content, E.g.. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive and inclusive approaches</i> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> 			

<ul style="list-style-type: none"> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Ask tutors to outline any outstanding issues relating to their respective lessons for clarification.</p> <p>4.2 Ask a Tutor from each course group to do a recap of the session.</p>	<p>4.1 Outline any outstanding issues relating to your respective lessons for clarification.</p> <p>4.2 A Tutor from each course group should do a recap of the session.</p>	<p>5 mins</p>

	<p>4.3 Remind tutors to read lesson 10 in their course manual for the next session.</p> <p>4.4 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.</p> <p>NB <i>Subject lead's support may be sought for further assistance.</i></p>	<p>4.3 Read lesson 10 in your course manual for the next session.</p> <p>4.4 Remember to invite a critical friend to observe during lesson delivery and provide feedback.</p>	
<p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring : subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p>	<p>Ask Tutors in their course groups to read the assessment components of lesson 9 and discuss its alignment with the NTEAP, ensuring subject project and subject portfolio.</p> <p><i>Remind students of the subject project and receive update on their progress.</i></p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) <i>What is the influence of global team sports on traditional games and sports (how they have shaped our cultural identity)</i></p> <p>E.g. 2 (Performance Practice in African Instruments and Art Music) <i>Create a poetry to herald the Paramount Chief of your local community and use text as drum poetry.</i></p>		

Age Phases/Grades: Early Grade Upper Primary Education JHS Education	Name of Subject/s: 1. SPORT, PE AND MUSIC AND DANCE IN GLOBAL CULTURES 2. PERFORMANCE PRACTICE IN AFRICAN INSTRUMENTS AND ART MUSIC 3. ENTREPRENEURIAL AND LIFE SKILLS THROUGH SPORTS 4. PRACTICE AND COACHING
LESSON TITLE: 1. Appreciating and Appraising Music of Global Cultures 2. The Concert Event Preparation 3. Entrepreneurial and Life Skills Sports Festival (NOTE: This is lesson 1 of 2). 4. Game adaptations by rules and/or size of playing area	

Tutor PD Session for Lesson 10 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <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 state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s 	<p>PDC NOTE: Start the session with an ice breaker (eg. My first day at work) Pre- inform a Tutor to do that.</p> <p>1.1 Ask Tutors to do a reflection on PD Session 9 in their course groups and share what they learnt with the larger group.</p> <p>1.2 Ask Tutors with their critical friends to brief the larger group on their experiences and observations from lesson 9.</p> <p>1.3 Ask Tutors to read and discuss the description of lesson 10 from their respective course manuals (PE & Music and Dance manuals) to have</p>	<p>1.1 Do a reflection on PD Session 9 in your course groups and share what you learnt with the larger group.</p> <p>1.2 with your critical friend, brief the larger group on your experiences from lesson 9.</p> <p>1.3 Read and discuss the description of lesson 10 from your course manual (PE & Music and Dance manuals) to have the</p>	20 mins

<ul style="list-style-type: none"> Reading and discussion of the introductory sections up to learning outcomes 	<p>an overview and purpose of the courses.</p> <p>E.g Sports, P.E., Music and Dance in the Global Cultures <i>The lesson focuses on music of global cultures,</i></p> <p>Performance Practice in Africa <i>To discuss how to effectively organise rehearsals by explaining some useful rehearsal technique adaptations, manageable rehearsal schedules and the ethos with rehearsals prior to the concert.</i></p> <p>Entrepreneurial and Life Skills through Sports <i>This lesson engages student teachers to plan an entrepreneurial and life skills sports festival covering invasion sports, and ball and racket/bat sports.</i></p> <p>Practice of Coaching <i>Covers the adaptation of games by the rules and size of field.</i></p> <p>1.4 Ask Tutors to identify important and distinctive aspects of lesson 10 from their course manuals.</p> <p>Sports, P.E., Music and Dance in the Global Cultures <i>Brainstorming and discussion of global musical forms outside the Ghanaian community</i></p>	<p>overview and purpose of the course.</p> <p>E.g Sports, P.E., Music and Dance in the Global Cultures <i>The lesson focuses on music of global cultures,</i></p> <p>Performance Practice in Africa <i>To discuss how to effectively organise rehearsals by explaining some useful rehearsal technique adaptations, manageable rehearsal schedules and the ethos with rehearsals prior to the concert.</i></p> <p>Entrepreneurial and Life Skills through Sports <i>This lesson engages student teachers to plan an entrepreneurial and life skills sports festival covering invasion sports, and ball and racket/bat sports.</i></p> <p>Practice of Coaching <i>Covers the adaptation of games by the rules and size of field.</i></p> <p>1.4 Identify important and distinctive aspects of lesson 10 from your course manual.</p> <p>Sports, P.E., Music and Dance in the Global Cultures <i>Brainstorming and discussion of global musical forms outside the Ghanaian community</i></p>	
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	<p>Performance Practice in Africa <i>Practical demonstration team/group role playing</i></p> <p>Entrepreneurial and Life Skills through Sports <i>Hands-on planning and implementation of a Practical Entrepreneurial and Life Skills Sports Festival.</i></p> <p>Practice of Coaching <i>Small group discussion</i></p> <p>1.5 Ask Tutors in each group to read and discuss the LOs and LIs from their course manuals.</p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) LO: <i>Demonstrate knowledge on the ability to correlate and generate ideas from global musical forms outside Ghanaian community that reflect a range of different times, cultures and topical issues. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: <i>Mention three global musical types outside Ghanaian community and describe how you can correlate and generate ideas for creating your own.</i></p> <p>E.g. 2. Performance Practice in Africa <i>Demonstrate comprehensive content knowledge on useful rehearsal techniques for</i></p>	<p>Performance Practice in Africa <i>Practical demonstration team/group role playing</i></p> <p>Entrepreneurial and Life Skills through Sports <i>Hands-on planning and implementation of a Practical Entrepreneurial and Life Skills Sports Festival.</i></p> <p>Practice of Coaching <i>Small group discussion</i></p> <p>1.5 Read and discuss the LOS and LIs from your course manual.</p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) LO: <i>Demonstrate knowledge on the ability to correlate and generate ideas from global musical forms outside Ghanaian community that reflect a range of different times, cultures and topical issues. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.</i></p> <p>LI: <i>Mention three global musical types outside Ghanaian community and describe how you can correlate and generate ideas for creating your own.</i></p> <p>E.g. 2. Performance Practice in Africa <i>Demonstrate comprehensive content knowledge on useful rehearsal techniques for</i></p>	
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	<p><i>performance of melodic instruments. (NTS 2c & 2d, NTECF p16.</i></p> <p>LI:</p> <ul style="list-style-type: none"> • <i>Exhibit notes on rehearsal techniques on concert performance.</i> • <i>List three (3) video recordings or video clips with illustrations on your instrument’s rehearsal techniques.</i> <p>E.g.3 (Entrepreneurial and Life Skills Through Sports) LO: <i>Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking. (NTS 2c & 3e; NTECF 16, 21, 25)</i></p> <p>LI: <i>Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p>E.g. 4 Practice of Coaching LO: <i>Practice and monitor organized contact sports participation as they relate to increase/ decrease in overall physical activity level.</i></p> <p>LI: <i>Perform bicycling, field events, volleyball, Bicycling and field event (high jump), weight lifting</i></p>	<p><i>performance of melodic instruments. (NTS 2c & 2d, NTECF p16.</i></p> <p>LI:</p> <ul style="list-style-type: none"> • <i>Exhibit notes on rehearsal techniques on concert performance.</i> • <i>List three (3) video recordings or video clips with illustrations on your instrument’s rehearsal techniques.</i> <p>E.g. 3. (Entrepreneurial and Life Skills Through Sports) LO: <i>Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking. (NTS 2c & 3e; NTECF 16, 21, 25)</i></p> <p>LI: <i>Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p>E.g. 4. (Practice of Coaching) LO: <i>Practice and monitor organized contact sports participation as they relate to increase/ decrease in overall physical activity level.</i></p> <p>LI: <i>Perform bicycling, field events, volleyball, Bicycling and field event (high jump), weight lifting</i></p>	
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<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • Provide short overview of the lesson • Identify important or distinctive features of the lesson • Identify assessment, aligned to NTEAP • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. • Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD 	<p>Refer to the course description of the various courses to have the overview of the respective courses.</p>		
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 In their course groups and age phases, ask Tutors to read, identify and discuss the key concepts of lesson 10 as per their course manuals.</p> <p>Sports, P.E., Music and Dance in the Global Cultures <i>Global musical forms outside the Ghanaian community and where they come from</i></p> <p>Performance Practice in Africa <i>Performing the roles of a DJ, Producer, technician etc. in a practical “Listeners' Choice” programme.</i></p> <p>Entrepreneurial and Life Skills through Sports</p>	<p>2.1 In your course group and age phase, read, identify and discuss the key concepts of lesson 10 as per your course manuals.</p> <p>Sports, P.E., Music and Dance in the Global Cultures <i>Global musical forms outside the Ghanaian community and where they come from</i></p> <p>Performance Practice in Africa <i>Performing the roles of a DJ, Producer, technician etc. in a practical “Listeners' Choice” programme.</i></p> <p>Entrepreneurial and Life Skills through Sports</p>	<p>25 mins</p>

