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

HANDBOOK FOR **COORDINATORS**











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:	Name of Subject/s:		
Early Grade	1. SPORT, PE AND MUSIC AND DA	NCE IN LOCAL AND GLOBAL CULTU	RES
Upper Primary EG/UP			
Education			USIC JHS
JHS Education	3. ENTREPRENEURIAL AND LIFE S 4. PRACTICE AND COACHING IN L		
LESSON TITLE:	4. FRACTICE AND COACHING IN E	IIVITED CONTACT SPORTS JHS	
	miliarisation of Sport. PE. Music a	and Dance in Local in Global Cult	ures
course	, ,		
2. Introduction and Far	miliarisation of Performance Prac	ctice in African Instruments and	Art
Music course.			
3. Introduction and fan	niliarisation of Entrepreneurial a	nd Life Skills Through Sports cou	rse
4. Introduction to Prac	tice and coaching limited contac	t sports	
Tutor	PD Session for Lesson 2	in the Course Manual	
Focus: the bullet points provide the frame for	Guidance notes on Leading the session. What the	Guidance Notes on Tutor	Time in session
what is to be done. The	SL/HoDs will have to say	Activity during the PD Session. What PD Session	session
guidance notes in italics	during each stage of the		
identify the prompt the	session	participants (Tutors) will do during each state of the	
SL/HoD needs and each	58331011	session)	
one must be addressed		36331011)	
one must be addressed			
1. Introduction /	PDC NOTE : Give a general		20 mins
lesson overview	welcome to all Tutors to the		
lesson overviewOverview of	welcome to all Tutors to the first course-based PD Session		
Overview of	first course-based PD Session		
 Overview of subject/s age 	first course-based PD Session for the semester with an ice		
 Overview of subject/s age phase/s to be 	first course-based PD Session for the semester with an ice	1.1 Do a general reflection on	
Overview of subject/s age phase/s to be covered in this PD	first course-based PD Session for the semester with an ice breaker.	1.1 Do a general reflection on the previous semester's	
Overview of subject/s age phase/s to be covered in this PD session and how it	first course-based PD Session for the semester with an ice breaker. 1.1 Ask Tutors to do a general	_	
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	first course-based PD Session for the semester with an ice breaker. 1.1 Ask Tutors to do a general reflection on the previous	the previous semester's	
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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	first course-based PD Session for the semester with an ice breaker. 1.1 Ask Tutors to do a general reflection on the previous semester's PD Sessions and give their recommendations for improvement. 1.2 Ask Tutors to read and	the previous semester's PD Sessions and give your recommendations for improvement. 1.2 Read and discuss the	
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.	first course-based PD Session for the semester with an ice breaker. 1.1 Ask Tutors to do a general reflection on the previous semester's PD Sessions and give their recommendations for improvement. 1.2 Ask Tutors to read and discuss the course goal	the previous semester's PD Sessions and give your recommendations for improvement. 1.2 Read and discuss the course goal and	
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 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 	first course-based PD Session for the semester with an ice breaker. 1.1 Ask Tutors to do a general reflection on the previous semester's PD Sessions and give their recommendations for improvement. 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	the previous semester's PD Sessions and give your recommendations for improvement. 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	
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- Identification of important or distinctive aspects of the lesson/s
- Reading and discussion of the introductory sections up to learning outcomes

and purpose of the courses.

E.g. 1. (Performance Practice in African Dance and Art Music) 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)

E.g. 2. (Sport, PE, Music and **Dance in Local and Global** Cultures)

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)**

1.3 Ask Tutors in each course group to read and discuss the CLOs and CLIs from their course manuals and share immerging ideas and issues across age and course groups.

NB: Refer to individual course manual.

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Primary Education)

1.3 In your course group read and discuss the CLOs and CLIs from your course manuals and share immerging ideas and issues across age and course groups.

NB: *Refer to individual* course manual.

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.

E.g. Entrepreneurial and Life Skills Through Sports (Subject Project): Plan and deliver an elevator pitch to a panel of entrepreneurs and venture capitalists.

(Subject Portfolio):

School visit/observation videos and pictures, field and track events monitoring using self-recording checklist, written Reports on student physical activity performances, Microteaching, TLRs etc.

E.g. Performance Practice in African Instruments and Art Music

(Subject Project):

Diagnostic Practical
Instruction Video Analysis:
Groups report orally and in
writing addressing issues on
e.g., posture, holding of
instrument, embouchure,
intonation, fingering, etc.

(Subject Portfolio):

STS pictures and videos, musical scores and Learning Journals etc.

E.g. Sport, PE, Music and Dance in Local and Global Cultures (Subject Project):

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.

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E.g. Performance Practice in African Instruments and Art Music

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(Subject Portfolio):

STS pictures and videos, musical scores and Learning Journals etc.

E.g. Sport, PE, Music and Dance in Local and Global Cultures (Subject Project):

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.

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Traditional genres and
musical games across the
three belts of Ghana,
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Appreciating and appraising

(Subject Portfolio):

Audio-visuals, notes and reports of participation in music, dances, sports and games during subject project.

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Audio-visuals, notes and reports of participation in music, dances, sports and games during subject project.

The guidance notes for SL/HoD need to

- 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

- 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.
- 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 immerging ideas and issues across age and course groups.
- 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.

Sports, P.E., Music and Dance in the Global Cultures.

This lesson focuses on traditional musical games in Ghana that reflect a range of

- 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.
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Sports, P.E., Music and Dance in the Global Cultures.

This lesson focuses on traditional musical games in Ghana that reflect a range of

	different times, cultures and	different times, cultures and	
	topical issues.	topical issues.	
	Performance Practice in Africa The lesson gives practical direction to students on art and popular music repertoire for voices (Soprano, Alto, Tenor and Bass) and their performance techniques Entrepreneurial and Life Skills through Sports The lesson exposes student teachers to invasion sports. Practice of Coaching The lesson covers the ways of defending and attacking in limited contact sports	Performance Practice in Africa The lesson gives practical direction to students on art and popular music repertoire for voices (Soprano, Alto, Tenor and Bass) and their performance techniques Entrepreneurial and Life Skills through Sports The lesson exposes student teachers to invasion sports. Practice of Coaching The lesson covers the ways of defending and attacking in limited contact sports	
 2. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of 	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.	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.	25 mins
 possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept. 	2.2 Asks tutors to outline possible barriers to the delivery of lesson 1 and suggest solutions for discussions to address them.	2.2 Outline possible barriers to the delivery of lesson 1 and suggest solutions for discussion to address them.	
	Sports, P.E., Music and Dance in the Global Cultures Example: Cultural and religious restrictions in participating in some music, dance and games.	Sports, P.E., Music and Dance in the Global Cultures Example: Cultural and religious restrictions in participating in some music, dance and games.	

Entrepreneurial and Life Skills through Sports

Lack of exposure to and opportunities to participate in Traditional genres and musical games.

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.

E.g. 1. (Sport, PE and Music and Dance in Global Cultures)

Organising and arranging enough repertoire from various musical genres for the "listeners' choice" and identifying the linkage of the physical activities in this exercise.

Addressing Challenge

Seek support from local resource personnel and online search to gather adequate musical genre and games.

E.g. 2. (Practice and Coaching)

Availability of female role models to be cited as examples in Sports and PE lessons.

Addressing Challenge

Search for more local and international female PEMD personalities with great achievements to cite as examples

Entrepreneurial and Life Skills through Sports

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Addressing Challenge

Search for more local and international female PEMD personalities with great achievements to cite as examples

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.

E.g. 1. (Sport, PE and Music and Dance in Global Cultures)

Remind tutors to be mindful of learners with hearing impairment, different cultural inclinations, stuttering etc during the delivery of the lesson.

E.g. 2. (Practice and Coaching)

Lack of early exposure to sports (this may vary for individuals i.e. time and age of impairment/physical challenge)

2.5 Ask tutors to identify GESI responsive resources and pedagogies they may employ for the delivery of concepts (particularly for persons with SEN at all age levels: Early Grade, Upper, Primary Education and JHS Education).

E.g.

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.

2.4 Suggest and discuss possible GESI related issues which may arise during the lesson delivery and provide feedback across course group.

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Be reminded to be mindful of learners with hearing impairment, different cultural inclinations, stuttering etc during the delivery of the lesson.

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E.g.

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.

	NB: 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. GESI related issues E.g., misconceptions about boys playing some games E.g. "Ampe" and girls'	NB: 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. GESI related issues E.g., 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.	participation in Music and Sporting (PEMD) activities. E.g. girls becoming masculine and barren.	
Guidance notes for			
SL/HoD should			
 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 			

- 3. Teaching, learning and assessment activities for the lesson
- 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.

- 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.
- 3.2 Ask Tutors to discuss and provide feedback across course groups on teaching and learning activities that may address GESI issues.
- 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 Grade and Upper Primary Education)
- E.g. 2. (Practice and Coaching)
 Project-based learning to
 integrate and support
 student teacher's coaching
 skills development. (JHS
 Education)
- E.g. 3. (Entrepreneurial and Life Skills Through Sports) Ensuring mixed ability grouping with attention to gender roles and stereotyping. (JHS Education)
- 3.3 Ask Tutors to read the subject project and subject portfolio components from their course manuals and

- 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.
- 3.2 Discuss and provide feedback across course groups on teaching and learning activities that may address GESI issues.

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 student teacher's coaching
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 Education)
- E.g. 3. (Entrepreneurial and Life Skills Through Sports) Ensuring mixed ability grouping with attention to gender roles and stereotyping. (JHS Education)
- 3.3 Read the subject project and subject portfolio components from your course manuals and provide feedback on how

40 mins

provide feedback on how to align them to the NTEAP.

E.g. 1. (Sport, PE, Music and Dance in Local and Global Cultures) (Subject Project):

Describe three activities you will put in place to inculcate the core values of honesty, integrity and citizenship in a Ghanaian learner.

(Subject portfolio):

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.

E.g. 2. (Entrepreneurial and Life Skills Through Sports) (Subject Project):

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.

(Subject portfolio):

Artefacts of the Organization & Management of a game. E.g. Budget, pictures etc .

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.

to align them to the NTEAP.

E.g. 1. (Sport, PE, Music and Dance in Local and Global Cultures)

(Subject Project):

Describe three activities you will put in place to inculcate the core values of honesty, integrity and citizenship in a Ghanaian learner.

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Artefacts of the Organization & Management of a game. E.g. Budget, pictures etc.

3.4 Suggest at least one new assessment strategy you would adopt in the delivery of your lesson not forgetting of GESI issues.

E.g. E.g. Adoption of assessment Adoption of assessment strategies such as group strategies such as group work, project work, work, project work, presentation, sporting presentation, sporting activities and music activities and music performance etc. performance etc. 3.6 Ask Tutors to mention 3.6 Mention and indicate and indicate how some of how some of the core and transferrable skills would the core and transferable skills would be developed be developed by your by Student Teachers student teachers (Early (Early Grade, Upper Grade, Upper Primary Primary Education and **Education and JHS** JHS Education) during the Education) during the delivery of lesson 1. delivery of lesson 1. E.g. E.g. **a.** Acquisition of basic ICT **a.** Acquisition of basic ICT skills through searching for skills through searching for videos on YouTube, use of videos on YouTube, use of projector for group projector for group presentations, computer, presentations, computer, mobile phone and music mobile phone and music combo usage etc. combo usage etc. **b.** Acquisition of **b.** Acquisition of collaborative skills through collaborative skills through group performance, subject group performance, subject project work, presentations project work, presentations etc. etc. NB Guidance notes for SL/HoD should Ask Tutors to remind student teachers to identify how their • Select activities, mentors address GESI related linked to CLO and issues during their weekly STS indicators, from the visits. 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	
•	Identify how any	
	assessments relate to	
	course assessment	
	components	
•	The selected activities	
	should be done with	
	tutors in real or close	
	to real time	
	Anticipate any issues	
	for clarification or	
	questions which	
	might arise as the	
	tutors work through	
	the activities and	
	provide guidance on	
	these	
•	Identify where, and	
•	which, core and	
	transferable skills,	
	·=	
	including 21st skills	
	and the use of	
	information	
	technology, are being	
	developed or applied	
•	Makes links to the	
	existing PD Themes	
	with page reference	
	where they can	
	support teaching, for	
	example: action	
	research, questioning	
	and to other external	
	reference material	
•	Identify where power	
	point presentations or	
	other resources need	
	to be developed to	
	support learning and	
	provide guidance	
•	Identify resources	
	required for any TLMs	
	and provide guidance	
	on development of	
	these	

4.	Evaluation and	
	review of session.	

- Identification of any outstanding issues relating to this lesson for clarification
- Advance preparation
- In the case of unresolved issues
- 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.
- 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.
- 4.3 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.

NB

Check that everybody has a concrete plan for teaching the given topics. In the case of unresolved issues consult the subject writing leads.

- 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.
- 4.2 Read lesson 2 in your course manual for the next PD session.
- 4.3 Remember to invite a critical friend to observe during lesson delivery and provide feedback.

5 mins

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
	1. 2. 3.

LESSON TITLE:

- 1. Appreciating and Appraising Traditional Games and Sports in Ghana II (Middle sector focus)
- 2. Exploring Bamboo Flute (Atenteben) Repertoire
- 3. Entrepreneurial and Life Skills in Invasion Sports
- 4. Time Management

Tutor PD Session for Lesson 2 in the Course Manual

Fo	cus: the bullet points	Guidance notes on Leading	Guidance Notes on Tutor	Time in
	ovide the frame for	the session. What the	Activity during the PD	session
what is to be done. The		SL/HoDs will have to say	Session. What PD Session	00001011
	idance notes in italics	during each stage of the	participants (Tutors) will do	
_	entify the prompt the	session	during each state of the	
	/HoD needs and each		session)	
_	e must be addressed		5555.6.1,	
1.	Introduction /	PDC NOTE: Use an ice		20 mins
	lesson overview	breaker to welcome all		
•	Overview of	Tutors to the second PD		
	subject/s age	Session for the semester.		
	phase/s to be	E.g., Toli or an action song.		
	covered in this PD	(You may pre- inform a		
	session and how it	Tutor to do so)		
	will be organised.			
	Including guidance	1.1 Ask Tutors to pick a	1.1 Pick a friend and share	
	on grouping tutors	friend and share what	what lessons you learnt	
	according to the	lessons were learnt from	from the PD session 1.	
	subject/s, age	the PD session 1.		
	phase/s.			
•	Reflection on	1.1.1 Ask tutors to share	1.1.1 Share with the larger	
	previous PD Session	with the larger group	group what your	
	(Introduction to the	what their friends	friend shared with	
	course manual/s)	shared with them.	you.	
•	Introduction and			
	overview of the main	1.2 Ask course tutors and	1.2 Brief the larger group on	
	purpose of the	their critical friend to	your experiences from	
	lesson in the course	brief the larger group on	lesson 1.	
	manual/s	their experiences and		
•	Identification of	observations from lesson		
	important or	1.		

- distinctive aspects of the lesson/s
- Reading and discussion of the introductory sections up to learning outcomes
- 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.
 - read and discuss the description and the purpose of lesson 2 from your course manual to have an overview of the lesson.

1.3 In your course group,

E.g. 1 Sports, P.E., Music and Dance in the Global Cultures.

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.

E.g. 1 Sports, P.E., Music and Dance in the Global Cultures.

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.

E.g. 2 Performance Practice in Africa

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.

E.g. 2 Performance Practice in Africa

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.

E.g. 3 Entrepreneurial and Life Skills through Sports

This lesson exposes student teachers to invasion sports.

E.g. 3 Entrepreneural and Life Skills through Sports

This lesson exposes student teachers to invasion sports.

E.g. 4 Practice of Coaching

Covers the ways of defending and attacking in limited contact sports.

E.g. 4 Practice of CoachingCovers the ways of defending and attacking in limited contact sports

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.

E.g.1 Entrepreneurial and Life Skills through Sports Exploring traits common to entrepreneurs and sportspersons.

E.g. 2. Performance Practice in African Instruments and Art Music

Discussing the meaning of Breathing, Support, Vocal Cords, Hoarseness, Throat, Register, Text etc

1.5 Ask Tutors to read and discuss the LOs and LIs from the course manual and share immerging ideas and issues across age and course groups.

E.g. 1 Sport, PE, Music and Dance in Local and Global Cultures

LO:

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. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5. 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.

E.g.1 Entrepreneurial and Life Skills through Sports

Exploring traits common to entrepreneurs and sportspersons.

E.g. 2. Performance Practice in African Instruments and Art Music

Discussing the meaning of Breathing, Support, Vocal Cords, Hoarseness, Throat, Register, Text etc

1.5 Read and discuss the LOs and LIs from your course manual and share immerging ideas and issues across age and course groups.

E.g. 1 Sport, PE, Music and Dance in Local and Global Cultures

LO:

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. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.

LI:

Mention three musical games peculiar to your community and describe how they correlate and generate ideas for you in creating your own.