	<p><i>Planning and implementing a Practical Entrepreneurial and Life Skills Sports Festival.</i></p> <p>Practice of Coaching <i>Situations that prompt game adaptations on rules and size of playing area.</i></p> <p>2.2 In their course groups, ask Tutors to brainstorm and outline possible barriers to the delivery of the lesson.</p> <p>E.g.1. (Performance Practice in African Instruments and Art Music) <i>Students without WAEC SSSCE Music background and lack of required musical instruments.</i></p> <p>E.g.2. (Sport, PE and Music and Dance in Global Cultures) <i>Lack of key equipment and Students with SEN</i></p> <p>2.3 Ask Tutors to identify possible challenging areas in teaching of the concepts in their courses.</p> <p>E.g.(All courses and age phases) <i>Teaching without a real live concert and game/sports situations.</i></p> <p>2.4 Ask tutors to suggest and discuss possible GESI related issues which may arise during the lesson delivery.</p>	<p><i>Planning and implementing a Practical Entrepreneurial and Life Skills Sports Festival.</i></p> <p>Practice of Coaching <i>Situations that prompt game adaptations on rules and size of playing area.</i></p> <p>2.2 Brainstorm and outline possible barriers to your delivery of the lesson.</p> <p>E.g.1. (Performance Practice in African Instruments and Art Music) <i>Students without WAEC SSSCE Music background and lack of required musical instruments.</i></p> <p>E.g.2. (Sport, PE and Music and Dance in Global Cultures) <i>Lack of key equipment and Students with SEN</i></p> <p>2.3 Identify possible challenging areas in teaching of the concepts in your course.</p> <p>E.g. (All courses and age phases) <i>Teaching without a real live concert and game/sports situations.</i></p> <p>2.4 Suggest and discuss possible GESI related issues which may arise during the lesson delivery.</p>	
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	<p>E.g. (Sport, PE and Music and Dance in Global Cultures) <i>Cultural inclination, difficulty in identifying by ear a musical artiste from a variety of global musical works by learners with hearing impairment etc.</i></p> <p>2.5 Ask tutors to identify GESI responsive resources and pedagogies they may employ for the delivery of concepts (<i>particularly for persons with SEN</i>)</p> <p>E.g. (All courses and age phases) <i>Projector to enlarge texts and videos, computer, music combo to play sound, mobile phone for surfing the internet and YouTube videos, avoidance of gender and tribal stereotype statements. etc.</i></p>	<p>E.g. (Sport, PE and Music and Dance in Global Cultures) <i>Cultural inclination, difficulty in identifying by ear a musical artiste from a variety of global musical works by learners with hearing impairment etc.</i></p> <p>2.5 Identify GESI responsive resources and pedagogies you may employ for the delivery of concepts (<i>particularly for persons with SEN</i>)</p> <p>E.g. (All courses and age phases) <i>Projector to enlarge texts and videos, computer, music combo to play sound, mobile phone for surfing the internet and YouTube videos, avoidance of gender and tribal stereotype statements. etc.</i></p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities “ walk through”.</i> • <i>The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</i> 	<p>Note <i>Gender responsive resources. This may differ from one context to another E.g. musical instrument, mobile phones, avoidance of gender bias articles, stereotyped statements etc.</i></p>		