E.g.2 Entrepreneurial and Life Skills through Sports 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)

LI:

Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.

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.

E.g. 1 Sports, P.E., Music and Dance in the Global Cultures Lack of familiarity of student teachers to some musical games from different parts of the country.

E.g. 2 Performance Practice in Africa

Lack of musical instruments, internet facility for surfing for examples and audio-visual gadgets.

LI:

Mention three musical games peculiar to your community and describe how they correlate and generate ideas for you in creating your own.

E.g.2 Entrepreneurial and Life Skills through Sports 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)

LI:

Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.

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.

E.g. 1 Sports, P.E., Music and Dance in the Global Cultures Lack of familiarity of student teachers to some musical games from different parts of the country.

E.g. 2 Performance Practice in Africa

Lack of musical instruments, internet facility for surfing for examples and audio-visual gadgets.

		E.g. 3. Practice of Coaching	E.g. 3. Practice of Coaching	
		Cultural and religious	Cultural and religious	
		misconceptions of	misconceptions of	
		female/male participation in	female/male participation in	
		some sporting activities.	some sporting activities.	
	ne guidance notes for	NB		
	/HoD need to	Refer to the lesson		
•	Provide short	description to have the		
	overview of the lesson	overview of the respective		
•	Identify important or	courses.		
	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	2.1 Ask Tutors to outline and	2.1 Outline and discuss the	25 mins
	Development (New	discuss the key concepts	key concepts in lesson 2	
	learning likely to	in lesson 2 of their	of your course manual	
	arise in this lesson):	respective course	and their links with the	
•	Identification and	manuals and their links	basic school curriculum.	
	discussion of	with the basic school		
	concepts	curriculum.		
•	Identification of	E a 1 Sports D.F. Music and	E a 1 Sports D.F. Music and	
	possible challenging	E.g. 1 Sports, P.E., Music and Dance in the Global Cultures	E.g. 1 Sports, P.E., Music and Dance in the Global Cultures	
	areas in teaching of			
	the concept.	Gathering of data about the	Gathering of data about the	
•	Identification of	indigenous or neo-traditional musical games.	indigenous or neo-traditional musical games.	
	needed resources for	musicui guilles.	musicui guilles.	
	the teaching and	E.g. 2 Performance Practice	E.g. 2 Performance Practice	
	learning of the	in Africa	in Africa	
	concept.	Fundamental Principles of	Fundamental Principles of	
		Singing Techniques	Singing Techniques	
		Singing reciniques	Singing reciniques	
		E.g. 3 Entrepreneurial and	E.g. 3 Entrepreneurial and	
		Life Skills through Sports	Life Skills through Sports	
		= 110 okino dinough oporto	and aking timough aports	

Characteristics of entrepreneurs and Risk-taking exercises

E.g. 4. Practice of CoachingDefensive and offensive strategies in limited contact sports

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.

E.g. 1 (Sport, PE & Music and Dance in Global Cultures) Misconceptions about male and female participation in some games. (Early Grade and Upper Primary Education)

E.g. 2 (Practice and Coaching) Inability to engage in appropriate demonstrations due to psychomotor challenges. (JHS Education)

2.3 Ask tutors to identify GESI responsive resources they may employ for the delivery of concepts (particularly for persons with SEN at all age levels: Early Grade, Upper, Primary Education and JHS Education).

E.g. (All courses and age phases)

Characteristics of entrepreneurs and Risk-taking exercises

E.g. 4 Practice of CoachingDefensive and offensive strategies in limited contact sports

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.

E.g. 1 Sport, PE & Music and Dance in Global Cultures: Misconceptions about male and female participation in some games. (Early Grade and Upper Primary Education)

E.g. 2 Practice and Coaching: Inability to engage in appropriate demonstrations due to psychomotor challenges. (JHS Education)

2.3 Identify GESI responsive resources you may employ for the delivery of concepts (particularly for persons with SEN at all age levels: Early Grade, Upper Primary Education and JHS Education).

E.g. (All courses and age phases)

			T
		 Usage of some training equipment by physically equipment by physically 	=
		challenged person, challenged pers	ons.
		2. Music combo, projector, 2. music combo, pr	rojector,
		computer and avoidance computer and a	voidance
		of stereotype statements of stereotype st	atements
		3. Misconception of male 3. Misconception of	of male
		and female participation and female part	cicipation
		in some games in some games	
Gı	uidance notes for		
SL	/HoD should		
•	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		
3	Teaching, learning	3.1 Ask Tutors to read- pair- 3.1 In your course g	group, 40 mins
<u>ی</u> .	and assessment	and -share with the read- pair-and-	, , ,
	activities for the	course group the teaching teaching and lea	
	lesson	and learning activities in activities in you	_
	Reading of teaching	their respective courses manual and disc	
	and learning activities	and discuss areas that that need clarifi	
	and identification of	need clarification.	Cation.
	areas that require	need claimed com	
	clarification	3.2 Ask Tutors to discuss and 3.2 Discuss and pro	vide
	Reading of	provide feedback across feedback across	
	assessment	course groups on teaching groups on teach	
		and learning activities learning activitie	=
	opportunities and	and learning activities learning activities	cs that

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, that may address GESI issues.

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 Grade and Upper Primary Education)

E.g. 2. (Practice and Coaching)
Project-based learning to
integrate and support
student teacher's coaching
skills development. (JHS
Education)

E.g. 3. (Entrepreneurial and Life Skills Through Sports) Ensuring mixed ability grouping with attention to gender roles and stereotyping. (JHS Education)

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.

E.g. Sport, PE and Music and Dance in Global Cultures: Identify three musical games peculiar to your community and describe how they correlate and generate ideas for you in creating your own.

3.4 Ask Tutors to suggest at least one new assessment strategy they would adopt

may address GESI issues.

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 Grade and Upper Primary Education)

E.g. 2. (Practice and Coaching)
Project-based learning to
integrate and support
student teacher's coaching
skills development. (JHS
Education)

E.g. 3. (Entrepreneurial and Life Skills Through Sports) Ensuring mixed ability grouping with attention to gender roles and stereotyping. (JHS Education)

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.

E.g. Sport, PE and Music and Dance in Global Cultures: Identify three musical games peculiar to your community and describe how they correlate and generate ideas for you in creating your own.

3.4 Suggest at least one new assessment strategy you would adopt in the

in the delivery of their delivery of your lesson not forgetting of GESI lessons not forgetting of GESI issues. **Examples of GESI issues Examples of GESI issues** could be: could be: Activities relating to low Activities relating to low confidence, visual confidence, visual impairment, hearing impairment, hearing impairment, pitching, impairment, pitching, introverts, gender disparity in introverts, gender disparity in playing etc. playing etc. NB 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. 3.5 Mention and discuss how 3.5 Ask Tutors to mention the core and transferrable and discuss how the core and transferrable skills skills would be developed would be developed during the delivery of during the delivery of lesson 2. lesson 2. E.g. (All courses and age E.g. (All courses and age phases) phases) Acquisition of leadership Acquisition of leadership Skills through appointing skills through appointing male and female leaders male and female leaders in sub-groups in class. in sub-groups in class. • Usage of group work to Usage of group work to develop collaboration. develop collaboration. Guidance notes for SL/HoD should Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These

could involve applying

new content, E.g	
from section 2, or	
approaches to	
teaching, learning	
and assessment, incl.	
gender responsive	
and inclusive	
approaches	
Identify how any	
assessments relate to	
course assessment	
components	
The selected activities	
should be done with	
tutors in real or close	
to real time	
Anticipate any issues	
for clarification or	
questions which	
might arise as the	
tutors work through	
the activities and	
provide guidance on	
these	
Identify where, and	
which, core and	
transferable skills,	
including 21 st skills	
and the use of	
information	
technology, are being	
developed or applied	
Makes links to the	
existing PD Themes	
with page reference	
where they can	
support teaching, for	
example: action	
research, questioning	
and to other external	
reference material	
Identify where power	
point presentations or	
other resources need	
to be developed to	
support learning and	
provide guidance	

	T	T	
 Identify resources required for any TLMs and provide guidance on development of these 			
 4. Evaluation and review of session: Identification of any outstanding issues relating to this lesson for clarification Advance preparation In the case of 	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.	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.	5 mins
unresolved issues	4.2 Ask one Tutor from each course group to do a summary of the session.	4.2 Do a summary of the session.	
	4.3 Remind tutors to read lesson 3 in their course manual for the next session.	4.3 Read lesson 3 in your course manual for the next session.	
	4.4 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.	4.4 Remember to invite a critical friend to observe during lesson delivery to provide feedback.	
	NB		
	Encourage tutors to make		
	edequate preparation for the		
	delivery of the lesson.		
	In the case of unresolved		
	issues consult the subject		
	writing leads.		
Course assessment in		back on the progress of work on	
accordance with the	teacner's subject project and μ	oortfolio (Refer to Lesson 1, item	<i>3.3).</i>
NTEAP: SWL need to review assessment in			
the course manual to	F g 1 (Performance Practice in	African Instruments and Art Music)	1
ensure it complies with	Make a list of songs (5 each) of	-	ı
NTEAP implementation	a. Patriotic themes	and joined my musical genies.	
and the 60% continuous	b. Hymns		
assessment and 40 %	c. Anthems		
End of semester	d. Art Compositions		
examination. This	(Subject Portfolio for JHS Education)		
means ensuring:			
subject project, subject	E.g. 2. (Sport, PE and Music and	Dance in Global Cultures)	
portfolio preparation			

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:	Name of Subject/s:	
Early Grade	1. SPORT, PE AND MUSIC AND DANCE IN GLOBAL CULTURES	
Upper Primary Education	2. PERFORMANCE PRACTICE IN AFRICAN INSTRUMENTS AND ART	
JHS Education	MUSIC	
	3. ENTREPRENEURIAL AND LIFE SKILLS THROUGH SPORTS	
	4. PRACTICE AND COACHING	
LECCON TITLE		

LESSON TITLE:

- 1. Appreciating and Appraising Traditional Games and Sports in Ghana II (Middle sector focus)
- 2. Exploring Bamboo Flute (Atenteben) Repertoire
- 3. Entrepreneurial and Life Skills in Invasion Sports
- 4. Time Management

Tutor PD Session for Lesson 3 in the Course Manual

Fo	cus: the bullet points	Guidance notes on Leading Guidan	ce Notes on Tutor Time in
pro	ovide the frame for	the session. What the Activity	y during the PD session
wh	at is to be done. The	SL/HoDs will have to say Session	n. What PD Session
gui	idance notes in italics	during each stage of the particip	pants (Tutors) will do
ide	entify the prompt the	session during	each state of the
SL/	HoD needs and each	session)
on	e must be addressed		
1.	Introduction /	PDC NOTE: Use an ice	20 mins
	lesson overview	breaker to welcome all	
•	Overview of	Tutors to the third PD Session	
	subject/s age	of the semester. E.g. "what	
	phase/s to be	motivated my teaching	
	covered in this PD	philosophy" (You may pre-	
	session and how it	inform a Tutor to do so	
	will be organised.	briefly)	
	Including guidance		
	on grouping tutors	, 55	k a friend and share
	according to the	*	at lessons you learnt
	subject/s, age	•	m the PD session 2.
	phase/s.	what lessons were learnt	
•	Reflection on	from the PD session 2.	
	previous PD Session		
	(Introduction to the		re with the larger
	course manual/s)		up what your friend
•	Introduction and		red with you.
	overview of the main	them.	
	purpose of the		
	lesson in the course		th your critical friends
	manual/s		ef the larger group on
•	Identification of		ır experiences and
	important or	their experiences and	

- distinctive aspects of the lesson/s
- Reading and discussion of the introductory sections up to learning outcomes
- observation from lesson 2.
- 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.
- 1.5 Ask Tutors to read LOs and LIs of lesson 3 from their respective course manuals to have a general overview and share immerging ideas and issues across age and course groups.

E.g. 1. Sports, P.E., Music and Dance in the Global Cultures

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.

LI:

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.

- observations from lesson 2.
- 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.
- 1.5 Read the LOs and LIs of lesson 3 from your course manuals to have a general overview and share immerging ideas and issues across age and course groups.

E.g. 1. Sports, P.E., Music and Dance in the Global Cultures

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.

LI:

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.

E.g. 2. Performance Practice in Africa

LO:

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.

LI:

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.

E.g. 3. Entrepreneurial and Life Skills through Sports LO:

Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking.

LI:

Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.

E.g. 4. Practice of Coaching LO:

Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation,

E.g. 2. Performance Practice in Africa

LO:

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.

LI:

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.

E.g. 3. Entrepreneurial and Life Skills through Sports LO:

Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking.

LI:

Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.

E.g. 4. Practice of Coaching LO:

Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.

LI:

Exceed grade level expectations (GLE) and mastery of life skill attributes.

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.

E.g. 1 Sports, P.E., Music and Dance in the Global Cultures Traditional games and sports from the northern sector communities.

E.g. 2 Performance Practice in Africa

Youtube Video Analysis of voice types and ranges.

E.g. 3 Entrepreneurial and Life Skills through Sports Creation/refinement of risktaking games.

E.g. 4 Practice of CoachingNorming, forming and stabilization of teams in sports.

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. autonomy, creativity and risk-taking.

LI:

Exceed grade level expectations (GLE) and mastery of life skill attributes.

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.

E.g. 1 Sports, P.E., Music and Dance in the Global Cultures Traditional games and sports from the northern sector communities.

E.g. 2 Performance Practice in Africa

Youtube Video Analysis of voice types and ranges.

E.g. 3 Entrepreneurial and Life Skills through Sports Creation/refinement of risktaking games.

E.g. 4 Practice of CoachingNorming, forming and stabilization of teams in sports.

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.

				Γ
		E.g.	E.g.	
		Class Size, Lack of key	Class Size, Lack of key	
		equipment, Students with	equipment, Students with	
		SEN; Playback equipment and	SEN; Playback equipment and	
		internet accessibility.	internet accessibility	
The	guidance notes for			
SL/F	loD need to	NB		
• P	rovide short	Refer to the course		
0	verview of the lesson	description of the various		
• 10	dentify important or	courses to have the overview		
d	listinctive features of	of the respective courses.		
ti	he lesson			
• 10	dentify assessment,			
а	ligned to NTEAP			
• A	Inticipate questions			
И	vhich might arise			
fı	rom the introduction			
to	o the lesson and			
р	rovide responses for			
S	L/HoD.			
• 19	ssues that prompted			
q	uestions or			
d	liscussion during			
С	urriculum and course			
и	vriting may well also			
b	e issues for SL/HoD			
2. C	Concept	2.1 Ask Tutors to outline and	2.1 Outline and discuss the	25 mins
D	evelopment (New	discuss the key concepts	key concepts in lesson 3	
le	earning likely to	in lesson 3 of their	of your course manual.	
а	rise in this lesson):	respective course		
• lo	dentification and	manuals.		
d	iscussion of			
С	oncepts	E.g. 1 Sports, P.E., Music and	E.g. 1 Sports, P.E., Music and	
• lo	dentification of	Dance in the Global Cultures	Dance in the Global Cultures	
р	ossible challenging	Traditional games and sports	Traditional games and sports	
a	reas in teaching of	from the northern sector	from the northern sector	
	he concept.	communities.	communities.	
	dentification of			
n	eeded resources for	E.g. 2 Performance Practice	E.g. 2 Performance Practice	
tl	he teaching and	in Africa	in Africa	
	earning of the	Youtube Video Analysis of	Youtube Video Analysis of	
	oncept.	voice types and ranges.	voice types and ranges.	
		E.g. 3. Entrepreneurial and	E.g. 3 Entrepreneurial and	
		Life Skills through Sports	Life Skills through Sports	
		Creation/refinement of risk-	Creation/refinement of risk-	
		taking games.	taking games.	

E.g. 4 Practice of Coaching Norming, forming and stabilization of teams in sports.

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.

E.g. 1. (Performance Practice in African Instruments and Art Music)

Unfamiliarity to techniques in playing xylophone.

E.g. 2. (Practice and Coaching) *Misconceptions about male and female participation in some games.*

E.g. 3. (Entrepreneurial and Life Skills Through Sports) Time management (African

2.3 Ask tutors to identify GESI responsive resources they may employ for the delivery of concepts (particularly for persons with SEN at all age levels: Early Grade, Upper, Primary Education and JHS Education) and share across age and course groups.

E.g.

time)

Usage of some training equipment by a SEN student, music combo, projector, computer and avoidance of stereotype statements.

E.g. 4 Practice of CoachingNorming, forming and stabilization of teams in sports.

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.

E.g. 1. (Performance Practice in African Instruments and Art Music)

unfamiliarity to techniques in playing xylophone.

E.g. 2. (Practice and Coaching) Misconceptions about male and female participation in some games.