<p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.1 Ask individual Tutors to read and share with the small group the teaching and learning activities in their respective courses and identify areas that need clarification for discussion.</p> <p>3.2 Ask Tutors to suggest any new relevant teaching and learning resources for their lessons and describe how to use them.</p> <p>3.3 Ask Tutors in their small groups to read the assessment opportunities in lesson 10 of the course manual and discuss its alignment with the NTEAP, ensuring subject project and subject portfolio activities are aligned with NTEAP.</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music) <i>State at least three (3) reasons for performing a drum poetry (Project work).</i></p> <p>E.g. 2. (Practice and Coaching) <i>Monitor and keep record of time accrued in organized sport participation (Project work).</i></p> <p>NB <i>Ask Tutors to remind student teachers to identify how their</i></p>	<p>3.1 In your course areas, read the teaching and learning activities individually and identify areas that need clarification.</p> <p>3.2 Suggest any new relevant teaching and learning resources for your lesson and describe how to use them.</p> <p>3.3 In your small groups read the assessment opportunities in lesson 10 of the course manual and discuss its alignment with the NTEAP, ensuring subject project and subject portfolio activities are aligned with NTEAP.</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music) <i>State at least three (3) reasons for performing a drum poetry (Project work).</i></p> <p>E.g. 2. (Practice and Coaching) <i>Monitor and keep record of time accrued in organized sport participation (Project work).</i></p>	<p>40 mins</p>

	<p><i>mentors address GESI related issues during assessment at their weekly STS visits.</i></p> <p>3.4 Ask Tutors to suggest and share across the course group new assessment strategies they would adopt in the delivery of their lessons not forgetting of GESI issues.</p> <p>E.g. (All courses and age phases) <i>Group work, project work, presentation, music, Dance or sports performance etc.</i></p> <p>3.5 Ask Tutors to mention and indicate how some of the core and transferable skills would be developed during the delivery of lesson 10.</p> <p>E.g. (All courses and age phases) <i>Critical thinking and problem-solving skills through improvisation in the absence of required musical and sporting equipment etc.</i></p>	<p>3.4 Suggest and share across the course group at least one new assessment strategy you would adopt in the delivery of your lesson not forgetting of GESI issues.</p> <p>E.g. (All courses and age phases) <i>Group work, project work, presentation, music, Dance or sports performance etc.</i></p> <p>3.5 Mention and indicate how some of the core and transferable skills would be developed during the delivery of lesson 10.</p> <p>E.g. (All courses and age phases) <i>Critical thinking and problem-solving skills through improvisation in the absence of required musical and sporting equipment etc.</i></p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, E.g.. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive</i> 	<p>NB <i>Ask Tutors to remind student teachers to identify how their mentors address GESI related issues during their weekly STS visits.</i></p>		

<p><i>and inclusive approaches</i></p> <ul style="list-style-type: none"> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
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<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Ask tutors to outline any outstanding issues relating to their respective lessons for clarification.</p> <p>4.2 Ask a Tutor from each course group to do a recap of the session.</p> <p>4.3 Remind tutors to read lesson 11 in their course manual for the next session.</p> <p>4.4 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.</p> <p>NB <i>Encourage all tutors to make adequate plans and preparation towards the delivery of the lesson.</i></p> <p><i>In the case of unresolved issues consult the subject writing leads.</i></p>	<p>4.1 Outline any outstanding issues relating to your respective lessons for clarification.</p> <p>4.2 Do a recap of the session.</p> <p>4.3 Read lesson 11 in your course manual for the next session.</p> <p>4.4 Remember to invite a critical friend to observe during lesson delivery and provide feedback.</p>	<p>5 mins</p>
<p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring : subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p>	<p>Ask Tutors in their course groups to read the assessment components of lesson 10 and discuss its alignment with the NTEAP, ensuring subject project and subject portfolio.</p> <p><i>Remind students of the submission of subject projects from the coming weeks.</i></p> <p>E.g. 1. (Entrepreneurial and Life Skills through Sports) <i>On individual bases plan a Practical Entrepreneurial and Life Skills Sports Festival including various modifications that allow for fun and ensure GESI responsiveness.</i></p> <p>E.g.2. (Sport, PE and Music and Dance in Global Cultures) <i>List the titles of two global musical genre types from memory and describe how they reflect a range of different times, cultures and topical issues.</i></p>		

Age Phases/Grades: Early Grade Upper Primary Education JHS Education	Name of Subject/s: 1. SPORT, PE AND MUSIC AND DANCE IN GLOBAL CULTURES 2. PERFORMANCE PRACTICE IN AFRICAN INSTRUMENTS AND ART MUSIC 3. ENTREPRENEURIAL AND LIFE SKILLS THROUGH SPORTS 4. PRACTICE AND COACHING
LESSON TITLE: 1. Appreciating and Appraising Individual Sports from Around the World 2. Rolling the Musical Concert Event 3. Entrepreneurial and Life Skills Sports Festival (NOTE: This is lesson 2 of 2). 4. Recording estimated time during practice sessions	

Tutor PD Session for Lesson 11 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <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 state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s 	<p>PDC NOTE: Give a welcome to all Tutors with an ice breaker.</p> <p>1.1 In course groups, ask Tutors to do a reflection on PD Session 10 and report on the activities that took place.</p> <p>1.2 Ask Tutors with their critical friends to brief the larger group about their observation and experiences during lesson delivery.</p> <p>1.3 Ask Tutors to read and discuss the description of lesson 11 from their respective course manuals (PE & Music and Dance manuals) per their age phases to have a general overview and purpose of the lesson.</p>	<p>1.1 Do a reflection on PD Session 10 and report on the activities that took place.</p> <p>1.2 Team up with your critical friend and brief the larger group about your observation and experiences during lesson delivery.</p> <p>1.3 Read and discuss the description of lesson 11 from your course manual (PE & Music and Dance manuals) per your age phase to have a general overview and purpose of the lesson.</p>	20 mins