E.g. 3. (Entrepreneurial and Life Skills Through Sports) Time management (African

2.3 Identify GESI responsive resources you may employ for the delivery of concepts (particularly for persons with SEN at all age levels: Early Grade, Upper Primary Education and JHS Education) and share across age and

E.g.

time)

Usage of some training equipment by a SEN student, music combo, projector, computer and avoidance of stereotype statements.

course groups.

■ 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 Music and Dance: Elements of music found in music videos watched. E.g. Pitch, costume, instruments etc Physical Education: Creation of a game adaptation in an invasion sport to facilitate practise of risk-taking in sports. GESI related issues E.g. Misconceptions about boys playing some games E.g. "Ampe" and boys singing soprano, girls playing guitar and keyboard. 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,	
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female in some games, usage of some training equipment by physically challenged	
of some training equipment by physically challenged	
by physically challenged	
person, music combo,	
projector, computer and	
avoidance of stereotype	
statements.	
statements.	
3. Teaching, learning 3.1 Ask Tutors to read-pair- 3.1 In your course group, 40 mir	ıs
and assessment and -share with their read- pair-and –share the	
activities for the course groups the teaching and learning	
lesson teaching and learning activities in your course	
Reading of teaching	
and learning activities respective courses and that need clarification.	
and identification of discuss areas that need	
areas that require clarification.	
clarification	
Reading of 3.2 Ask Tutors to read and 3.2 Read and suggest	
assessment suggest required teaching required teaching and	
opportunities and and learning resources learning resources for	
ensuring they are for their lessons and	
Cristing they are 15. then ressons and	

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, describe how to use them per their age phases (Early Grade, Upper Primary Education and JHS Education).

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.

E.g. 1. (Performance Practice in African Instruments and Art Music)

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.

E.g. 2. (Entrepreneurial and Life Skills Through Sports) Plan and deliver an elevator pitch to a panel of

pitch to a panel of entrepreneurs and venture capitalists.

NB

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).

3.4 Ask Tutors to suggest at least one new assessment strategy they

your lesson and describe how to use them.

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.

E.g. 1. (Performance Practice in African Instruments and Art Music)

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.

E.g. 2. (Entrepreneurial and Life Skills Through Sports)

Plan and deliver an elevator pitch to a panel of entrepreneurs and venture capitalists.

3.4 Suggest at least one new assessment strategy you would adopt in the

	would adopt in the delivery of their lessons not forgetting of GESI issues.	delivery of your lesson not forgetting of GESI issues.
	E.g. Activities relating to low confidence, visual impairment, hearing impairment, pitching, introverts, playing etc. 3.5 Ask Tutors to mention	E.g. Activities relating to low confidence, visual impairment, hearing impairment, pitching, introverts, playing etc. 3.5 Mention and discuss how
	and discuss how the core and transferrable skills would be developed during the delivery of lesson 3.	the core and transferrable skills would be developed during the delivery of lesson 3.
	E.g., 1. (Performance Practice in African Instruments and Art Music) Acquisition of ICT skills through the search for relevant videos on Youtube.	E.g., 1. (Performance Practice in African Instruments and Art Music) Acquisition of ICT skills through the search for relevant videos on Youtube.
	E.g. 2. (Entrepreneurial and Life Skills through Sports) Acquisition of Life and collaborative skills through teamwork, emotional and interpersonal communication in class.	E.g. 2. (Entrepreneurial and Life Skills through Sports) Acquisition of Life and collaborative skills through teamwork, emotional and interpersonal communication in class.
Guidance notes for SL/HoD should • Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, E.g	NB Ask Tutors to remind student teachers to identify how their mentors address GESI related issues during their weekly STS visits.	

from section 2, or approaches to

teaching, learning		
and assessment, incl.		
gender responsive		
and inclusive		
approaches		
 Identify how any 		
assessments relate to		
course assessment		
components		
• The selected activities		
should be done with		
tutors in real or close		
to real time		
 Anticipate any issues 		
for clarification or		
questions which		
might arise as the		
tutors work through		
the activities and		
provide guidance on		
these		
 Identify where, and 		
which, core and		
transferable skills,		
including 21 st skills		
and the use of		
information		
technology, are being		
developed or applied		
 Makes links to the 		
existing PD Themes		
with page reference		
where they can		
support teaching, for		
example: action		
research, questioning		
and to other external		
reference material		
 Identify where power 		
point presentations or		
other resources need		
to be developed to		
support learning and		
provide guidance		
 Identify resources 		
required for any TLMs		
and provide guidance		
·	 	

on development of these			
 4. Evaluation and review of session: Identification of any outstanding issues relating to this lesson for clarification 	4.1 Ask tutors to outline any outstanding issues relating to their respective lessons for clarification.	4.1 Outline any outstanding issues relating to your respective lessons for clarification.	5 mins
Advance preparation In the case of unresolved issues	4.2 Ask one Tutor from each course group and age phase to do a summary of the session.	4.2 A Tutor from each course group should do a summary of the session.	
	4.3 Remind tutors to read lesson 4 in their course manual before the next session.	4.3 Read lesson 4 in your course manual before the next session.	
	4.4 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.	4.4 Remember to invite a critical friend to observe during lesson delivery to provide feedback.	
	NB Encourage tutors to make adequate preparation for the delivery of the lesson. In the case of unresolved issues consult the subject writing leads		
Course assessment in	Remind Tutors to receive feed	back on the progress of work on	student
accordance with the	teacher's subject project and p	oortfolio (Refer to Lesson 1, item	1 3.3).
NTEAP: SWL need to		la Chilla Hanassala Cara at s	
review assessment in the course manual to	E.g. 1. (Entrepreneurial and Lif	<u> </u>	
ensure it complies with	What ways does risk-taking plo	uy a role ili entrepreneurship?	
NTEAP implementation	E.g. 2. (Sport, PE and Music an	d Dance in Global Cultures)	
and the 60% continuous		ne and sport in a Ghana indigend	ามร
assessment and 40 %	society covering:	and sport in a chana margent	- 45
End of semester	a. history and sociological	perspectives	
examination. This	b. meaning/interpretation	•	
means ensuring: subject	c. step-by-step performance progressions		
project, subject	d. benefits derived through participation		
portfolio preparation	e. similarities and differences between/within traditional sports		
and development are	and games across comn	nunities	

explicitly addressed in the PD sessions.	f. value lessons learned and how they transform and inform cultural identity and impact on active healthy living.

Age Phases/Grades:	Name of Subject/s:	
Early Grade	1. SPORT, PE AND MUSIC AND DANCE IN GLOBAL CULTURES	
Upper Primary Education	2. PERFORMANCE PRACTICE IN AFRICAN INSTRUMENTS AND ART	
JHS Education	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 (Atenteben) Repertoire
- 3. Entrepreneurial and Life Skills in Invasion Sports
- 4. Time Management

Tutor PD Session for Lesson 4 in the Course Manual

Га	ous, the bullet reints	C.:	dance notes on Londing	Guidance Notes on Tutor	Time in
	cus: the bullet points ovide the frame for		dance notes on Leading session. What the		session
-				Activity during the PD	session
	at is to be done. The	-	HoDs will have to say	Session. What PD Session	
_	dance notes in italics		ing each stage of the	participants (Tutors) will do	
	ntify the prompt the	ses	sion	during each state of the	
_	HoD needs and each			session)	
on	e must be addressed				
	<u> </u>				
1.	Introduction /		CNOTE: Ask a Tutor to		20 mins
	lesson overview		the larger group about		
•	Overview of		best teacher he/she has		
	subject/s age		r met. Use this as ice		
	phase/s to be		aker to welcome all		
	covered in this PD	Tut	ors to PD Session 4 for		
	session and how it	the	semester. (You may pre-		
	will be organised.	info	orm a Tutor to do so)		
	Including guidance				
	on grouping tutors	1.1	Randomly select a Tutor	1.1 Share what lessons you	
	according to the		to share what lessons	learnt from the PD	
	subject/s, age		were learnt from the PD	session 3, per your	
	phase/s.		session 3, per their	course.	
•	Reflection on		respective courses.		
	previous PD Session				
	(Introduction to the	1.2	Ask one Tutor from each	1.2 Brief the larger group on	
	course manual/s)		course group and critical	your experiences from	
•	Introduction and		friend to brief the larger	lesson 3.	
	overview of the main		group on their		
	purpose of the		experiences from lesson		
	lesson in the course		3.		
	manual/s				
	manaay 3	1.3	Ask Tutors to sit in their	1.3 Read the lesson	
			course groups and age	description and purpose	
			phases to read the	of lesson 4 from your	
			pridates to reductife	Ji 1633011 4 11 Olli youl	

- Identification of important or distinctive aspects of the lesson/s
- Reading and discussion of the introductory sections up to learning outcomes
- lesson description and purpose of lesson 4 from their respective course manuals to have a general overview of the lesson and share immerging ideas and issues across age and course groups.
- 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.
- E.g. 1 Sports, P.E., Music and Dance in the Global Cultures E.g. 1 Group and individual Appreciating and Appraising Art music in Ghana.

Performance Practice in Africa.

- **E.g. 2** Surfing the internet for relevant Atenteben videos and discussing the elements.
- 1.5 Ask Tutors to read and discuss the CLOs and CLIs of lesson 4 from their course manual and share immerging issues across age and course groups.

E.g. 1 Sports, P.E., Music and Dance in the Global Cultures LO:

Demonstrate knowledge on the ability to correlate and generate ideas from Ghanaian art musical forms in their immediate community that reflect a

- course manual to have a general overview of the lesson and share immerging ideas and issues across age and course groups.
- 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.

E.g. 1 Sports, P.E., Music and Dance in the Global Cultures E.g. 1 Group and individual Appreciating and Appraising Art music in Ghana.

Performance Practice in Africa.

- **E.g. 2** Surfing the internet for relevant Atenteben videos and discussing the elements.
- 1.5 Read and discuss the CLOs and CLIs of lesson 4 from your course manual and share immerging issues across age and course groups.

E.g. 1 Sports, P.E., Music and Dance in the Global Cultures 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.

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.

E.g. 2 Performance Practice in Africa.

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.

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.

E.g. 3. Entrepreneurial and Life Skills through Sports LO:

Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking.

LI:

Explain life skills and entrepreneurial attributes

range of different times, cultures and topical issues. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.

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.

E.g. 2 Performance Practice in Africa.

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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.

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.

E.g. 3. Entrepreneurial and Life Skills through Sports LO:

Demonstrate understanding of attitudes and the value of sport as a vehicle for the development of life skills and optimistic thinking.

LI:

Explain life skills and entrepreneurial attributes

and how they overlap with and how they overlap with sport: task mastery, sport: task mastery, achievement orientation, achievement orientation, autonomy, creativity and autonomy, creativity and risk-taking. risk-taking. E.g. 4 Practice of Coaching LO: E.g. 4 Practice of Coaching Demonstrate in-depth LO: knowledge of life skills, Demonstrate in-depth values and attitudes. knowledge of life skills, values and attitudes. State at least two (2) LI: attributes of life skills of the State at least two (2) physical education teacher in attributes of life skills of the the basic schools. physical education teacher in the basic schools. 1.6 In their course groups and age phases, ask 1.6 Read and discuss the possible barriers of lesson Tutors to read and discuss the possible 4 as per your course barriers of lesson 4 as manual (PE & Music and per their course manuals Dance) and give feedback (PE & Music and Dance) across age and course and give feedback across groups. age and course groups. E.g. E.g. Class Size, Lack of key Class Size, Lack of key equipment, Students with equipment, Students with SEN; Playback equipment and SEN; Playback equipment and internet accessibility. internet accessibility. The quidance notes for SL/HoD need to Provide short NB overview of the Refer to the course lesson description of the various • Identify important or courses to have the overview distinctive features of the respective courses. 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			
Concept Development (New learning likely to arise in this lesson): Identification and discussion of	2.1 Ask Tutors to outline and discuss the key concepts in lesson 4 of their respective course manuals.	2.1 Outline and discuss the key concepts in lesson 4 of your course manual.	25 mins
 discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the 	E.g. 1. Performance Practice in African Instruments and Art Music LO: The art of playing the Atenteben, its repertoire and performance. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.	E.g. 1. Performance Practice in African Instruments and Art Music. LO: The art of playing the Atenteben, its repertoire and performance. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.	
concept.	E.g. 2. Entrepreneurial And Life Skills Through Sports LO: How attitudes and the value of sport enhance the development of life skills and optimistic thinking. (NTS 2c & 3e; NTECF 16, 21, 25)	E.g. 2. Entrepreneurial And Life Skills Through Sports LO: How attitudes and the value of sport enhance the development of life skills and optimistic thinking. (NTS 2c & 3e; NTECF 16, 21, 25)	
	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.	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.	

E.g. 1. Performance Practice in African Instruments and Art Music Fingering on the At1nt1b1n, Music reading ability and distribution of musical pieces according to abilities.

E.g. 2. Entrepreneurial and Life Skills Through Sports)

Connection between entrepreneurship and sports.

2.3 Ask tutors to identify GESI responsive resources they may employ for the delivery of concepts (particularly for persons with SEN at all age levels) and how they would integrate the core competencies in their lessons.

E.g. (All courses and age phases)

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.

E.g. 1. Performance Practice in African Instruments and Art Music

Fingering on the At1nt1b1n, Music reading ability and distribution of musical pieces according to abilities.

E.g. 2. Entrepreneurial and Life Skills Through Sports

Connection between entrepreneurship and sports.

2.3 Identify GESI responsive resources you may employ for the delivery of concepts (particularly for persons with SEN at all age levels) and how you would integrate the core competencies in your lesson.

E.g. (All courses and age phases)

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.

Guidance notes for SL/HoD should

 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

NB 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, projector, computer

		T	1
the lesson activities "	and avoidance of stereotype		
walk through".	statements.		
 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			
This section can build on			
the PD needs identified			
from the course manuals			
3. Teaching, learning	3.1 Ask Tutors to suggest	3.1 Suggest teaching and	40 mins
and assessment	teaching and learning	learning activities for your	
activities for the	activities for their	course and age phase for	
lesson	respective courses and	discussion.	
 Reading of teaching 	age phases for discussion.		
and learning			
activities and	3.2 Ask Tutors to discuss and	3.2 Discuss and provide	
identification of areas	provide feedback across	feedback across course	
that require	course groups on teaching	groups on teaching and	
clarification	and learning activities	learning activities that	
 Reading of 	that may address GESI	may address GESI issues.	
assessment	issues.		
opportunities and	3.3 Ask Tutors to read and	3.3 Read and suggest	
ensuring they are	suggest required teaching	required teaching and	
aligned to the NTEAP	and learning resources for	learning resources for	
and required course	their lessons per their age	your lessons per their age	
assessment: subject	phases and describe how	phases and describe how	
project (30%), subject	to use them.	to use them.	
portfolio (30%) and	to doe them.	to use them.	
end of semester	3.4 Ask Tutors in their small	3.4 Think-pair and share	
examination (40%)	groups to think pair-share	possible assessment	
Working through one	possible assessment	strategies for your	
or two activities,	strategies for their lessons	lessons.	
	3.5 Ask Tutors to read the	3.5 Read the assessment	
	-	<u> </u>	
		_	
	_	_	
	aligned with NTEAP.	are angreed with the Little	
	assessment component of lesson 4 of the course manual and discuss its alignment with the NTEAP, ensuring subject project and subject portfolio activities are	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.	

	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)	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)
	NB Ask Tutors to remind student teachers to identify how their mentors address GESI related issues during their weekly STS visits.	
	3.6 Ask Tutors to suggest assessment strategies they would adopt in the delivery of their lessons not forgetting of GESI issues.	3.6 Suggest assessment strategies you would adopt in the delivery of your lesson not forgetting of GESI issues.
	E.g. (All courses and age phases) Activities relating to building confidence of introverts, playing etc.	E.g. (All courses and age phases) Activities relating to building confidence, introverts, playing etc.
	3.7 Ask Tutors to identify and discuss how the core and transferrable skills would be developed during the delivery of lesson 4.	3.7 Identify and discuss how the core and transferrable skills would be developed during the delivery of lesson 4.
	E.g. (All courses and age phases) Acquisition of information literacy skills through the search for information from the internet etc.	E.g. (All courses and age phases) Acquisition of information literacy skills through the search for information from the internet etc.
Guidance notes for SL/HoD should	NB Ask Tutors to remind student	
 Select activities, 	teachers to identify how their	

	l	
indicators, from the	issues during their weekly STS	
lesson that are likely	visits.	
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		
 Identify how any 		
assessments relate to		
course assessment		
components		
• The selected activities		
should be done with		
tutors in real or close		
to real time		
 Anticipate any issues 		
for clarification or		
questions which		
might arise as the		
tutors work through		
the activities and		
provide guidance on		
these		
 Identify where, and 		
which, core and		
transferable skills,		
including 21 st skills		
and the use of		
information		
technology, are being		
developed or applied		
 Makes links to the 		
existing PD Themes		
with page reference		
where they can		
support teaching, for		
example: action		
research, questioning		
and to other external		
reference material		

 Identify where power point presentations or other resources need to be developed to support learning and provide guidance Identify resources required for any TLMs and provide guidance on development of these 			
 4. Evaluation and review of session: Identification of any outstanding issues relating to this lesson for clarification Advance preparation 	4.1 As a mop up for the session, ask tutors to outline any outstanding issues relating to their respective lessons for clarification.	4.1 Outline any outstanding issues relating to your lesson for clarification.	5 mins
 In the case of unresolved issues 	4.2 Ask one Tutor from each course group to highlight on the thematic areas of the session.4.3 Remind tutors to read	4.2 Highlight on the thematic areas of the session.4.3 Read lesson 5 in your	
	lesson 5 in their course manual for the next session.	course manual for the next session.	
	4.4 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.	4.4 Remember to invite a critical friend to observe during lesson delivery and provide feedback.	
	NB Ensure that everybody has a concrete plan for teaching the given topics. In the case of unresolved issues consult the subject writing leads.		
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to	_	back on the progress of work or portfolio (Refer to Lesson 1, iten	

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.