<ul style="list-style-type: none"> • Reading and discussion of the introductory sections up to learning outcomes 	<p>E.g. Sports, P.E., Music and Dance in the Global Cultures <i>The lesson focuses on appreciation and appraisal of individual sports from around the world</i></p> <p>Performance Practice in Africa <i>To discuss how to effectively organise their musical concerts explaining some useful rehearsal technique adaptations, manageable rehearsal schedules and the ethos and concert etiquette.</i></p> <p>Entrepreneurial and Life Skills through Sports <i>This lesson engages student teachers to plan an entrepreneurial and life skills sports festival covering invasion sports, and ball and racket/bat sports.</i></p> <p>Practice of Coaching <i>Covers the monitoring and recording the time estimates spent during practice sessions</i></p> <p>1.4 In course groups, ask Tutors to identify important and distinctive aspects of lesson 11 from their course manuals and share with the larger groups.</p> <p>E.g. Sports, P.E., Music and Dance in the Global Cultures <i>Surfing for information from the internet and brainstorming individual</i></p>	<p>E.g. Sports, P.E., Music and Dance in the Global Cultures <i>The lesson focuses on appreciation and appraisal of individual sports from around the world</i></p> <p>Performance Practice in Africa <i>To discuss how to effectively organise their musical concerts explaining some useful rehearsal technique adaptations, manageable rehearsal schedules and the ethos and concert etiquette.</i></p> <p>Entrepreneurial and Life Skills through Sports <i>This lesson engages student teachers to plan an entrepreneurial and life skills sports festival covering invasion sports, and ball and racket/bat sports.</i></p> <p>Practice of Coaching <i>Covers the monitoring and recording the time estimates spent during practice sessions</i></p> <p>1.4 Identify important and distinctive aspects of lesson 11 from your course manuals and share with the larger groups.</p> <p>E.g. Sports, P.E., Music and Dance in the Global Cultures <i>Surfing for information from the internet and brainstorming individual</i></p>	
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	<p><i>sports from around the world.</i></p> <p>Performance Practice in Africa <i>Watching of video documentaries on a concert performance.</i></p> <p>Entrepreneurial and Life Skills through Sports <i>Group work on fixtures of the Entrepreneurial and Life Skills Sports Festival plan.</i></p> <p>Practice of Coaching <i>Small groups discussion on how to measure and record training session duration.</i></p> <p>1.5 Ask Tutors in each group to read and discuss the LOs and LIs from their course manuals.</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music) <i>LO: Demonstrate knowledge on the ability to correlate and generate ideas from Ghanaian art musical forms in their immediate community that reflect a range of different times, cultures and topical issues. 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 three art musical types peculiar a social event in your community and describe how you can correlate and generate ideas for creating your own.</i> 	<p><i>sports from around the world.</i></p> <p>Performance Practice in Africa <i>Watching of video documentaries on a concert performance.</i></p> <p>Entrepreneurial and Life Skills through Sports <i>Group work on fixtures of the Entrepreneurial and Life Skills Sports Festival plan.</i></p> <p>Practice of Coaching <i>Small groups discussion on how to measure and record training session duration.</i></p> <p>1.5 Read and discuss the LOS and LIs from your course manual.</p> <p>E.g. 1. (Performance Practice in African Instruments and Art Music) <i>LO: Demonstrate knowledge on the ability to correlate and generate ideas from Ghanaian art musical forms in their immediate community that reflect a range of different times, cultures and topical issues. 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 three art musical types peculiar a social event in your community and describe how you can correlate and generate ideas for creating your own.</i> 	
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	<ul style="list-style-type: none"> • <i>List the titles of two Ghanaian art works and sing their main themes from memory and describe how they reflect a range of different times, cultures and topical issues.</i> <p>Performance Practice in Africa <i>Demonstrate comprehensive content knowledge on useful rehearsal techniques, concert directing and etiquette. (NTS 2c & 2d, NTECF p16.</i></p> <p>LI:</p> <ul style="list-style-type: none"> • <i>Exhibit notes on rehearsal techniques on concert performance.</i> • <i>List three (3) video recordings or video clips with illustrations on your instruments in concert.</i> <p>E.g. 2. (Entrepreneurial and Life Skills Through Sports) LO: <i>Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking. (NTS 2c & 3e; NTECF 16, 21, 25)</i></p> <p>LI: <i>Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking</i></p>	<ul style="list-style-type: none"> • <i>List the titles of two Ghanaian art works and sing their main themes from memory and describe how they reflect a range of different times, cultures and topical issues.</i> <p>Performance Practice in Africa <i>Demonstrate comprehensive content knowledge on useful rehearsal techniques, concert directing and etiquette. (NTS 2c & 2d, NTECF p16.</i></p> <p>LI:</p> <ul style="list-style-type: none"> • <i>Exhibit notes on rehearsal techniques on concert performance.</i> • <i>List three (3) video recordings or video clips with illustrations on your instruments in concert.</i> <p>E.g. 2. (Entrepreneurial and Life Skills Through Sports) LO: <i>Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking. (NTS 2c & 3e; NTECF 16, 21, 25)</i></p> <p>LI: <i>Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking</i></p>	
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<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • Provide short overview of the lesson • Identify important or distinctive features of the lesson • Identify assessment, aligned to NTEAP • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. • Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD 	<p>Note</p> <p>Refer to the course description of the various courses to have the overview of the respective courses.</p>		
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 In their course groups and age phases, ask Tutors to read, identify and discuss the key concepts of lesson 11 as per their course manuals and share across the course group.</p> <p>Sports, P.E., Music and Dance in the Global Cultures <i>Sports from around the world and revision for end of semester exams.</i></p> <p>Performance Practice in Africa <i>Rehearsal techniques</i></p> <p><i>Performing the roles of a DJ, Producer, technician etc. in a practical “Listener’s Choice” programme and revision for end of semester exams.</i></p>	<p>2.1 In your course group and age phase, read, identify and discuss the key concepts of lesson 11 as per your course manuals and share across the course group.</p> <p>Sports, P.E., Music and Dance in the Global Cultures <i>Sports from around the world and revision for end of semester exams.</i></p> <p>Performance Practice in Africa <i>Rehearsal techniques.</i></p> <p><i>Performing the roles of a DJ, Producer, technician etc. in a practical “Listener’s Choice” programme and revision for end of semester exams.</i></p>	<p>25 mins</p>