List and discuss the factors influencing the setting of 'SMART' goals and its effects on the long-term development of players.

E.g. 2. (Performance Practice in African Instruments and Art Music) Outline 5 Easy Steps that can be used to improve performance on the instrument

E.g. 3. (Sport, PE and Music and Dance in Global Cultures)Describe two strategies you will employ to assist SEN learners to fully participate dance drama/traditional game.

6. Exploring Bamboo Flo	Upper Primary Education JHS Education 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 (Atenteben) Repertoire 7. Entrepreneurial and Life Skills in Invasion Sports			
Tutor PD	Session for Lesson 5 in	the Course Manual		
Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session	
 Introduction / lesson overview 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 	 PDC NOTE: Use an ice breaker to welcome all Tutors to the 5th PD Session for the semester. E.g. Toli or an action song. (You may pre inform a Tutor to do so) 1.1 Ask Tutors to discuss with their elbow partner what lessons they learnt from PD session 4. 1.2 Ask tutors to share with the larger group what their friends shared with them. 1.3 Ask course Tutors in each of the age phases (Early Grade, Upper Primary Education and JHS 	 1.1 Discuss with your elbow partner what lessons you learnt from PD session 4. 1.2 Share with the larger group what your friend shared with you. 1.3 With your critical friend, shear your experiences and observations from lesson 4 with the larger 	20 mins	

Name of Subject/s:

Age Phases/Grades:

• Identification of

important or

group for discussion.

Education) with their

critical friends to share

their experiences and

- distinctive aspects of the lesson/s
- Reading and discussion of the introductory sections up to learning outcomes
- observations from lesson 4 with the larger group for discussion.
- 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 immerging ideas and issues across age and course groups.
- 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.
- 1.6 Ask Tutors in their groups and age phases to read and discuss the LOs and LIs from their course manuals.

E.g. 1 Sports, P.E., Music and Dance in the Global Cultures 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.

- 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 immerging ideas and issues across age and course groups.
- 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.
- 1.6 Read and discuss the LOS and LIs from your course manual.

E.g. 1 Sports, P.E., Music and Dance in the Global Cultures 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.

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.

E.g. 2 Performance Practice in Africa

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.

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.

E.g. 3. Entrepreneurial and Life Skills through Sports. 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)

LI:

Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation,

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.

E.g. 2 Performance Practice in Africa

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.

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.

E.g. 3. Entrepreneurial and Life Skills through Sports. 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)

LI:

Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation,

	autonomy, creativity and	autonomy, creativity and	
	risk-taking.	risk-taking.	
	E.g. 4 Practice of Coaching.	E.g. 4 Practice of Coaching.	
	LO:	LO:	
	Demonstrate in-depth	Demonstrate in-depth	
	knowledge of life skills,	knowledge of life skills,	
	values and attitudes.	values and attitudes.	
	varaes and attitudes.	varaes and attitudes.	
	LI:	LI:	
	Describe two activities you	Describe two activities you	
	_	1	
	will put in place to inculcate	will put in place to inculcate	
	the core values of honesty,	the core values of honesty,	
	integrity and citizenry.	integrity and citizenry.	
	1.7 Ask Tutors to read and	1.7 Read and discuss the	
	discuss the possible	possible barriers of	
	barriers of lesson 5 as	lesson 5 as per your	
	per their course manuals	course manuals (PE &	
	(PE & Music and Dance)	Music and Dance) and	
	and give feedback across	give feedback across age	
	age and course groups.	and course groups.	
	age and course groups.	and course groups.	
The guidance notes for	NB		•
SL/HoD need to	Refer to the course		
 Provide short 	description of the various		
overview of the lesson	courses to have the overview		
Identify important or	of the respective courses.		
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			
3. Concept	2.1 Ask Tutors to outline and	2.1 Outline and discuss key	25 mins
Development (New		<u> </u>	25 111113
		CONCONTC IN INCCON L OF	
Development (ivew	discuss key concepts in lesson 5 of their	concepts in lesson 5 of your course manual.	

learning likely to arise in this lesson):

- 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.

respective course manuals.

E.g. 1 Sports, P.E. Music and Dance in Global Cultures

Appreciating and Appraising Traditional Games and Sports in Middle sector communities of Ghana.

E.g. 2 Performance Practice in African Instruments and Art Music

Video Documentaries Analysis.

E.g. 3 Entrepreneurial and Life Skills Through Sports

Small group teaching and learning practice.
Inter-group small sided games competition.

E.g. 4 Practice of coaching *Principles of time and team*

Principles of time and team management.

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.

E.g. 1 (Entrepreneurial and Life Skills Through Sports)

Misconceptions about male's verse female's ability to analyse entrepreneurial mind-sets and identify viable start-ups,

E.g. 2. (Performance Practice in African Instruments and Art Music)

E.g. 1 Sports, P.E. Music and Dance in Global Cultures

Appreciating and Appraising Traditional Games and Sports in Middle sector communities of Ghana.

E.g. 2 Performance Practice in African Instruments and Art Music

Video Documentaries Analysis.

E.g. 3 Entrepreneurial and Life Skills Through Sports)

Small group teaching and learning practice.
Inter-group small sided games competition.

E.g. 4 Practice of coaching

Principles of time and team management.

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.

E.g. 1 (Entrepreneurial and Life Skills Through Sports)

Misconceptions about male's verse female's ability to analyse entrepreneurial mind-sets and identify viable start-ups.

E.g. 2. (Performance Practice in African Instruments and Art Music)

Inability of some students to appreciate or appraise Ghanaian art musical genres due to their physical challenges (visual/hearing impairment).

Inability of some students to appreciate or appraise Ghanaian art musical genres due to their physical challenges (visual/hearing impairment).

2.3 Ask tutors to identify GESI responsive resources they may employ for the delivery of concepts (particularly for persons with SEN at all age levels: Early Grade, Upper, Primary Education and JHS Education).

2.3 Identify GESI responsive resources you may employ for the delivery of concepts (particularly for persons with SEN at all age levels: Early Grade, Upper Primary Education and JHS Education).

E.g.

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.

E.g.

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.

Guidance notes for SL/HoD should

- 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

Example of Key Concepts Music and Dance:

Discussions on traditional games and sports from the middle sector communities, covering:

- 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

	T	<u> </u>	
needs to be given to	inform cultural identity and		
local availability	impact on active healthy		
This section can build on	living.		
the PD needs identified			
from the course manuals	Physical Education:		
	Discussion of time		
	management principles and		
	its overall effect on the		
	achievement of teams goals		
	and overall life aspirations		
	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.		
	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.		
3. Teaching, learning	3.1 Ask Tutors to read,	3.1 In your course group,	40 mins
and assessment	discuss and provide	read- pair-and-share and	
activities for the	feedback across course	provide feedback across	
lesson	groups on teaching and	course groups on	
 Reading of teaching 	learning activities that	teaching and learning	
and learning activities	may address GESI issues.	activities that may	
and identification of		address GESI issues.	
areas that require			
clarification	3.2 Ask Tutors to read and	3.2 Read and suggest	
 Reading of 		1	
assessment	_	1	
	for their lessons per their	1	
	age phases (Early Grade,	how to use them.	
_ ,	Upper Primary Education		
	and JHS Education) and		
•	describe how to use		
assessifient. Subject	them.		
 Reading of 	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	required teaching and learning resources for your lesson and describe	

- project (30%), subject portfolio (30%) and end of semester examination (40%)
- Working through one or two activities,
- 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.

E.g. 1. (Practice and Coaching)

State at least two (2) attributes of life skills of the physical education teacher in the basic schools. (Class exercise)

E.g. 2. (Sport, PE & 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 (Performance
Exercise)

NB

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.

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.

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.

E.g. 1. (Practice and Coaching)

State at least two (2) attributes of life skills of the physical education teacher in the basic schools. (Class exercise)

E.g. 2. (Sport, PE & 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 (Performance
Exercise)

3.4 Suggest at least one new assessment strategy you would adopt in the delivery of your lesson not forgetting of GESI issues.

E.g. (All courses and age phases) Activities relating to low confidence, visual impairment, hearing impairment, pitching, introverts, playing etc. 3.5 Ask Tutors to mention and discuss how the core and transferrable skills would be developed during the delivery of lesson 5.
Activities relating to low confidence, visual impairment, hearing impairment, pitching, introverts, playing etc. 3.5 Ask Tutors to mention and discuss how the core and transferrable skills would be developed during the delivery of Activities relating to low confidence, visual impairment, hearing impairment, pitching, impairment, pitching, introverts, playing etc. 3.5 Mention and discuss how the core and transferrable skills would be developed during the delivery of lesson 5.
confidence, visual impairment, hearing impairment, pitching, introverts, playing etc. 3.5 Ask Tutors to mention and discuss how the core and transferrable skills would be developed during the delivery of confidence, visual impairment, hearing impairment, pitching, introverts, playing etc. 3.5 Mention and discuss how the core and transferrable skills transferrable skills would be developed during the delivery of lesson 5.
impairment, hearing impairment, pitching, introverts, playing etc. 3.5 Ask Tutors to mention and discuss how the core and transferrable skills would be developed during the delivery of impairment, hearing impairment, pitching, introverts, playing etc. 3.5 Mention and discuss how the core and transferrable skills would be developed during the delivery of lesson 5.
 impairment, pitching, introverts, playing etc. 3.5 Ask Tutors to mention and discuss how the core and transferrable skills would be developed during the delivery of impairment, pitching, introverts, playing etc. 3.5 Mention and discuss how the core and transferrable skills would be developed during the delivery of lesson 5.
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3.5 Ask Tutors to mention and discuss how the core and transferrable skills would be developed during the during the delivery of and transferrable skills would be developed during the delivery of lesson 5.
and discuss how the core and and transferrable skills transferrable skills would would be developed be developed during the during the delivery of delivery of lesson 5.
and discuss how the core and and transferrable skills transferrable skills would be developed be developed during the during the delivery of delivery of lesson 5.
and transferrable skills transferrable skills would would be developed be developed during the during the delivery of delivery of lesson 5.
would be developed be developed during the delivery of delivery of lesson 5.
during the delivery of delivery of lesson 5.
1033011 3.
E.g. (All courses and age E.g. (All courses and age
phases) phases)
Acquisition of ICT skills Acquisition of ICT skills
through the use of computer through the use of computer
and projector. and projector.
Acquisition of Life skills such Acquisition of Life skills such
through teamwork, through teamwork,
emotional skills, emotional skills,
interpersonal interpersonal
communication, leadership. communication, leadership.
ND: ancourage tutors to
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.
Guidance notes for
SL/HoD should NB
Select activities, Ask Tutors to remind student
linked to CLO and teachers to identify how their
indicators, from the mentors address GESI related
lesson that are likely issues during their weekly STS
to be most different visits.
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		
•	Identify how any		
	assessments relate to		
	course assessment		
	components		
	The selected activities		
	should be done with		
	tutors in real or close		
	to real time		
	Anticipate any issues		
	for clarification or		
	questions which		
	might arise as the		
	tutors work through		
	the activities and		
	provide guidance on		
	these		
	Identify where, and		
	which, core and		
	transferable skills,		
	including 21 st skills		
	and the use of		
	information		
	technology, are being		
	developed or applied		
	Makes links to the		
	existing PD Themes		
	with page reference		
	where they can		
	•		
	support teaching, for		
	example: action		
	research, questioning and to other external		
	reference material		
	-		
•	Identify where power		
	point presentations or		
	other resources need		
	to be developed to		
	support learning and		
	provide guidance		
•	Identify resources		
	required for any TLMs		
	and provide guidance		

and alaman of	T .	T	
on development of			
these	4441	440 11:	
4. Evaluation and	4.1 Ask tutors to outline any	4.1Outline any outstanding	5 mins
review of session:	outstanding issues	issues relating to your	
Identification of any	relating to their	respective lessons for	
outstanding issues	respective lessons for	clarification.	
relating to this lesson	clarification.		
for clarification	NB		
 Advance preparation 	Subject lead's support may		
 In the case of 	be sought for further		
unresolved issues	assistance.		
	4.2 Ask one Tutor from each course group to do a summary of the session.	4.2 A Tutor from each course group should do a summary of the session.	
	4.3 Remind tutors to read	4.3 Read lesson 6 in your	
	lesson 6 in their course	course manual for the	
	manual for the next	next session.	
	session.	TIEXE SESSION.	
	4.4 Remind Tutors to invite a	4.4 Remember to invite a	
	critical friend to observe	critical friend to observe	
	during lesson delivery	during lesson delivery	
	and provide feedback.	and provide feedback.	
Course assessment in	<u> </u>	back on the progress of work or	
accordance with the NTEAP: SWL need to	teacher's subject project and p	oortfolio (Refer to Lesson 1, iten	1 3.3).
review assessment in	E.g., 1. (Performance Practice	in African Instruments and Art I	Music)
the course manual to		atch and listen to the video clips	-
ensure it complies with	Ghanaian Art Music and make	a list 10 of patriotic repertoires.	-
NTEAP implementation			
and the 60% continuous	E.g., 2. (Sport, PE and Music ar	nd Dance in Global Cultures)	
assessment and 40 %	State at least three (3) professional values and attitudes of the PEMD		
End of semester	teacher in the basic schools.		
examination. This			
means ensuring: subject			
project, subject			
portfolio preparation			
and development are			
explicitly addressed in			
the PD sessions.			

Age Phases/Grades:	Name of Subject/s:	
Early Grade	1. SPORT, PE AND MUSIC AND DANCE IN GLOBAL CULTURES	
Upper Primary Education	2. PERFORMANCE PRACTICE IN AFRICAN INSTRUMENTS AND ART MUSIC	
JHS Education	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 (Gyile) 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

Fo	cus: the bullet points	Guidance notes on Leading	Guidance Notes on Tutor	Time in
pro	ovide the frame for	the session. What the	Activity during the PD	session
wh	nat is to be done. The	SL/HoDs will have to say	Session. What PD Session	
gu	idance notes in italics	during each stage of the	participants (Tutors) will do	
ide	entify the prompt the	session	during each state of the	
SL	/HoD needs and each		session)	
on	e must be addressed			
1.	Introduction /	PDC NOTE: Start with an ice		20 mins
	lesson overview	breaker. Narrate your		
•	Overview of	physical reaction to a music		
	subject/s age	from a super market on your		
	phase/s to be	way to town. (<i>You may pre</i>		
	covered in this PD	inform a Tutor to do so)		
	session and how it			
	will be organised.	1.1 Using gender responsive	1.1 Pair with an elbow	
	Including guidance	approach, ask Tutors to	partner and share lessons	
	on grouping tutors	pair with an elbow	learnt from PD session 5.	
	according to the	partner and share lessons		
	subject/s, age	learnt from PD session 5.		
	phase/s.			
•	Reflection on	1.2 Ask Tutors to share with	1.2 Share with the larger	
	previous PD Session	the larger group what	group what your partner	
	(Introduction to the	their partner shared with	shared with you.	
	course manual/s)	them.		
•	Introduction and			
	overview of the main	1.3 Ask tutors with their	1.3 With your critical friend	
	purpose of the	critical friends to use	use "radio reporter	
	lesson in the course	"radio reporter	technique" to share with	
	manual/s	technique" to share with	the larger group your	
•	Identification of	the larger group their	experiences and	
	important or	experiences and		

- distinctive aspects of the lesson/s
- Reading and discussion of the introductory sections up to learning outcomes
- observations during the delivery of lessons 5.
- 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.
- 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.
- 1.6 Ask Tutors in their groups and age phases to read and discuss the LOs and LIs from their course manuals.

E.g. 1 Sports, P.E., Music and Dance in the Global Cultures LO:

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

LI:

Mention three traditional musical dance types peculiar to your community and

- observations during the delivery of lessons 5.
- 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.
- 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.
- 1.6 Read and discuss the LOs and LIs from your course manual.

E.g. 1 Sports, P.E., Music and Dance in the Global Cultures LO:

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

LI:

Mention three traditional musical dance types peculiar to your community and

describe how you can correlate and generate ideas for creating your own.

E.g. 2 Performance Practice in Africa

LO: 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.

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.

E.g. 3. Entrepreneurial and Life Skills through Sports 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)

LI:

Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking

E.g. 4 Practice of Coaching LO:

describe how you can correlate and generate ideas for creating your own.

E.g. 2 Performance Practice in Africa

LO: 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.

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.

E.g. 3. Entrepreneurial and Life Skills through Sports 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)

LI:

Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking

E.g. 4 Practice of Coaching LO:

	Demonstrate indepth	Demonstrate indepth	
	knowledge of life skills,	knowledge of life skills,	
	values and attitudes.	values and attitudes.	
	LI:	LI:	
	State at least two (2)	State at least two (2)	
	attributes of life skills of the	attributes of life skills of the	
	physical education teacher in	physical education teacher in	
	the basic schools.	the basic schools.	
	1.7 Ask Tutors to read and discuss the possible barriers of lesson 6 as per their course manuals (PE & Music and Dance) and	1.7 Read and discuss the possible barriers of lesson 6 as per your course manuals (PE & Music and Dance) and give feedback	
	give feedback across age and course groups.	across age and course groups.	
The guidance notes for			
SL/HoD need to			
 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			
- <i>'</i>			
weii aiso be issues for SL/HoD			
course writing may well also be issues for SL/HoD			

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

2.1 Ask Tutors to outline and discuss some key concepts in lesson 6 of their respective course manuals as related to the BSC.

E.g. 1. (Performance Practice in African Instruments and Art Music)

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 &

E.g. 2. (Entrepreneurial and Life Skills Through Sports)

The impact of entrepreneurial games conditions on practice of life skills. (NTS 2c, d 3 f, g; NTECF 16,21,25)

- 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.
- 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.

E.g. (All courses and age phases)

Lack of creativity, lack of selfawareness, coping etc 2.1 Outline and discuss some key concepts in lesson 6 of your respective course manual as related to the BSC.

E.g. 1. (Performance Practice in African Instruments and Art Music)

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 &

E.g. 2. (Entrepreneurial and Life Skills Through Sports)

The impact of entrepreneurial games conditions on practice of life skills. (NTS 2c, d 3 f, g; NTECF 16,21,25)

- 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.
- 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.

E.g. (All courses and age phases)

Lack of creativity, lack of selfawareness, coping etc 25 mins

2.4 Ask tutors to sugg	gest and
discuss possible G	GESI
related issues wh	ich may
arise during the le	esson
delivery.	

E.g. 1. Entrepreneurial and Life Skills Through Sports:

- a. Females cannot coach in Sport.
- b. why don't women mix up with men in playing soccer?

E.g. 2. Performance Practice in African Instruments and Art Music :

- a. Why Females do not play some musical instruments (drum)?
- b. Only the people from Northern Ghana can play the Xylophone.
- 2.2 Ask tutors to identify GESI responsive resources and pedagogies they may employ for the delivery of concepts (particularly for persons with SEN).

E.g. (All courses and age phases)

Tribal prohibition of some sexes to participate in some musical genres, use of Projector to enlarge words, computer, music combo, mobile phone, demonstration etc.

2.4 Ask tutors to suggest and discuss possible GESI related issues which may arise during the lesson delivery.

E.g. Entrepreneurial and Life Skills Through Sports:

- a. Females cannot coach in Sport.
- b. why don't women mix up with men in playing soccer?

E.g. 2. Performance Practice in African Instruments and Art Music:

- a. Why Females do not play some musical instruments (drum).
- b. Only the people from Northern Ghana can play the Xylophone.
- 2.2 Identify GESI responsive resources and pedagogies they may employ for the delivery of concepts (particularly for persons with SEN)

E.g. (All courses and age phases)

Tribal prohibition of some sexes to participate in some musical genres, use of Projector to enlarge words, computer, music combo, mobile phone, demonstration etc.

Guidance notes for SL/HoD should

 Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be

			T
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			
3. Teaching, learning	3.1 From the course manual	3.1 In your course areas, read	40 mins
and assessment	and age phases, ask	the teaching and learning	
activities for the	Tutors to read and share	activities individually and	
lesson	with the small group the	identify areas that need	
 Reading of teaching 	teaching and learning	clarification.	
and learning activities	activities in their		
and identification of	respective courses and		
areas that require	identify areas that need		
clarification	clarification for		
Reading of	discussion.		
assessment			
opportunities and	3.2 Ask Tutors to discuss and	3.2 Discuss and provide	
ensuring they are	provide feedback across	feedback across course	
aligned to the NTEAP	course groups on	groups on teaching and	
and required course	teaching and learning	learning activities that	
assessment: subject	activities that may	may address GESI issues.	
project (30%), subject	address GESI issues.	may address desiressees.	
portfolio (30%) and	4441 633 6231 133463.		
end of semester	E.g. (PE & Music and Dance	E.g. (PE & Music and Dance	
examination (40%)	for all age phases)	for all age phases)	
` '	a. The use of mobile phone	a. The use of mobile phone	
 Working through one or two activities, 	for the search of	for the search of	
or two activities,	information online.	information online.	
	b. The use of computer and a	b. The use of computer and	
	projector to show videos,	a projector to show	
	pictures and PowerPoint	videos, pictures and	
	presentations.	PowerPoint presentations.	
	presentations.	roweironii presentations.	
	3.3 Ask Tutors in their small	3.3 In your small groups read	
	groups to read the	the assessment	
	assessment opportunities	opportunities in lesson 6	

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.

E.g., 1. (Performance Practice in African Instruments and Art Music)

Show a performance to learners and ask them to describe three elements to listen/look for to appreciate or appraise Ghanaian art musical genres.

E.g., 2. (Practice and Coaching)
State at least two (2)
attributes of life skills of the
physical education teacher in
the basic schools.

NB

Ask Tutors to remind student teachers to identify how their mentors address GESI related issues during their weekly STS visits.

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.

E.g. (All courses and age phases)

Group work, project work, PowerPoint presentation, music/dance performance etc.

3.5 Ask Tutors to mention and indicate how some of

of the course manual and discuss its alignment with the NTEAP, ensuring subject project sand subject portfolio activities are aligned with NTEAP.

E.g., 1. (Performance Practice in African Instruments and Art Music)

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.

E.g. 2. (Practice and Coaching) State at least two (2) attributes of life skills of the physical education teacher in the basic schools.

3.4 Suggest at least one new assessment strategy you would adopt in the delivery of your lessons not forgetting of GESI issues.

E.g. (All courses and age phases)

Group work, project work, PowerPoint presentation, music/dance performance etc.

3.5 Mention and indicate how some of the core

the core and transferrable skills would be developed during the delivery of lesson 6.

E.g. (All courses and age phases)

- **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.
- **b.** Acquisition of collaborative skills through group performance, subject project work, presentations etc.

and transferrable skills would be developed during the delivery of lesson 6.

E.g. (All courses and age phases)

- 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.
- **b.** Acquisition of collaborative skills through group performance, subject project work, presentations etc.

Guidance notes for SL/HoD should

 Select activities. linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, E.g.. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive and inclusive approaches

- Identify how any assessments relate to course assessment components
- The selected activities should be done with tutors in real or close to real time

NB

Ask Tutors to remind student teachers to identify how their mentors address GESI related issues during their weekly STS visits.

 Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material Identify where power point presentations or other resources need to be developed to support learning and provide guidance 			
 Identify resources required for any TLMs and provide guidance on development of these 			
 4. Evaluation and review of session: Identification of any outstanding issues relating to this lesson for clarification Advance preparation In the case of 	4.1 Ask tutors to outline any outstanding issues relating to their respective lessons per their course groups and age phases for clarification.	4.1 Outline any outstanding issues relating to your lesson for clarification.	5 mins
unresolved issues	4.2 Ask a Tutor from each course group and age	4.2 A Tutor from each course group should do a recap of the session.	

	phase to do a recap of the session.	
	4.3 Remind tutors to read lesson 7 in their course manual for the next session.	4.3 Read lesson 7 in your course manual for the next session.
	4.4 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.	4.4 Remember to invite a critical friend to observe during lesson delivery and provide feedback at the next session.
	NB	
	Subject lead's support may	
	be sought for further	
	assistance.	
Course assessment in		tes from student teachers on the
accordance with the	progress of the subject project	t and subject portfolio for the semester.
NTEAP: SWL need to	(Refer to Lesson 1, item 3.3).	
review assessment in		
the course manual to	E.g. 1. (Practice and Coaching)	
ensure it complies with		s of life skills of the physical education
NTEAP implementation	teacher in the basic schools.	
and the 60% continuous		
assessment and 40 %	_	
End of semester	E.g. 2. (Sport, PE and Music and	
examination. This		ical dance types peculiar to your
means ensuring:	,	you can correlate and generate ideas for
subject project, subject	creating your own.	
portfolio preparation		
and development are		
explicitly addressed in		
the PD sessions.		

Age Phases/Grades:	Name of Subject/s:
Early Grade	SPORT, PE AND MUSIC AND DANCE IN GLOBAL CULTURES
Upper Primary	2. PERFORMANCE PRACTICE IN AFRICAN INSTRUMENTS AND ART MUSIC
Education	3. ENTREPRENEURIAL AND LIFE SKILLS THROUGH SPORTS
JHS Education	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 (NOTE: This is lesson 1 of 2).
- 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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
 Introduction / lesson overview 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 	 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. 1.1 Ask Tutors to do a reflection on lesson 7 in their course groups and share with the larger group. 	1.1 Do a reflection on lesson 7 in your course group and share with the larger group.	20 mins
course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s	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	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.	

- Identification of important or distinctive aspects of the lesson/s
- Reading and discussion of the introductory sections up to learning outcomes

the lessons and share across age and course groups.

E.g. 1 Sports, P.E., Music and Dance in the Global Cultures
The lesson focuses on popular music in Ghana.

E.g. 2 Performance Practice in Africa

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.

E.g. 3 Entrepreneurial and Life Skills through Sports

This lesson exposes student teachers to ball and racket/bat sports including tennis, table tennis, and badminton

E.g. 4 Practice of Coaching

This lesson covers the ability to vary tactics and custom of play in numerous advantage and disadvantage situations respectively

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.

E.g. 1 Sports, P.E., Music and Dance in the Global Cultures
The lesson focuses on popular music in Ghana.

E.g. 2 Performance Practice in Africa

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.

E.g. 3 Entrepreneurial and Life Skills through Sports

This lesson exposes student teachers to ball and racket/bat sports including tennis, table tennis, and badminton

E.g. 4 Practice of Coaching

This lesson covers the ability to vary tactics and custom of play in numerous advantage and disadvantage situations respectively

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.

1.4 Ask Tutors in each course group to read and discuss the LOs and LIs from their course manuals and share immerging ideas and issues across age and course groups.

Refer to the course manual

E.g.

Sports, P.E., Music and Dance in the Global Cultures LO:

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. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.

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Mention three popular musical types peculiar to your community and describe how you can correlate and generate ideas for creating your own.

Performance Practice in Africa

LO:

Demonstrate comprehensive content knowledge creating a medley of traditional dances and songs to be performed in a concert or social events.

(NTS 2c & 2d, NTECF p16.

LI:

Exhibit notes on indigenous instruments to be used in the dance sequence.

1.4 In your course group read and discuss the LOs and LIs from your course manual and share immerging ideas and issues across age and course groups.

Refer to the course manual

E.g.

Sports, P.E., Music and Dance in the Global Cultures LO:

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. NTS 2c & 2d, NTECF p16., NaCCA-PA CS 2, 3, 4 & 5.

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Mention three popular musical types peculiar to your community and describe how you can correlate and generate ideas for creating your own.

Performance Practice in Africa

LO:

Demonstrate comprehensive content knowledge creating a medley of traditional dances and songs to be performed in a concert or social events.

(NTS 2c & 2d, NTECF p16.

LI:

Exhibit notes on indigenous instruments to be used in the dance sequence.

	Entrepreneurial and Life Skills through Sports 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)	Entrepreneurial and Life Skills through Sports 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)
	LI: Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking	LI: Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risktaking
	Practice of Coaching LO: Demonstrate Indepth knowledge of life skills, values and attitudes	Practice of Coaching LO: Demonstrate Indepth knowledge of life skills, values and attitudes
	LI: Practice and monitor organized contact sports participation as they relate to increase/ decrease in overall physical activity level.	LI: Practice and monitor organized contact sports participation as they relate to increase/ decrease in overall physical activity level.
The guidance notes for SL/HoD need to 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	Refer to the course description of the various courses to have the overview of the respective courses.	
introduction to the		

introduction to the lesson and provide

responses for S.I./HoD. Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SI./HoD C. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept. E.g. 1. (Performance Practice in African Instruments and Art Music) Elements you will to listen/look for to appreciate or appraise Ghanaian popular musical genres. E.g. 2. (Practice and Coaching) Adaptation situations in general. i.e. how one specific situation change game plans. 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. E.g. 1. (Performance Practice in African Instruments and Art Music) Elements you will to listen/look for to appreciate or appraise Ghanaian popular musical genres. E.g. 2. (Practice and Coaching) Adaptation situations in general. i.e. how one specific situation change game plans. 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. E.g. 1. (Performance Practice in African Instruments and in this province process age and course groups how these challenges could be addressed. E.g. 1. (Performance Practice in African Instruments and in the province process age and course groups how these challenges could be addressed.			Art Music)	Art Music)	
SL/HoD. Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD C. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept. E.g. 1. (Performance Practice in African Instruments and Art Music) Elements you will to listen/look for to appreciate or appraise Ghanaian popular musical genres. E.g. 2. (Practice and Coaching) Adaptation situations in general. i.e. how one specific situation change game plans. 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. E.g. 1. (Performance Practice E.g. 2. (Practice and Coaching) Adaptation situations in general. i.e. how one specific situation change game plans. E.g. 2. (Practice and Coaching) Adaptation situations in general. i.e. how one specific situation change game plans. 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. E.g. 1. (Performance Practice E.g. 1. (Performance Practice in African Instruments and Art Music) E.g. 1. (Performance Practice in African Instruments and Art Music) E.g. 1. (Performance Practice in African Instruments and Art Music) E.g. 1. (Performance Practice in African Instruments and Art Music) E.g. 1. (Performance Practice in African Instruments and Art Music) E.g. 1. (Performance Practice in African Instruments and Art Music) E.g. 1. (Performance Practice in African Instruments and Art Music) E.g. 1. (Performance Practice in African Instruments and Art Music) E.			in African Instruments and	in African Instruments and	
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SL/HoD. Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD Concept Development (New learning likely to arise in this lesson): Identification and discuss the key concepts as per their course manual and their links with the basic school curriculum. Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept. E.g. 1. (Performance Practice in African Instruments and Art Music) Elements you will to listen/look for to appreciate or appraise Ghanaian popular musical genres. E.g. 2. (Practice and Coaching) Adaptation situations in general. i.e. how one specific			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	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	
SL/HoD. Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the Issues that prompted questions or discussion during curriculum and course groups and age phases, ask Tutors to identify and discuss the key concepts as per your course manual and their links with the basic school curriculum. Issues that prompted questions or discussion during curriculum and course groups and age phases, ask Tutors to identify and discuss the key concepts as per your course manual and their links with the basic school curriculum. In their course groups and age phases, ask Tutors to identify and discuss the key concepts as per your course manual and their links with the basic school curriculum. In their course groups and age phases, ask Tutors to identify and discuss the key concepts as per your course manual and their links with the basic school curriculum. E.g. 1. (Performance Practice in African Instruments and Art Music) Elements you will to listen/look for to appreciate or appraise Ghanaian popular			Coaching) Adaptation situations in general. i.e. how one specific	Coaching) Adaptation situations in general. i.e. how one specific	
 SL/HoD. Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification and discussion of concepts Identification and discussion of concepts In their course groups and age phases, ask Tutors to identify and discuss the key concepts as per your course manual and their links with the basic school curriculum. Identification and discussion of manuals and their links with the basic school 	•	areas in teaching of the concept. Identification of needed resources for the teaching and learning of the	in African Instruments and Art Music) Elements you will to listen/look for to appreciate or appraise Ghanaian	in African Instruments and Art Music) Elements you will to listen/look for to appreciate or appraise Ghanaian popular	
	2.	SL/HoD. Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts	and age phases, ask Tutors to identify and discuss the key concepts as per their course manuals and their links with the basic school	key concepts as per your course manual and their links with the basic school	25 mins

	Performing and manipulating the various African instruments in reality.	Performing and manipulating the various African instruments in reality.
	E.g. 2. (Practice and Coaching) Inadequate knowledge abouts the rules and regulation of the various games/sports	E.g. 2. (Practice and Coaching) Inadequate knowledge abouts the rules and regulation of the various games/sports
	2.3 Ask tutors to identify GESI responsive resources they may employ for the delivery of concepts (particularly for persons with SEN)	2.4 Identify GESI responsive resources you will employ for the delivery of concepts (particularly for persons with SEN)
	E.g. (All courses and age phases) Usage of computer, projector, mobile phones to show pictures and videos of African music, providing students with tactiles and manipulative instruments and games/sports.	E.g. (All courses and age phases) Usage of computer, projector, mobile phones to show pictures and videos of African music, providing students with tactiles and manipulative instruments and games/sports.
Guidance notes for SL/HoD should 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

	T	I	I
should be used.			
Consideration needs			
to be given to local			
availability			
This section can build on			
the PD needs identified			
from the course manuals			
3. Teaching, learning	3.1 Ask Tutors to read and	3.1 In your course area, read	40 mins
and assessment	share with the small	the teaching and learning	
activities for the	group the teaching and	activities and identify	
lesson	learning activities in their	areas that need	
 Reading of teaching 	respective courses and	clarification for	
and learning activities	age phases and identify	discussion.	
and identification of	areas that need		
areas that require	clarification for		
clarification	discussion.		
 Reading of 			
assessment	3.2 Guide Tutors to use think-	3.2 Use think-pair-share	
opportunities and	pair-share technique to	technique to suggest	
ensuring they are	suggest required teaching	required teaching and	
aligned to the NTEAP	and learning resources	learning resources for	
and required course	for their lessons and	your lesson and describe	
assessment: subject	describe how to use	how to use them.	
project (30%), subject	them.		
portfolio (30%) and			
end of semester	NB		
examination (40%)	Ast tutors to remind student		
 Working through one 	teachers to observe how		
or two activities,	mentors addressed GESI		
	issues during the use of		
	teaching and learning		
	resources at their weekly		
	visits.		
	3.3 Ask Tutors in their small	3.3 In your small groups read	
	groups to read the	the assessment	
	assessment opportunities	opportunities in lesson 8	
	in lesson 8 of the course	of the course manual and	
	manual and discuss its	discuss its alignment with	
	alignment with the	the NTEAP, ensuring	
	NTEAP, ensuring subject	subject project and	
	project and subject	subject portfolio activities	
	portfolio activities are	are aligned with NTEAP.	
	aligned with NTEAP.		
	E.g. (Charle DE and Marris and	E.g. (Chart DE and Marris and	
	E.g. (Sport, PE and Music and Dance in Global Cultures)	E.g. (Sport, PE and Music and Dance in Global Cultures)	
			l

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.