	<p>Entrepreneurial and Life Skills through Sports <i>Fixtures of the Entrepreneurial and Life Skills Sports Festival and revision for end of semester exams.</i></p> <p>Practice of Coaching <i>How to measure and record training session duration and revision for end of semester exams.</i></p> <p>2.2 In course groups, ask Tutors to brainstorm and outline possible barriers to the delivery of the lesson.</p> <p>E.g.1. (Performance Practice in African Instruments and Art Music) <i>Students without prerequisite Music background and lack of required musical instruments.</i></p> <p>E.g.2. (Sport, PE and Music and Dance in Global Cultures) <i>Lack of key equipment and Students with SEN</i></p> <p>2.3 Ask Tutors to identify possible challenging areas in teaching of the concepts in their courses.</p> <p>2.4 Ask tutors to suggest and discuss possible GESI related issues which may arise during the lesson delivery.</p> <p>E.g. (Sport, PE and Music and Dance in Global Cultures) <i>Cultural inclination, difficulty in identifying by ear a musical</i></p>	<p>Entrepreneurial and Life Skills through Sports <i>Fixtures of the Entrepreneurial and Life Skills Sports Festival and revision for end of semester exams.</i></p> <p>Practice of Coaching <i>How to measure and record training session duration and revision for end of semester exams.</i></p> <p>2.2 Brainstorm and outline possible barriers to the delivery of the lesson.</p> <p>E.g.1. (Performance Practice in African Instruments and Art Music) <i>Students without prerequisite Music background and lack of required musical instruments.</i></p> <p>E.g.2. (Sport, PE and Music and Dance in Global Cultures) <i>Lack of key equipment and Students with SEN</i></p> <p>2.3 Identify possible challenging areas in teaching of the concepts in your lesson.</p> <p>2.4 Suggest and discuss possible GESI related issues which may arise during the lesson delivery.</p> <p>E.g. (Sport, PE and Music and Dance in Global Cultures) <i>Cultural inclination, difficulty in identifying by ear a musical</i></p>	
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	<p><i>artiste from a variety of global musical works by learners with hearing impairment etc.</i></p> <p>2.5 Ask tutors to identify GESI responsive resources and pedagogies they may employ for the delivery of concepts (<i>particularly for persons with SEN</i>)</p> <p>E.g. (All courses and age phases) <i>Projector to enlarge texts and videos, computer, music combo to play sound, mobile phone for surfing the internet and YouTube videos, avoidance of gender and tribal stereotype statements. etc.</i></p> <p>NB <i>Ask Tutors to remind student teachers to observe and identify the various teaching strategies adopted by their mentors and how their mentors addressed GESI related issues per their age phases during their weekly STS visits.</i></p>	<p><i>artiste from a variety of global musical works by learners with hearing impairment etc.</i></p> <p>2.5 Identify GESI responsive resources and pedagogies they may employ for the delivery of concepts (<i>particularly for persons with SEN</i>)</p> <p>E.g. (All courses and age phases) <i>Projector to enlarge texts and videos, computer, music combo to play sound, mobile phone for surfing the internet and YouTube videos, avoidance of gender and tribal stereotype statements. etc.</i></p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> <i>Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities “walk through”.</i> 			

<ul style="list-style-type: none"> • <i>The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</i> <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.1 Ask individual Tutors to read and share with the small group the teaching and learning activities in their respective courses and identify areas that need clarification for discussion.</p> <p>3.2 Ask Tutors to suggest teaching and learning activities that may address GESI issues.</p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) <i>Use audio-visual materials in listening/watching and appraising physical activities and musical concepts. (Early Grade and Upper Primary Education)</i></p> <p>E.g. 2. (Practice and Coaching) <i>Project-based learning to integrate and support student teacher’s coaching skills development. (JHS Education)</i></p>	<p>3.1 In your course areas, read the teaching and learning activities individually and identify areas that need clarification.</p> <p>3.2 Suggest teaching and learning activities that may address GESI issues.</p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) <i>Use audio-visual materials in listening/watching and appraising physical activities and musical concepts. (Early Grade and Upper Primary Education)</i></p> <p>E.g. 2. (Practice and Coaching) <i>Project-based learning to integrate and support student teacher’s coaching skills development. (JHS Education)</i></p>	<p>40 mins</p>

	<p>E.g. 3. (Entrepreneurial and Life Skills Through Sports) <i>Ensuring mixed ability grouping with attention to gender roles and stereotyping. (JHS Education)</i></p> <p>3.3 GuideTutors to use think-pair-share technique to suggest required teaching and learning resources for their lessons and describe how to use them.</p> <p>3.4 Ask Tutors in their small groups to read the assessment opportunities in lesson 11 of the course manual and discuss its alignment with the NTEAP, ensuring subject project and subject portfolio activities are aligned with NTEAP.</p> <p>E.g. 1. (Entrepreneurial and Life Skills Through Sports) <i>Plan and deliver an elevator pitch to a panel of entrepreneurs and venture capitalists (Subject project)</i></p> <p>E.g. 2. (Sport, PE and Music and Dance in Global Cultures) <i>Describe how you will use Enquiry Approach to facilitate the writing of a narrative on an art musical composition for an appreciation lesson presentation in PEMD (Subject project)</i></p> <p>3.5 Ask Tutors to suggest and share with their groups at</p>	<p>E.g. 3. (Entrepreneurial and Life Skills Through Sports) <i>Ensuring mixed ability grouping with attention to gender roles and stereotyping. (JHS Education)</i></p> <p>3.3 Use think-pair-share technique to suggest required teaching and learning resources for your lesson and describe how to use them.</p> <p>3.4 In your small groups read the assessment opportunities in lesson 11 of the course manual and discuss its alignment with the NTEAP, ensuring subject project and subject portfolio activities are aligned with NTEAP.</p> <p>E.g. 1. (Entrepreneurial and Life Skills Through Sports) <i>Plan and deliver an elevator pitch to a panel of entrepreneurs and venture capitalists (Subject project)</i></p> <p>E.g. 2. (Sport, PE and Music and Dance in Global Cultures) <i>Describe how you will use Enquiry Approach to facilitate the writing of a narrative on an art musical composition for an appreciation lesson presentation in PEMD (Subject project)</i></p> <p>3.5 Suggest and share with your group at least one</p>	
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	<p>least one new assessment strategy they would adopt in the delivery of their lessons not forgetting of GESI issues.</p> <p>E.g. (All courses and age phases) <i>Group work, project work, presentation, performance etc.</i></p> <p>3.6 Ask Tutors to mention and indicate how some of the core and transferrable skills would be developed during the delivery of lesson 11.</p> <p>E.g. (All courses and age phases) <i>a. acquisition of ICT skills through searching for YouTube videos, use of projector for group presentations, computer, mobile phone usage, music combo etc.</i></p> <p><i>b. acquisition of collaborative skills through group performance, subject project work, presentations etc.</i></p>	<p>new assessment strategy you would adopt in the delivery of your lessons not forgetting of GESI issues.</p> <p>E.g. (All courses and age phases) <i>Group work, project work, presentation, performance etc.</i></p> <p>3.6 Mention and indicate how some of the core and transferrable skills would be developed during the delivery of lesson 11.</p> <p>E.g. (All courses and age phases) <i>a. acquisition of ICT skills through searching for YouTube videos, use of projector for group presentations, computer, mobile phone usage, music combo etc.</i></p> <p><i>b. acquisition of collaborative skills through group performance, subject project work, presentations etc.</i></p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience . These could involve applying new content, E.g.. from section 2, or</i> 	<p>NB <i>Ask Tutors to remind student teachers to identify how their mentors address GESI related issues during their weekly STS visits.</i></p>		