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.

E.g. (All courses and age phases)

Group work, subject project, presentation, dance, music and sports performance etc.

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.

E.g. (All courses and age phases)

- a. Acquisition of ICT skills through searching for YouTube videos, use of projector for group PowerPoint presentations, computer usage, mobile phone usage, music combo etc.
- **b.** Acquisition of collaborative skills through group performance, subject project work, presentations etc.

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.

3.2 Suggest at least one new assessment strategy you would adopt in the delivery of your lesson not forgetting of GESI issues.

E.g. (All courses and age phases)

Group work, project work, presentation, performance etc.

3.5 Mention and indicate how some of the core and transferrable skills would be developed during the delivery of lesson 7.

E.g. (All courses and age phases)

- **a.** acquisition of ICT skills through searching for YouTube videos, use of projector for group presentations, computer, mobile phone usage, music combo etc.
- **b.** Acquisition of collaborative skills through group performance, subject project work, presentations etc.

Guidance notes for SL/HoD should Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, E.g.. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive and inclusive approaches Identify how any assessments relate to course assessment components • The selected activities should be done with tutors in real or close to real time • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these • Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied Makes links to the existing PD Themes with page reference where they can

support teaching, for

example: action research, questioning and to other external reference material • Identify where power point presentations or other resources need to be developed to support learning and provide guidance			
 Identify resources required for any TLMs and provide guidance on development of these 			
 4. Evaluation and review of session: Identification of any outstanding issues relating to this lesson for clarification 	4.1 Ask tutors to outline any outstanding issues relating to their respective lessons for clarification.	4.1 Outline any outstanding issues relating to your respective lesson for clarification.	5 mins
 Advance preparation In the case of unresolved issues 	4.2 Ask a Tutor from each course group to do a summary of the session.	4.2 A Tutor from each course group should do a summary of the session.	
	4.3 Remind tutors to read lesson 9 in their course manual before the next session.	4.3 Read lesson 9 in your course manual before the next session.	
	4.4 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.	4.4 Remember to invite a critical friend to observe during lesson delivery and provide feedback.	
	NB Subject lead's support may be sought for further assistance.		
Course assessment in	Ask Tutors in their course grou	ps to read the assessment comp	onents
accordance with the	of lesson 8 and discuss how to	align it to the NTEAP, ensuring so	ubject
NTEAP: SWL need to	project and subject portfolio.		
review assessment in			
the course manual to	E.g.1. (Entrepreneurial and Life Skills through Sports)		
ensure it complies with	What is the implication of branding learnt in sports on your life skills?		
NTEAP implementation			
and the 60% continuous	E.g.2. (Sport, PE and Music and	Dance in Global Cultures)	

assessment and 40 % End of semester examination. This	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.
means ensuring: subject project, subject portfolio preparation	Remind tutors to receive update on students' progress in Subject
and development are explicitly addressed in the PD sessions.	project and portfolio

Age Phases/Grades
Farly Grade

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

	cus: the bullet points	Guidance notes on Leading	Guidance Notes on Tutor	Time in
-	ovide the frame for	the session. What the	Activity during the PD	session
	nat is to be done. The	SL/HoDs will have to say	Session. What PD Session	
gu	idance notes in italics	during each stage of the	participants (Tutors) will do	
ide	entify the prompt the	session	during each state of the	
SL	/HoD needs and each		session)	
on	e must be addressed			
1.	Introduction / lesson	PDC NOTE: Use an ice		20 mins
	overview	breaker to begin the session.		
•	Overview of subject/s	(You may Pre-inform a Tutor		
	age phase/s to be	to give a <i>Toli</i>)		
	covered in this PD	,		
	session and how it	1.1 Ask Tutors to do a	1.1 Do a reflection on	
	will be organised.	reflection on previous PD	previous PD Session (8) in	
	Including guidance on	Session (8) in their course	your course groups and	
	grouping tutors	groups and let one Tutor	share with the larger	
	according to the	from each course group	group what your friend	
	subject/s, age	share with the larger	shared with you.	
	phase/s.	group what their friends	,	
•	Reflection on	shared with them.		
	previous PD Session			
	(Introduction to the	1.2 Ask course Tutors with	1.2 With your critical friend	
	course manual/s)	their critical friends to	brief the larger group on	
•	Introduction and	brief the larger group on	your experiences and	
	overview of the main	their experiences and	observations during the	
	purpose of the	observations during the	delivery of lesson 8.	
	lesson in the course	delivery of lesson 8.		
	manual/s	20		
•	Identification of	1.3 In their course groups	1.3 Read and discuss the	
	important or	and age phases, ask	description of lesson 9	
	distinctive aspects of	Tutors to read and	from your course manual	
	the lesson/s	discuss the description of	(PE & Music and Dance	
	the lesson/s	alseass the aescription of	(1 L & Wasic and Dance	

 Reading and discussion of the introductory sections up to learning outcomes lesson 9 from their respective course manuals (PE & Music and Dance manuals) to have an overview and purpose of the lessons.

E.g. Sports, P.E., Music and Dance in the Global Cultures

The lesson focuses on appreciation and appraisal of team sports from around the world

Performance Practice in Africa

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.

Entrepreneurial and Life Skills through Sports

Entrepreneurial and Life Skills in ball and racket/bat Sports

Practice of Coaching

Covers the ability of the coach to adapt game plans to suit gender representation

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.

E.g.
Sports, P.E., Music and
Dance in the Global Cultures

manuals) to have an overview and purpose of the lesson.

E.g. Sports, P.E., Music and Dance in the Global Cultures

The lesson focuses on appreciation and appraisal of team sports from around the world

Performance Practice in Africa

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.

Entrepreneurial and Life Skills through Sports

Entrepreneurial and Life Skills in ball and racket/bat Sports

Practice of Coaching

Covers the ability of the coach to adapt game plans to suit gender representation

1.4 Identify and discuss important and distinctive aspects of lesson 9 from your course manual and share with the larger group.

E.g.
Sports, P.E., Music and
Dance in the Global Cultures

Demonstrate knowledge on the ability to correlate and generate ideas from Ghanaian art musical forms i

Performance Practice in Perfo Africa Africa

Documentary analysis of African dance sequence

Entrepreneurial and Life Skills through Sports

Discussion and exploration of appropriate body language

Practice of Coaching

Game adaptations by gender representation

1.5 Ask Tutors in their groups to read and discuss the LOs and LIs from their course manuals and share immerging issues across course groups.

E.g. 1. (Sport, PE and Music and Dance in Global Cultures) LO:

Demonstrate knowledge of the genres and their stylized dances to be employed in the dance drama. (NTS 2e & 2f, NTECF p16.

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.

E.g. 2. (Practice and Coaching)

LI: Monitor and keep record of time accrued in organized sport participation.

Demonstrate knowledge on the ability to correlate and generate ideas from Ghanaian art musical forms i

Performance Practice in Africa

Documentary analysis of African dance sequence

Entrepreneurial and Life Skills through Sports

Discussion and exploration of appropriate body language

Practice of Coaching

Game adaptations by gender representation

1.5 Read and discuss the LOs and LIs from your course manual and share among course groups the emerging ideas.

E.g. 1. (Sport, PE and Music and Dance in Global Cultures)

LO: Demonstrate knowledge of the genres and their stylized dances to be employed in the dance drama. (NTS 2e & 2f, NTECF p16.

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.

E.g. 2. (Practice and Coaching)

LI: Monitor and keep record of time accrued in organized sport participation

	1	I	T
	LI:	LI:	
	Perform bicycling, field	Perform bicycling, field	
	events, volleyball, Bicycling	events, volleyball, Bicycling	
	and field event (high jump),	and field event (high jump),	
	weight lifting.	weight lifting.	
The guidance notes for			
SL/HoD need to			
 Provide short 			
overview of the lesson	NOTE		
 Identify important or 	Refer to the course		
distinctive features of	description of the various		
the lesson	courses to have the overview		
 Identify assessment, 	of the respective courses.		
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			
be issues for SL/HoD 2. Concept	2.1 Ask Tutors to identify and	2.1 Identify and discuss the	25 mins
2. Concept	2.1 Ask Tutors to identify and discuss the key concepts	2.1 Identify and discuss the key concepts as per your	25 mins
2. Concept Development (New	discuss the key concepts	key concepts as per your	25 mins
2. Concept Development (New learning likely to	discuss the key concepts as per their course	key concepts as per your course manual and	25 mins
2. Concept Development (New learning likely to arise in this lesson):	discuss the key concepts as per their course manuals and provide	key concepts as per your course manual and provide feedback across	25 mins
2. ConceptDevelopment (New learning likely to arise in this lesson):Identification and	discuss the key concepts as per their course manuals and provide feedback across their	key concepts as per your course manual and	25 mins
 2. Concept Development (New learning likely to arise in this lesson): Identification and discussion of 	discuss the key concepts as per their course manuals and provide	key concepts as per your course manual and provide feedback across	25 mins
 2. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts 	discuss the key concepts as per their course manuals and provide feedback across their course groups.	key concepts as per your course manual and provide feedback across your course group.	25 mins
 2. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of 	discuss the key concepts as per their course manuals and provide feedback across their	key concepts as per your course manual and provide feedback across your course group. E.g. 1. (Performance Practice	25 mins
 2. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging 	discuss the key concepts as per their course manuals and provide feedback across their course groups. E.g.1. (Performance Practice in African Instruments and	key concepts as per your course manual and provide feedback across your course group. E.g. 1. (Performance Practice in African Instruments and	25 mins
 Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of 	discuss the key concepts as per their course manuals and provide feedback across their course groups. E.g.1. (Performance Practice in African Instruments and Art Music)	key concepts as per your course manual and provide feedback across your course group. E.g. 1. (Performance Practice in African Instruments and Art Music)	25 mins
 2. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. 	discuss the key concepts as per their course manuals and provide feedback across their course groups. E.g.1. (Performance Practice in African Instruments and Art Music) Techniques in playing talking	key concepts as per your course manual and provide feedback across your course group. E.g. 1. (Performance Practice in African Instruments and Art Music) Techniques in playing talking	25 mins
 2. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of 	discuss the key concepts as per their course manuals and provide feedback across their course groups. E.g.1. (Performance Practice in African Instruments and Art Music)	key concepts as per your course manual and provide feedback across your course group. E.g. 1. (Performance Practice in African Instruments and Art Music)	25 mins
 2. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for 	discuss the key concepts as per their course manuals and provide feedback across their course groups. E.g.1. (Performance Practice in African Instruments and Art Music) Techniques in playing talking drum.	key concepts as per your course manual and provide feedback across your course group. E.g. 1. (Performance Practice in African Instruments and Art Music) Techniques in playing talking drum.	25 mins
 2. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and 	discuss the key concepts as per their course manuals and provide feedback across their course groups. E.g.1. (Performance Practice in African Instruments and Art Music) Techniques in playing talking drum. E.g. 2. (Sport, PE and Music	key concepts as per your course manual and provide feedback across your course group. E.g. 1. (Performance Practice in African Instruments and Art Music) Techniques in playing talking drum. E.g. 2. (Sport, PE and Music	25 mins
 2. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the 	discuss the key concepts as per their course manuals and provide feedback across their course groups. E.g.1. (Performance Practice in African Instruments and Art Music) Techniques in playing talking drum. E.g. 2. (Sport, PE and Music and Dance in Global	key concepts as per your course manual and provide feedback across your course group. E.g. 1. (Performance Practice in African Instruments and Art Music) Techniques in playing talking drum. E.g. 2. (Sport, PE and Music and Dance in Global	25 mins
 2. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and 	discuss the key concepts as per their course manuals and provide feedback across their course groups. E.g.1. (Performance Practice in African Instruments and Art Music) Techniques in playing talking drum. E.g. 2. (Sport, PE and Music and Dance in Global Cultures)	key concepts as per your course manual and provide feedback across your course group. E.g. 1. (Performance Practice in African Instruments and Art Music) Techniques in playing talking drum. E.g. 2. (Sport, PE and Music and Dance in Global Cultures)	25 mins
 2. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the 	discuss the key concepts as per their course manuals and provide feedback across their course groups. E.g.1. (Performance Practice in African Instruments and Art Music) Techniques in playing talking drum. E.g. 2. (Sport, PE and Music and Dance in Global Cultures) Appreciating and appraising	key concepts as per your course manual and provide feedback across your course group. E.g. 1. (Performance Practice in African Instruments and Art Music) Techniques in playing talking drum. E.g. 2. (Sport, PE and Music and Dance in Global Cultures) Appreciating and appraising	25 mins
 Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the 	discuss the key concepts as per their course manuals and provide feedback across their course groups. E.g.1. (Performance Practice in African Instruments and Art Music) Techniques in playing talking drum. E.g. 2. (Sport, PE and Music and Dance in Global Cultures) Appreciating and appraising of other sports around the	key concepts as per your course manual and provide feedback across your course group. E.g. 1. (Performance Practice in African Instruments and Art Music) Techniques in playing talking drum. E.g. 2. (Sport, PE and Music and Dance in Global Cultures) Appreciating and appraising of other sports around the	25 mins
 2. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the 	discuss the key concepts as per their course manuals and provide feedback across their course groups. E.g.1. (Performance Practice in African Instruments and Art Music) Techniques in playing talking drum. E.g. 2. (Sport, PE and Music and Dance in Global Cultures) Appreciating and appraising	key concepts as per your course manual and provide feedback across your course group. E.g. 1. (Performance Practice in African Instruments and Art Music) Techniques in playing talking drum. E.g. 2. (Sport, PE and Music and Dance in Global Cultures) Appreciating and appraising	25 mins
 2. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the 	discuss the key concepts as per their course manuals and provide feedback across their course groups. E.g.1. (Performance Practice in African Instruments and Art Music) Techniques in playing talking drum. E.g. 2. (Sport, PE and Music and Dance in Global Cultures) Appreciating and appraising of other sports around the	key concepts as per your course manual and provide feedback across your course group. E.g. 1. (Performance Practice in African Instruments and Art Music) Techniques in playing talking drum. E.g. 2. (Sport, PE and Music and Dance in Global Cultures) Appreciating and appraising of other sports around the	25 mins

- 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).
- 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).

E.g. 1. (Performance Practice in African Instruments and Art Music)

Teaching the various techniques in playing talking drum which may be alien to some ethnic groups of students.

E.g. 2. (Sport, PE and Music and Dance in Global Cultures)

Students' familiarization with other sports in the world.