<p><i>approaches to teaching, learning and assessment, incl. gender responsive and inclusive approaches</i></p> <ul style="list-style-type: none"> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs</i> 			
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<p><i>and provide guidance on development of these</i></p>			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Ask tutors to identify any outstanding issues relating to their respective lessons for clarification.</p> <p>4.2 Ask a Tutor from each course group to do a recap of the session.</p> <p>4.3 Remind tutors to read lesson 12 in their course manual for the next session.</p> <p>4.4 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.</p> <p>NB <i>Remind tutors to do adequate planning and preparations for the delivery of the lesson.</i></p> <p><i>In the case of unresolved issues consult the subject writing leads.</i></p>	<p>4.1 Identify any outstanding issues relating to your respective lessons for clarification.</p> <p>4.2 Do a recap of the session.</p> <p>4.3 Read lesson 12 in your course manual for the next session.</p> <p>4.4 Remember to invite a critical friend to observe during lesson delivery and provide feedback.</p>	<p>5 mins</p>
<p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring : subject project, subject portfolio preparation and development are</p>	<p>Ask Tutors in their course groups to read the assessment components of lesson 11 and discuss its alignment with the NTEAP, ensuring subject project and subject portfolio.</p> <p><i>Remind tutors to begin to receive subject projects and assess.</i></p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) <i>Mention three art musical types peculiar a social event in your community and describe how you can correlate and generate ideas for creating your own.</i></p> <p>E.g. 2. (Practice and Coaching) <i>Discuss the measurement and evaluation of training session duration in line with the 'FITT' principle and its implications on training adaptations.</i></p>		

explicitly addressed in the PD sessions.	
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Age Phases/Grades: Early Grade Upper Primary Education JHS Education	Name of Subject/s: 1. SPORT, PE AND MUSIC AND DANCE IN GLOBAL CULTURES 2. PERFORMANCE PRACTICE IN AFRICAN INSTRUMENTS AND ART MUSIC 3. ENTREPRENEURIAL AND LIFE SKILLS THROUGH SPORTS 4. PRACTICE AND COACHING
LESSON TITLE: 1. Revision for Assessment of Learning (Final Examination) 2. Revision for Assessment of Learning (Final Examination) 3. Course Revision 4. Course Revision	

Tutor PD Session for Lesson 12 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <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 state of the session)	Time in session
1 Introduction / lesson overview <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or 	<p>PDC NOTE: Use an ice breaker to begin the session (E.g. “the day questions I expected did not come in the exams”). Pre-inform a Tutor to share their experience with the larger group.</p> <p>1.1 Ask Tutors to do a reflection on the previous PD Session in their course groups and choose one Tutor from each group to share with the larger group.</p> <p>1.2 In the course groups, ask Tutors to read and discuss the lesson description from their respective course manuals (PE & Music and Dance manuals) to have</p>	<p>1.1 Do a reflection on the previous PD Session in your course groups and share with the larger group.</p> <p>1.2 Read and discuss the lesson description from your course manual (PE & Music and Dance manuals) to have an overview and purpose of the lessons.</p>	20 mins

<p>distinctive aspects of the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the introductory sections up to learning outcomes 	<p>an overview and purpose of the lessons.</p> <p>E.g 1 Sports, P.E., Music and Dance in the Global Cultures This lesson focuses on revising the goal of this course which is to enhance students' adequate acquisition of knowledge and skills in appreciating and appraising the value of Sport, PE, Music and Dance in local and global cultures by drawing on cross-disciplinary connections between physical activity and healthy living and how music and dance communicate socially, personally, culturally and other abstract themes to them.</p> <p>E.g. 2 Performance Practice in Africa <i>The lesson focuses on revising the goal of this course which is to enhance students' adequate acquisition of knowledge and skills in Performance of Art and Popular Music Repertoire (Voices and selected Orchestral Instruments), African Melodic Instruments Techniques, African Dance Ensemble Performance Techniques and Music Concert Organisation.</i></p> <p>E.g. 3 Entrepreneurial and Life Skills through Sports <i>The lesson focuses on revising the goal of this course which is to expose student teachers to entrepreneurial skills (risk-taking, creativity, ego alter,</i></p>	<p>E.g 1 Sports, P.E., Music and Dance in the Global Cultures This lesson focuses on revising the goal of this course which is to enhance students' adequate acquisition of knowledge and skills in appreciating and appraising the value of Sport, PE, Music and Dance in local and global cultures by drawing on cross-disciplinary connections between physical activity and healthy living and how music and dance communicate socially, personally, culturally and other abstract themes to them.</p> <p>E.g. 2 Performance Practice in Africa <i>The lesson focuses on revising the goal of this course which is to enhance students' adequate acquisition of knowledge and skills in Performance of Art and Popular Music Repertoire (Voices and selected Orchestral Instruments), African Melodic Instruments Techniques, African Dance Ensemble Performance Techniques and Music Concert Organisation.</i></p> <p>Entrepreneurial and Life Skills through Sports <i>The lesson focuses on revising the goal of this course which is to expose student teachers to entrepreneurial skills (risk-taking, creativity, ego alter,</i></p>	
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	<p><i>personal branding etc.), lifelong skills and competencies such as self-discipline, teamwork, leadership, goalsetting, hard-work, emotional control, and resilience through participation in invasion sports and ball and racket/bat sports. Student teachers will develop game adaptations and use such adaptations to influence overall physical activity, inclusion, and gender balance.</i></p> <p>1.3 In their course groups, ask Tutors to identify and discuss important and distinctive aspects of lesson 12 from their course manuals and use “Radio Reporter” technique to share with the larger group.</p> <p>E.g. Sports, P.E., Music and Dance in the Global Cultures</p> <ul style="list-style-type: none"> • <i>Revision and discussion of Course Learning Outcomes.</i> • <i>Completion and discussion of Wrapping Up for Exam Form.</i> <p>Performance Practice in Africa</p> <ul style="list-style-type: none"> • <i>Review of Success criteria/ expectations (CLOs & CLIs)</i> • <i>Completion and discussion of Wrapping Up for Exam Form</i> 	<p><i>personal branding etc.), lifelong skills and competencies such as self-discipline, teamwork, leadership, goalsetting, hard-work, emotional control, and resilience through participation in invasion sports and ball and racket/bat sports. Student teachers will develop game adaptations and use such adaptations to influence overall physical activity, inclusion, and gender balance.</i></p> <p>1.3 Identify and discuss important and distinctive aspects of lesson 12 from your course manual and use “Radio Reporter” technique to share with the larger group.</p> <p>E.g. Sports, P.E., Music and Dance in the Global Cultures</p> <ul style="list-style-type: none"> • <i>Revision and discussion of Course Learning Outcomes.</i> • <i>Completion and discussion of Wrapping Up for Exam Form.</i> <p>Performance Practice in Africa</p> <ul style="list-style-type: none"> • <i>Review of Success criteria/ expectations (CLOs & CLIs)</i> • <i>Completion and discussion of Wrapping Up for Exam Form</i> 	
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	<p>Entrepreneurial and Life Skills through Sports</p> <ul style="list-style-type: none"> • <i>Small group development of report on physical activity.</i> • <i>filling in of Self-Assessment Checklist in line with CLOs and LIs.</i> <p>1.4 Ask Tutors in their groups to read and discuss the LOs and LIs from their course manuals.</p> <p>E.g. Sports, P.E., Music and Dance in the Global Cultures LO: <i>Demonstrate how success criteria/ expectations [i.e., LOs and Indicators] of the course have been achieved.</i> NTS 2c & 2d, NTECF p 16., NaCCA-PA CS 2, 3, 4 & 5.</p> <p>LI: <i>Compare and contrast a Ghanaian musical genre (being it traditional, art or popular) and another from a global culture showing the interrelations between the two forms.</i></p> <p>Performance Practice in Africa LO: <i>Demonstrate how success criteria/ expectations [i.e., LOs and Indicators] of the course have been achieved.</i> NTS 2c & 2d, NTECF p 16., NaCCA-PA CS 2, 3, 4 & 5.</p> <p>LI:</p> <ul style="list-style-type: none"> • <i>Compare and contrast two concert performances by the class.</i> 	<p>Entrepreneurial and Life Skills through Sports</p> <ul style="list-style-type: none"> • <i>Small group development of report on physical activity.</i> • <i>filling in of Self-Assessment Checklist in line with CLOs and LIs.</i> <p>1.4 Read and discuss the LOS and LIs from your course manual.</p> <p>E.g. Sports, P.E., Music and Dance in the Global Cultures LO: <i>Demonstrate how success criteria/ expectations [i.e., LOs and Indicators] of the course have been achieved.</i> NTS 2c & 2d, NTECF p 16., NaCCA-PA CS 2, 3, 4 & 5.</p> <p>LI: <i>Compare and contrast a Ghanaian musical genre (being it traditional, art or popular) and another from a global culture showing the interrelations between the two forms.</i></p> <p>Performance Practice in Africa LO: <i>Demonstrate how success criteria/ expectations [i.e., LOs and Indicators] of the course have been achieved.</i> NTS 2c & 2d, NTECF p 16., NaCCA-PA CS 2, 3, 4 & 5.</p> <p>LI:</p> <ul style="list-style-type: none"> • <i>Compare and contrast two concert performances by the class.</i> 	
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	<ul style="list-style-type: none"> • <i>Compare and contrast a vocal concert and African instrument concert performance of your class.</i> <p>Entrepreneurial and Life Skills through Sports LO: <i>Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p>LI:</p> <ul style="list-style-type: none"> • <i>Exceed grade level expectations (GLE) and mastery of life skill attributes.</i> • <i>Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i> 	<ul style="list-style-type: none"> • <i>Compare and contrast a vocal concert and African instrument concert performance of your class.</i> <p>Entrepreneurial and Life Skills through Sports LO: <i>Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.</i></p> <p>LI:</p> <ul style="list-style-type: none"> • <i>Exceed grade level expectations (GLE) and mastery of life skill attributes.</i> • <i>Explain at least how three (3) attributes relate or overlap with sports and their understanding of cross-disciplinary connections.</i> 	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • <i>Provide short overview of the lesson</i> • <i>Identify important or distinctive features of the lesson</i> • <i>Identify assessment, aligned to NTEAP</i> • <i>Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD.</i> 	<p>Refer to the course description of the various courses to have the overview of the respective courses.</p>		