2.3 Ask tutors to identify
GESI responsive
resources and pedagogies
they may employ for the
delivery of concepts
(particularly for persons
with SEN)

E.g.1. (Performance Practice in African Instruments and Art Music)

Online Videos and Physical Traditional instruments.

E.g. 2. (Sport, PE and Music and Dance in Global Cultures)

E.g. 1. (Performance Practice in African Instruments and Art Music)

Teaching the various techniques in playing talking drum which may be alien to some ethnic groups of students.

E.g. 2. (Sport, PE and Music and Dance in Global Cultures)

Students' familiarization with other sports in the world.

2.3 Identify GESI responsive resources and pedagogies you may employ for the delivery of concepts (particularly for persons with SEN)

E.g. 1. (Performance Practice in African Instruments and Art Music)

Online Videos and Physical Traditional instruments.

E.g. 2. (Sport, PE and Music and Dance in Global Cultures)

	T		T
	Male and female	Male and female	
	international games/sports.	international games/sports.	
	The talking drum	The talking drum	
	https://www.youtube.com/w	https://www.youtube.com/w	
	atch?v=JT3tIJzAkcc	atch?v=JT3tIJzAkcc	
	<u> </u>	<u></u>	
	Culture And Sport'	Culture And Sport'	
	·	https://www.coe.int/en/web	
	https://www.coe.int/en/web		
	/compass/culture-and-sport	/compass/culture-and-sport	
C identification for			
Guidance notes for			
SL/HoD should			
 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	2.4.4.4	2.4 In	40 ::
3. Teaching, learning	3.1 Ask Tutors to read and	3.1 In your course areas, read	40 mins
and assessment	share with the small	the teaching and learning	
activities for the	group the teaching and	activities individually and	
lesson	learning activities in their	identify areas that need	
 Reading of teaching 	respective courses and	clarification for discussion	
and learning activities	identify areas that need	across your course group.	
and identification of	clarification for discussion		
areas that require	across their course		
clarification	groups.		
Reading of			
assessment	3.2 Ask Tutors to suggest	3.2 Suggest required teaching	
assessinelli	required teaching and		
	required teaching and	and learning resources	

- 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,

- learning resources for their lessons and describe how to use them.
- 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.
- 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
- E.g. 2. (Entrepreneurial and Life Skills Through Sports)
 Critically analyze entrepreneurial mind-sets and provide examples of viable start-ups.
- 3.4 Ask Tutors to suggest assessment strategies they would adopt in the delivery of their lessons not forgetting of GESI issues.

E.g.(All courses and age phases)

Group work, project work, presentation, performance etc.

3.5 Ask Tutors to mention and indicate how some of

- for this lesson and describe how to use them.
- 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.

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

E.g. 2. (Entrepreneurial and Life Skills Through Sports) Critically analyze entrepreneurial mind-sets and provide examples of viable start-ups.

3.4 Suggest assessment strategies you would adopt in the delivery of your lesson not forgetting of GESI issues.

E.g. (All courses and age phases)

Group work, project work, presentation, performance

3.5 Mention and indicate how some of the core

and transferrable skills the core and transferrable skills would would be developed be developed during the during the delivery of delivery of lesson 9. lesson 9. E.g. (All courses and age E.g. (All courses and age phases) phases) **a.** Acquisition of Life skills **a.** Acquisition of Life skills through teamwork, goal through teamwork, goal setting, time setting, time management, management, interpersonal interpersonal communication etc. communication etc. **b.** Acquisition of **b.** Acquisition of collaborative skills collaborative skills through group through group performance, subject performance, subject project work, project work, presentations etc. presentations etc. Guidance notes for SL/HoD should Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, E.g.. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive and inclusive approaches Identify how any assessments relate to course assessment components • The selected activities should be done with

tutors in real or close

to real time

 Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material Identify where power point presentations or other resources need to be developed to support learning and provide guidance Identify resources required for any TLMs and provide guidance on development of 			
these			
 4. Evaluation and review of session: Identification of any outstanding issues relating to this lesson for clarification Advance preparation In the case of unresolved issues 	 4.1 Ask tutors to outline any outstanding issues relating to their respective lessons for clarification. 4.2 Ask a Tutor from each course group to do a recap of the session. 	4.1 Outline any outstanding issues relating to your respective lessons for clarification.4.2 A Tutor from each course group should do a recap of the session.	5 mins

- 4.3 Remind tutors to read lesson 10 in their course manual for the next session.
- 4.4 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.
- 4.3 Read lesson 10 in your course manual for the next session.
- 4.4 Remember to invite a critical friend to observe during lesson delivery and provide feedback.

NB

Subject lead's support may be sought for further assistance.

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.

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.

Course assessment in

Remind students of the subject project and receive update on their progress.

E.g. 1. (Sport, PE and Music and Dance in Global Cultures)

What is the influence of global team sports on traditional games and sports (how they have shaped our cultural identity)

E.g. 2 (Performance Practice in African Instruments and Art Music)Create a poetry to herald the Paramount Chief of your local community and use text as drum poetry.

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

	Cuidance notes on Loading		Time in
Focus: the bullet points	Guidance notes on Leading	Guidance Notes on Tutor	
provide the frame for	the session. What the	Activity during the PD	session
what is to be done. The	SL/HoDs will have to say	Session. What PD Session	
guidance notes in italics	during each stage of the	participants (Tutors) will do	
identify the prompt the	session	during each state of the	
SL/HoD needs and each		session)	
one must be addressed			
1. Introduction / lesson	PDC NOTE: Start the session		20 mins
overview	with an ice breaker (eg. My		
 Overview of subject/s 	first day at work) Pre- inform		
age phase/s to be	a Tutor to do that.		
covered in this PD			
session and how it	1.1 Ask Tutors to do a	1.1 Do a reflection on PD	
will be organised.	reflection on PD Session 9	Session 9 in your course	
Including guidance on	in their course groups	groups and share what	
grouping tutors	and share what they	you learnt with the	
according to the	learnt with the larger	larger group.	
subject/s, age	group.		
phase/s.			
Reflection on	1.2 Ask Tutors with their	1.2 with your critical friend,	
previous PD Session	critical friends to brief the	brief the larger group on	
(Introduction to the	larger group on their	your experiences from	
course manual/s)	experiences and	lesson 9.	
Introduction and	observations from lesson		
overview of the main	9.		
purpose of the	_		
lesson in the course	1.3 Ask Tutors to read and	1.3 Read and discuss the	
manual/s	discuss the description of	description of lesson 10	
Identification of	lesson 10 from their	from your course manual	
important or	respective course	(PE & Music and Dance	
	manuals (PE & Music and	manuals) to have the	
distinctive aspects of	Dance manuals) to have	mandais) to have the	
the lesson/s	Dance manuals) to have		

 Reading and discussion of the introductory sections up to learning outcomes an overview and purpose of the courses.

E.g Sports, P.E., Music and Dance in the Global Cultures

The lesson focuses on music of global cultures,

Performance Practice in Africa

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.

Entrepreneurial and Life Skills through Sports

This lesson engages student teachers to plan an entrepreneurial and life skills sports festival covering invasion sports, and ball and racket/bat sports.

Practice of Coaching

Covers the adaptation of games by the rules and size of field.

1.4 Ask Tutors to identify important and distinctive aspects of lesson 10 from their course manuals.

Sports, P.E., Music and Dance in the Global Cultures

Brainstorming and discussion of global musical forms outside the Ghanaian community

overview and purpose of the course.

E.g Sports, P.E., Music and Dance in the Global Cultures

The lesson focuses on music of global cultures,

Performance Practice in Africa

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.

Entrepreneurial and Life Skills through Sports

This lesson engages student teachers to plan an entrepreneurial and life skills sports festival covering invasion sports, and ball and racket/bat sports.

Practice of Coaching

Covers the adaptation of games by the rules and size of field.

1.4 Identify important and distinctive aspects of lesson 10 from your course manual.

Sports, P.E., Music and Dance in the Global Cultures

Brainstorming and discussion of global musical forms outside the Ghanaian community

Performance Practice in Africa

Practical demonstration team/group role playing

Entrepreneurial and Life Skills through Sports

Hands-on planning and implementation of a Practical Entrepreneurial and Life Skills Sports Festival.

Practice of Coaching

Small group discussion

1.5 Ask Tutors in each group to read and discuss the LOs and LIs from their course manuals.

E.g. 1. (Sport, PE and Music and Dance in Global Cultures)

LO: 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.

П·

Mention three global musical types outside Ghanaian community and describe how you can correlate and generate ideas for creating your own.

E.g. 2.Performance Practice in Africa

Demonstrate comprehensive content knowledge on useful rehearsal techniques for

Performance Practice in Africa

Practical demonstration team/group role playing

Entrepreneurial and Life Skills through Sports

Hands-on planning and implementation of a Practical Entrepreneurial and Life Skills Sports Festival.

Practice of Coaching

Small group discussion

1.5 Read and discuss the LOS and LIs from your course manual.

E.g. 1. (Sport, PE and Music and Dance in Global Cultures)

LO: 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.

LI:

Mention three global musical types outside Ghanaian community and describe how you can correlate and generate ideas for creating your own.

E.g. 2.Performance Practice in Africa

Demonstrate comprehensive content knowledge on useful rehearsal techniques for

performance of melodic instruments. (NTS 2c & 2d, NTECF p16.

LI:

- Exhibit notes on rehearsal techniques on concert performance.
- List three (3) video recordings or video clips with illustrations on your instrument's rehearsal techniques.

E.g.3 (Entrepreneurial and Life Skills Through Sports)

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)

LI: Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.

E.g. 4 Practice of Coaching

LO: Practice and monitor organized contact sports participation as they relate to increase/ decrease in overall physical activity level.

LI:

Perform bicycling, field events, volleyball, Bicycling and field event (high jump), weight lifting

performance of melodic instruments. (NTS 2c & 2d, NTECF p16.

LI:

- Exhibit notes on rehearsal techniques on concert performance.
- List three (3) video recordings or video clips with illustrations on your instrument's rehearsal techniques.

E.g. 3. (Entrepreneurial and Life Skills Through Sports)

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)

LI: Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.

E.g. 4. (Practice of Coaching)

LO: Practice and monitor organized contact sports participation as they relate to increase/ decrease in overall physical activity level.

LI:

Perform bicycling, field events, volleyball, Bicycling and field event (high jump), weight lifting

The guidance notes for			
SL/HoD need to			
 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 	Refer to the course description of the various courses to have the overview of the respective courses.		
for SL/HoD			•
 2. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts 	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.	2.1 In your course group and age phase, read, identify and discuss the key concepts of lesson 10 as per your course manuals.	25 mins
 Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and 	Sports, P.E., Music and Dance in the Global Cultures Global musical forms outside the Ghanaian community and where they come from Performance Practice in	Sports, P.E., Music and Dance in the Global Cultures Global musical forms outside the Ghanaian community and where they come from Performance Practice in	
learning of the concept.	Africa Performing the roles of a DJ, Producer, technician etc. in a practical "Listeners' Choice" programme.	Africa Performing the roles of a DJ, Producer, technician etc. in a practical "Listeners' Choice" programme.	
	Entrepreneurial and Life Skills through Sports	Entrepreneurial and Life Skills through Sports	

Planning and implementing a Practical Entrepreneurial and Life Skills Sports Festival.

Practice of Coaching

Situations that prompt game adaptations on rules and size of playing area.

2.2 In their course groups, ask Tutors to brainstorm and outline possible barriers to the delivery of the lesson.

E.g.1. (Performance Practice in African Instruments and Art Music)

Students without WAEC
SSSCE Music background and
lack of required musical
instruments.

E.g.2. (Sport, PE and Music and Dance in Global Cultures)

Lack of key equipment and Students with SEN

2.3 Ask Tutors to identify possible challenging areas in teaching of the concepts in their courses.

E.g.(All courses and age phases)

Teaching without a real live concert and game/sports situations.

2.4 Ask tutors to suggest and discuss possible GESI related issues which may arise during the lesson delivery.

Planning and implementing a Practical Entrepreneurial and Life Skills Sports Festival.

Practice of Coaching

Situations that prompt game adaptations on rules and size of playing area.

2.2 Brainstorm and outline possible barriers to your delivery of the lesson.

E.g.1. (Performance Practice in African Instruments and Art Music)

Students without WAEC SSSCE Music background and lack of required musical instruments.

E.g.2. (Sport, PE and Music and Dance in Global Cultures)

Lack of key equipment and Students with SEN

2.3 Identify possible challenging areas in teaching of the concepts in your course.

E.g. (All courses and age phases)

Teaching without a real live concert and game/sports situations.

2.4 Suggest and discuss possible GESI related issues which may arise during the lesson delivery.

E.g. (Sport, PE and Music and Dance in Global Cultures)

Cultural inclination, difficulty in identifying by ear a musical artiste from a variety of global musical works by learners with hearing impairment etc.

2.5 Ask tutors to identify GESI responsive resources and pedagogies they may employ for the delivery of concepts (particularly for persons with SEN)

E.g. (All courses and age phases)

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.

E.g. (Sport, PE and Music and Dance in Global Cultures)

Cultural inclination, difficulty in identifying by ear a musical artiste from a variety of global musical works by learners with hearing impairment etc.

2.5 Identify GESI responsive resources and pedagogies you may employ for the delivery of concepts (particularly for persons with SEN)

E.g. (All courses and age phases)

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.

Guidance notes for SL/HoD should

- 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

Note

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.

This section can build on			
the PD needs identified			
from the course manuals			
 3. Teaching, learning and assessment activities for the lesson Reading of teaching and learning activities and identification of areas that require clarification 	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.	3.1 In your course areas, read the teaching and learning activities individually and identify areas that need clarification.	40 mins
 Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject 	3.2 Ask Tutors to suggest any new relevant teaching and learning resources for their lessons and describe how to use them.	3.2 Suggest any new relevant teaching and learning resources for your lesson and describe how to use them.	
project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities,	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.	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.	
	E.g. 1. (Performance Practice in African Instruments and Art Music) State at least three (3) reasons for performing a drum poetry (Project work). E.g. 2. (Practice and Coaching) Monitor and keep record of time accrued in organized sport participation (Project work). NB	E.g. 1. (Performance Practice in African Instruments and Art Music) State at least three (3) reasons for performing a drum poetry (Project work). E.g. 2. (Practice and Coaching) Monitor and keep record of time accrued in organized sport participation (Project work).	
	Ask Tutors to remind student teachers to identify how their		

mentors address GESI related
issues during assessment at
their weekly STS visits.

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.

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.

E.g. (All courses and age phases)

Group work, project work, presentation, music, Dance or sports performance etc.

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.

E.g. (All courses and age phases)

Group work, project work, presentation, music, Dance or sports performance etc.

3.5 Mention and indicate how some of the core and transferable skills would be developed during the delivery of lesson 10.

E.g. (All courses and age phases)

Critical thinking and problemsolving skills through improvisation in the absence of required musical and sporting equipment etc.

E.g. (All courses and age phases)

Critical thinking and problemsolving skills through improvisation in the absence of required musical and sporting equipment etc.

Guidance notes for SL/HoD should

• Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, E.g.. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive

NB

Ask Tutors to remind student teachers to identify how their mentors address GESI related issues during their weekly STS visits.

and inclusive	
approaches	
Identify how any	
assessments relate to	
course assessment	
components	
The selected activities	
should be done with	
tutors in real or close	
to real time	
Anticipate any issues	
for clarification or	
questions which	
might arise as the	
tutors work through	
the activities and	
provide guidance on	
these	
Identify where, and	
which, core and	
transferable skills,	
including 21st skills	
and the use of	
information	
technology, are being	
developed or applied	
Makes links to the	
existing PD Themes	
with page reference	
where they can	
support teaching, for	
example: action	
research, questioning	
and to other external	
reference material	
Identify where power	
point presentations or	
other resources need	
to be developed to	
support learning and	
provide guidance	
 Identify resources 	
required for any TLMs	
and provide guidance	
on development of	
these	

 4. Evaluation and review of session: Identification of any outstanding issues relating to this lesson for clarification 	4.1 Ask tutors to outline any outstanding issues relating to their respective lessons for clarification.	4.1 Outline any outstanding issues relating to your respective lessons for clarification.	5 mins
Advance preparationIn the case of unresolved issues	4.2 Ask a Tutor from each course group to do a recap of the session.	4.2 Do a recap of the session.	
	4.3 Remind tutors to read lesson 11 in their course manual for the next session.	4.3 Read lesson 11 in your course manual for the next session.	
	4.4 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.	4.4 Remember to invite a critical friend to observe during lesson delivery and provide feedback.	
	NB Encourage all tutors to make adequate plans and preparation towards the delivery of the lesson.		
	In the case of unresolved issues consult the subject writing leads.		
Course assessment in accordance with the NTEAP: SWL need to review assessment in	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.		
the course manual to ensure it complies with NTEAP implementation	Remind students of the submi weeks.	ssion of subject projects from th	e coming
and the 60% continuous assessment and 40 % End of semester	E.g. 1. (Entrepreneurial and Life Skills through Sports) On individual bases plan a Practical Entrepreneurial and Life Skills Sports Festival including various modifications that allow for fun and ensure		
examination. This means ensuring:	GESI responsiveness.	nd Dance in Global Cultures)	
subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.		sical genre types from memory a ege of different times, cultures an	
tile i D 303310113.			