<ul style="list-style-type: none"> Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 In their course groups, ask Tutors to identify and discuss key concepts as per their course manuals.</p> <p>E.g. Sports, P.E., Music and Dance in the Global Cultures</p> <ul style="list-style-type: none"> Revision and discussion of <i>Course Learning Outcomes</i>. Completion and discussion of Wrapping Up for Exam Form. <p>Performance Practice in Africa Review of <i>Success criteria/ expectations (CLOs & CLIs)</i></p> <ul style="list-style-type: none"> Completion and discussion of Wrapping Up for Exam Form <p>Entrepreneurial and Life Skills through Sports</p> <ul style="list-style-type: none"> Small group development of report on physical activity filling in of Self-Assessment Checklist in line with CLOs and LIs <p>2.2 In their course groups, ask Tutors to identify and discuss and share with their group possible challenging areas in teaching of the concepts. This may include GESI related issues.</p>	<p>2.1 Identify and discuss key concepts as per your course manuals.</p> <p>E.g. Sports, P.E., Music and Dance in the Global Cultures</p> <ul style="list-style-type: none"> Revision and discussion of <i>Course Learning Outcomes</i>. Completion and discussion of Wrapping Up for Exam Form. <p>Performance Practice in Africa Review of <i>Success criteria/ expectations (CLOs & CLIs)</i></p> <ul style="list-style-type: none"> Completion and discussion of Wrapping Up for Exam Form <p>Entrepreneurial and Life Skills through Sports</p> <ul style="list-style-type: none"> Small group development of report on physical activity filling in of Self-Assessment Checklist in line with CLOs and LIs <p>2.2 Identify and share with your group possible challenging areas in teaching of the concepts. This may include GESI related issues.</p>	<p>25 mins</p>

	<p>E.g. 1. (Music and Dance) <i>Receiving and assessing subject project and subject portfolio.</i></p> <p><i>Lack of required musical instruments (i.e. Keyboard) and poor internet accessibility.</i></p> <p>E.g. 2. (PE) <i>Receiving and assessing subject project and subject portfolio.</i></p> <p><i>PE equipment (i.e. Tabel Tennis Board etc.) for demonstration and poor internet accessibility.</i></p> <p>2.3 Ask tutors to identify GESI responsive resources they may employ for the delivery of concepts (<i>particularly for persons with SEN</i>)</p> <p>E.g. (All courses and age phases) <i>Usage of computer, projector, mobile phones to show pictures and videos of African musical instruments and games/sports.</i></p> <p>Note <i>Remember to ask Tutors to remind their students to observe cross-cutting issues (inclusivity and diversity) that may emerge during the week's STS observation</i></p>	<p>E.g. 1. (Music and Dance) <i>Receiving and assessing subject project and subject portfolio.</i></p> <p><i>Lack of required musical instruments (i.e. Keyboard) and poor internet accessibility.</i></p> <p>E.g. 2. (PE) <i>Receiving and assessing subject project and subject portfolio.</i></p> <p><i>PE equipment (i.e. Tabel Tennis Board etc.) for demonstration and poor internet accessibility.</i></p> <p>2.3 Identify GESI responsive resources you will employ for the delivery of concepts (<i>particularly for persons with SEN</i>)</p> <p>E.g. (All courses and age phases) <i>Usage of computer, projector, mobile phones to show pictures and videos of African musical instruments and games/sports.</i></p>	
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<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities “walk through”. • The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) 	<p>3.1 Ask Tutors to read and discuss with the small group the teaching and learning activities in their respective courses and age phases and identify areas that need clarification for discussion.</p> <p>3.2 Ask Tutors to suggest teaching and learning activities that may address GESI issues</p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) Use audio-visual materials in listening/watching and appraising physical activities and musical concepts. (Early</p>	<p>3.1 In your course group, read and discuss the teaching and learning activities and identify areas that need clarification</p> <p>3.2 Ask Tutors to suggest teaching and learning activities that may address GESI issues.</p> <p>E.g. 1. (Sport, PE and Music and Dance in Global Cultures) Use audio-visual materials in listening/watching and appraising physical activities and musical concepts. (Early</p>	<p>40 mins</p>

<ul style="list-style-type: none"> Working through one or two activities, 	<p>Grade and Upper Primary Education) E.g. 2. (Practice and Coaching) <i>Project-based learning to integrate and support student teacher’s coaching skills development. (JHS Education)</i></p> <p>E.g. 3. (Entrepreneurial and Life Skills Through Sports) <i>Ensuring mixed ability grouping with attention to gender roles and stereotyping. (JHS Education)</i></p> <p>3.3 Ask Tutors in their small groups to read the assessment opportunities in lesson 12 of the course manual and discuss its alignment with the NTEAP, ensuring subject project and subject portfolio are catered for.</p> <p>E.g. Sport, PE and Music and Dance in Global Cultures: <i>Compare and contrast a local game and another from a global culture showing the interrelations between the two forms. (Subject project/ subject portfolio).</i></p> <p>3.4 Ask Tutors to suggest at least one new assessment strategy they would adopt in the delivery of their lessons not forgetting of GESI issues.</p> <p>E.g. (All courses and age phases) <i>Group work, project work, presentation, performance etc.</i></p>	<p>Grade and Upper Primary Education) E.g. 2. (Practice and Coaching) <i>Project-based learning to integrate and support student teacher’s coaching skills development. (JHS Education)</i></p> <p>E.g. 3. (Entrepreneurial and Life Skills Through Sports) <i>Ensuring mixed ability grouping with attention to gender roles and stereotyping. (JHS Education)</i></p> <p>3.3 In your small groups read the assessment opportunities in lesson 12 of the course manual and discuss its alignment with the NTEAP, ensuring subject project and subject portfolio are catered for.</p> <p>E.g. Sport, PE and Music and Dance in Global Cultures: <i>Compare and contrast a local game and another from a global culture showing the interrelations between the two forms. (Subject project/ subject portfolio).</i></p> <p>3.4 Suggest at least one new assessment strategy you would adopt in the delivery of your lessons not forgetting of GESI issues.</p> <p>E.g. (All courses and age phases) <i>Group work, project work, presentation, performance etc.</i></p>	
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	<p>3.5 Ask Tutors to mention and indicate how some of the core and transferrable skills would be developed during the delivery of lesson 12.</p> <p>E.g. (All courses and age phases) <i>a. Acquisition of assessment skills through questioning and answering.</i></p> <p><i>b. Social skills and communication skills by mingling and interacting in groups during performances and presentations.</i></p>	<p>3.5 Mention and indicate how some of the core and transferrable skills would be developed during the delivery of lesson 12.</p> <p>E.g. (All courses and age phases) <i>a. Acquisition of assessment skills through questioning and answering.</i></p> <p><i>b. social skills and communication skills by mingling and interacting in groups during performances and presentations.</i></p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience . These could involve applying new content, E.g.. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive and inclusive approaches</i> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or</i> 			

<p><i>questions which might arise as the tutors work through the activities and provide guidance on these</i></p> <ul style="list-style-type: none"> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Ask tutors to identify any outstanding issues relating to their respective lessons for clarification.</p> <p>4.2 Ask Tutors to reflect on the PD sessions and state how they can help student teacher to deliver the Basic School Curriculum.</p>	<p>4.1 Identify any outstanding issues relating to your respective lessons for clarification.</p> <p>4.2 Reflect on the PD sessions and state how they can help student teacher to deliver the Basic School Curriculum.</p>	<p>5 mins</p>

	<p>NB <i>NB: Ensure that everybody has a concrete plan for teaching the given topics. In the case of unresolved issues consult the subject writing leads. Subject lead's support may be sought for further assistance.</i></p>		
<p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring: subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p>	<p><i>Remind tutors to receive and assess subject project and subject portfolio.</i></p> <p>E.g.1. (Sport, PE and Music and Dance in Global Cultures) <i>Compare and contrast a Ghanaian musical genre (being it traditional, art or popular) and another from a global culture showing the interrelations between the two forms.</i></p> <p>E.g. 2. (Sport, PE and Music and Dance in Global Cultures) <i>State at least three (3) professional values and attitudes of the PEMD teacher in the basic schools.</i></p> <p>E.g. 3. (Entrepreneurial and Life Skills through Sports) <i>Develop at least two (2) game adaptations and select the most appropriate method(s) and justify how such adaptation foster gender balance selection and inclusion.</i></p>		

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

In some cases, to support implementation the PD sessions may need to add more detail to what is in the course manuals

What to Include in PD sessions: Check list	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 and course expectations to student teachers. The final PD session provides the opportunity to review student teachers learning from the course 	
<p>Prior knowledge: Points for tutors on assessing or 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>CLO: relevant to the session to be introduced</p>	
<p>Lesson Learning outcomes and indicators. PD sessions provide opportunities for tutors to model interactive approaches to teaching and learning they will use to support student teachers</p>	
<p>Integration of subject specific content and subject specific pedagogy. This is modelled in PD sessions through activities for tutors. Any potentially new or challenging concepts are explored with tutors</p>	
<p>Subject Specific Training. Where subjects have been grouped together for the PD sessions, tutors are guided to activities in the subject course manuals to ensure the PD is not generic. 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 highlights 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 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>Phase Specific Training. Tutors are guided to specific activities in the relevant phase course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the phase they are training for specific activities.</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 unparticular 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>	

Resources /TLM. Where specific resources are required, it is clear where tutors can access them E.g., videos, online resources or readings.	
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