Early Grade Upper Primary Education JHS Education 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			
Focus: the bullet points provide the frame for	Session for Lesson 11 in Guidance notes on Leading the session. What the	Guidance Notes on Tutor Activity during the PD	Time in session
what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	SL/HoDs will have to say during each stage of the session	Session. What PD Session participants (Tutors) will do during each state of the session)	
 Introduction / lesson overview 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 	 PDC NOTE: Give a welcome to all Tutors with an ice breaker. 1.1 In course groups, ask Tutors to do a reflection on PD Session 10 and report on the activities that took place. 	1.1 Do a reflection on PD Session 10 and report on the activities that took place.	20 mins
according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s)	1.2 Ask Tutors with their critical friends to brief the larger group about their observation and experiences during lesson delivery.	1.2 Team up with your critical friend and brief the larger group about your observation and experiences during lesson delivery.	
 Introduction and overview of the main purpose of the lesson in the course manual/s Identification of important or 	1.3 Ask Tutors to read and discuss the description of lesson 11 from their respective course manuals (PE & Music and Dance manuals) per	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	

Name of Subject/s:

Age Phases/Grades:

important or

the lesson/s

distinctive aspects of

overview and purpose of

the lesson.

their age phases to have

a general overview and

purpose of the lesson.

 Reading and discussion of the introductory sections up to learning outcomes

E.g. Sports, P.E., Music and Dance in the Global Cultures

The lesson focuses on appreciation and appraisal of individual sports from around the world

Performance Practice in Africa

To discuss how to effectively organise their musical concerts explaining some useful rehearsal technique adaptations, manageable rehearsal schedules and the ethos and concert etiquette.

Entrepreneurial and Life Skills through Sports

This lesson engages student teachers to plan an entrepreneurial and life skills sports festival covering invasion sports, and ball and racket/bat sports.

Practice of Coaching

Covers the monitoring and recording the time estimates spent during practice sessions

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.

E.g. Sports, P.E., Music and Dance in the Global Cultures

Surfing for information from the internet and brainstorming individual

E.g. Sports, P.E., Music and Dance in the Global Cultures

The lesson focuses on appreciation and appraisal of individual sports from around the world

Performance Practice in Africa

To discuss how to effectively organise their musical concerts explaining some useful rehearsal technique adaptations, manageable rehearsal schedules and the ethos and concert etiquette.

Entrepreneurial and Life Skills through Sports

This lesson engages student teachers to plan an entrepreneurial and life skills sports festival covering invasion sports, and ball and racket/bat sports.

Practice of Coaching

Covers the monitoring and recording the time estimates spent during practice sessions

1.4 Identify important and distinctive aspects of lesson 11 from your course manuals and share with the larger groups.

E.g. Sports, P.E., Music and Dance in the Global Cultures Surfing for information from the internet and brainstorming individual

sports from around the world.

Performance Practice in Africa

Watching of video documentaries on a concert performance.

Entrepreneurial and Life Skills through Sports

Group work on fixtures of the Entrepreneurial and Life Skills Sports Festival plan.

Practice of Coaching

Small groups discussion on how to measure and record training session duration.

1.5 Ask Tutors in each group to read and discuss the LOs and LIs from their course manuals.

E.g. 1. (Performance Practice in African Instruments and Art Music)

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.

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. sports from around the world.

Performance Practice in Africa

Watching of video documentaries on a concert performance.

Entrepreneurial and Life Skills through Sports

Group work on fixtures of the Entrepreneurial and Life Skills Sports Festival plan.

Practice of Coaching

Small groups discussion on how to measure and record training session duration.

1.5 Read and discuss the LOS and LIs from your course manual.

E.g. 1. (Performance Practice in African Instruments and Art Music)

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.

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. 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 Practice in Africa

Demonstrate comprehensive content knowledge on useful rehearsal techniques, concert directing and etiquette. (NTS 2c & 2d, NTECF p16.

LI:

- Exhibit notes on rehearsal techniques on concert performance.
- List three (3) video recordings or video clips with illustrations on your instruments in concert.

E.g. 2. (Entrepreneurial and Life Skills Through Sports)

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)

LI:

Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking

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LI:

Explain life skills and entrepreneurial attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking

The guidance notes for			
SL/HoD need to	Note		
 Provide short 	Refer to the course		
overview of the lesson	description of the various		
1	courses to have the overview		
Identify important or			
distinctive features of	of the respective courses.		
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	2.1 In their course groups	2.1 In your course group and	25 mins
Development (New	and age phases, ask	age phase, read, identify	
learning likely to	Tutors to read, identify	and discuss the key	
arise in this lesson):	and discuss the key	concepts of lesson 11 as	
Identification and	concepts of lesson 11 as	per your course manuals	
discussion of	per their course manuals	and share across the	
	and share across the	course group.	
concepts		course group.	
Identification of	course group.		
possible challenging	Counts D.F. Music and	Coorts D.F. Music and	
areas in teaching of	Sports, P.E., Music and	Sports, P.E., Music and	
the concept.	Dance in the Global Cultures	Dance in the Global Cultures	
 Identification of 	Sports from around the world	Sports from around the world	
needed resources for	and revision for end of	and revision for end of	
the teaching and	semester exams.	semester exams.	
learning of the			
concept.	Performance Practice in	Performance Practice in	
	Africa	Africa	
	Rehearsal techniques	Rehearsal techniques.	
	Performing the roles of a DJ,	Performing the roles of a DJ,	
	Producer, technician etc. in a	Producer, technician etc. in a	
	practical "Listerner's Choice"	practical "Listerner's Choice"	
	programme and revision for	programme and revision for	
	end of semester exams.	end of semester exams.	

Entrepreneurial and Life Skills through Sports

Fixtures of the Entrepreneurial and Life Skills Sports Festival and revision for end of semester exams.

Practice of Coaching

How to measure and record training session duration and revision for end of semester exams.

2.2 In course groups, ask Tutors to brainstorm and outline possible barriers to the delivery of the lesson.

E.g.1. (Performance Practice in African Instruments and Art Music)

Students without prerequisite Music background and lack of required musical instruments.

E.g.2. (Sport, PE and Music and Dance in Global Cultures) Lack of key equipment and Students with SEN

- 2.3 Ask Tutors to identify possible challenging areas in teaching of the concepts in their courses.
- 2.4 Ask tutors to suggest and discuss possible GESI related issues which may arise during the lesson delivery.

E.g. (Sport, PE and Music and Dance in Global Cultures) Cultural inclination, difficulty in identifying by ear a musical

Entrepreneurial and Life Skills through Sports

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E.g. (Sport, PE and Music and Dance in Global Cultures) Cultural inclination, difficulty in identifying by ear a musical

artiste from a variety of
global musical works by
learners with hearing
impairment etc.

2.5 Ask tutors to identify GESI responsive resources and pedagogies they may employ for the delivery of concepts (particularly for persons with SEN)

artiste from a variety of global musical works by learners with hearing impairment etc.

2.5 Identify GESI responsive resources and pedagogies they may employ for the delivery of concepts (particularly for persons with SEN)

E.g. (All courses and age phases)

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.

E.g. (All courses and age phases)

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.

NΒ

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.

Guidance notes for SL/HoD should

 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	Г
• 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			
3. Teaching, learning	3.1 Ask individual Tutors to	3.1 In your course areas, read	40 mins
 and assessment activities for the lesson Reading of teaching and learning activities and identification of areas that require clarification 	read and share with the small group the teaching and learning activities in their respective courses and identify areas that need clarification for discussion.	the teaching and learning activities individually and identify areas that need clarification.	
 Reading of assessment opportunities and ensuring they are aligned to the NTEAP 	3.2 Ask Tutors to suggest teaching and learning activities that may address GESI issues.	3.2 Suggest teaching and learning activities that may address GESI issues.	
and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities,	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 Grade and Upper Primary Education)	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 Grade and Upper Primary Education)	
	E.g. 2. (Practice and Coaching) Project-based learning to integrate and support student teacher's coaching skills development. (JHS Education)	E.g. 2. (Practice and Coaching) Project-based learning to integrate and support student teacher's coaching skills development. (JHS Education)	

E.g. 3. (Entrepreneurial and Life Skills Through Sports)

Ensuring mixed ability grouping with attention to gender roles and stereotyping. (JHS Education)

- 3.3 GuideTutors to use thinkpair-share technique to suggest required teaching and learning resources for their lessons and describe how to use them.
- 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.

E.g. 1. (Entrepreneurial and Life Skills Through Sports)

Plan and deliver an elevator pitch to a panel of entrepreneurs and venture capitalists (Subject project)

E.g. 2. (Sport, PE and Music and Dance in Global Cultures)

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)

3.5 Ask Tutors to suggest and share with their groups at

E.g. 3. (Entrepreneurial and Life Skills Through Sports)

Ensuring mixed ability grouping with attention to gender roles and sterotyping. (JHS Education)

- 3.3 Use think-pair-sha technique to suggest required teaching and learning resources for your lesson and describe how to use them.
- 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.

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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)

3.5 Suggest and share with your group at least one

least one new assessment strategy they would adopt in the delivery of their lessons not forgetting of GESI issues. new assessment strategy you would adopt in the delivery of your lessons not forgetting of GESI issues.

E.g. (All courses and age phases)

Group work, project work, presentation, performance etc.

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.

E.g. (All courses and age phases)

- **a.** acquisition of ICT skills through searching for YouTube videos, use of projector for group presentations, computer, mobile phone usage, music combo etc.
- **b.** acquisition of collaborative skills through group performance, subject project work, presentations etc.

E.g. (All courses and age phases)

Group work, project work, presentation, performance etc.

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E.g. (All courses and age phases)

- a. acquisition of ICT skills through searching for YouTube videos, use of projector for group presentations, computer, mobile phone usage, music combo etc.
- **b.** acquisition of collaborative skills through group performance, subject project work, presentations etc.

Guidance notes for SL/HoD should

• Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience . These could involve applying new content, E.g.. from section 2, or

NB

Ask Tutors to remind student teachers to identify how their mentors address GESI related issues during their weekly STS visits.

approaches to		
teaching, learning		
and assessment, incl.		
gender responsive		
and inclusive		
approaches		
 Identify how any 		
assessments relate to		
course assessment		
components		
The selected activities		
should be done with		
tutors in real or close		
to real time		
Anticipate any issues		
for clarification or		
questions which		
might arise as the		
tutors work through		
the activities and		
provide guidance on		
these		
 Identify where, and 		
which, core and		
transferable skills,		
including 21 st skills		
and the use of		
information		
technology, are being		
developed or applied		
 Makes links to the 		
existing PD Themes		
with page reference		
where they can		
support teaching, for		
example: action		
research, questioning		
and to other external		
reference material		
Identify where power		
point presentations or		
other resources need		
to be developed to		
support learning and		
provide guidance		
 Identify resources 		
required for any TLMs		

, ,,			
and provide guidance			
on development of these			
4. Evaluation and	4.1 Ask tutors to identify any	4.1 Identify any outstanding	5 mins
review of session:Identification of any	4.1 Ask tutors to identify any outstanding issues relating to their	4.1 Identify any outstanding issues relating to your respective lessons for clarification.	5 mins
outstanding issues relating to this lesson for clarification	respective lessons for clarification.		
Advance preparationIn the case of unresolved issues	4.2 Ask a Tutor from each course group to do a recap of the session.	4.2 Do a recap of the session.	
	4.3 Remind tutors to read lesson 12 in their course manual for the next session.	4.3 Read lesson 12 in your course manual for the next session.	
	4.4 Remind Tutors to invite a critical friend to observe during lesson delivery and provide feedback.	4.4 Remember to invite a critical friend to observe during lesson delivery and provide feedback.	
	NB		
	Remind tutors to do		
	adequate planning and		
	preparations for the delivery of the lesson.		
	In the case of unresolved		
	issues consult the subject		
	writing leads.		
Course assessment in	Ask Tutors in their course grou	ps to read the assessment comp	onents
accordance with the	of lesson 11 and discuss its alig	nment with the NTEAP, ensuring	g subject
NTEAP: SWL need to	project and subject portfolio.		
review assessment in			
the course manual to	Remind tutors to begin to rece	ive subject projects and assess.	
ensure it complies with			
NTEAP implementation	E.g. 1. (Sport, PE and Music an		
and the 60% continuous	1	s peculiar a social event in your	1 C-
assessment and 40 %	1	ou can correlate and generate id	ieas for
End of semester examination. This	creating your own.		
means ensuring :	E.g. 2. (Practice and Coaching)		
subject project, subject		evaluation of training session du	ration in
portfolio preparation	line with the 'FITT' principle and	_	

explicitly addressed in	
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 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

pr wingu ide SL	ocus: the bullet points covide the frame for hat is to be done. The lidance notes in italics entify the prompt the l/HoD needs and each he must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1	Introduction / lesson	PDC NOTE: Use an ice		20 mins
	overview	breaker to begin the session		
•	Overview of subject/s	(E.g. "the day questions I		
	age phase/s to be	expected did not come in		
	covered in this PD	the exams". Pre-inform a		
	session and how it	Tutor to share their		
	will be organised.	experience with the larger		
	Including guidance on	group.		
	grouping tutors			
	according to the	1.1 Ask Tutors to do a	1.1 Do a reflection on the	
	subject/s, age	reflection on the previous	previous PD Session in	
	phase/s.	PD Session in their course	your course groups and	
•	Reflection on	groups and choose one	share with the larger	
	previous PD Session	Tutor from each group to	group.	
	(Introduction to the	share with the larger		
	course manual/s)	group.		
•	microadcion and			
	overview of the main	1.2 In the course groups, ask	1.2 Read and discuss the	
	purpose of the lesson	Tutors to read and	lesson description from	
	in the course	discuss the lesson	your course manual (PE &	
	manual/s	description from their	Music and Dance	
•	Identification of	respective course	manuals) to have an	
	important or	manuals (PE & Music and	overview and purpose of	
		Dance manuals) to have	the lessons.	

distinctive aspects of the lesson/s

 Reading and discussion of the introductory sections up to learning outcomes an overview and purpose of the lessons.

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.

E.g. 2 Performance Practice in Africa

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.

E.g. 3 Entrepreneurial and Life Skills through Sports

The lesson focuses on revising the goal of this course which is to expose student teachers to entrepreneurial skills (risktaking, creativity, ego alter,

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Entrepreneurial and Life Skills through Sports

The lesson focuses on revising the goal of this course which is to expose student teachers to entrepreneurial skills (risktaking, creativity, ego alter,

personal branding etc.), lifelong skills and competencies such as selfdiscipline, teamwork, leadership, goalsetting, hardwork, 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.

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.

E.g. Sports, P.E., Music and Dance in the Global Cultures

- Revision and discussion of Course Learning Outcomes.
- Completion and discussion of Wrapping Up for Exam Form.

Performance Practice in Africa

- Review of Success criteria/ expectations (CLOs & CLIs)
- Completion and discussion of Wrapping
 Up for Exam Form

personal branding etc.), lifelong skills and competencies such as selfdiscipline, teamwork, leadership, goalsetting, hardwork, 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.

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Performance Practice in Africa

- Review of Success criteria/ expectations (CLOs & CLIs)
- Completion and discussion of Wrapping Up for Exam Form

Entrepreneurial and Life Skills through Sports

- Small group development of report on physical activity.
- filling in of Self-Assessment Checklist in line with CLOs and LIs.
- 1.4 Ask Tutors in their groups to read and discuss the LOs and LIs from their course manuals.

E.g.

Sports, P.E., Music and Dance in the Global Cultures LO:

Demonstrate how success criteria/ expectations [i.e., LOs and Indicators] of the course have been achieved. NTS 2c & 2d, NTECF p 16., NaCCA-PA CS 2, 3, 4 & 5.

LI:

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.

Performance Practice in Africa

LO:

Demonstrate how success criteria/ expectations [i.e., LOs and Indicators] of the course have been achieved.

NTS 2c & 2d, NTECF p 16., NaCCA-PA CS 2, 3, 4 & 5.

LI:

 Compare and contrast two concert performances by the class.

Entrepreneurial and Life Skills through Sports

- Small group development of report on physical activity.
- filling in of Self-Assessment Checklist in line with CLOs and LIs.
- 1.4 Read and discuss the LOS and LIs from your course manual.

E.g.

Sports, P.E., Music and Dance in the Global Cultures

Demonstrate how success criteria/ expectations [i.e., LOs and Indicators] of the course have been achieved. NTS 2c & 2d, NTECF p 16., NaCCA-PA CS 2, 3, 4 & 5.

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Compare and contrast a
Ghanaian musical genre
(being it traditional, art or
popular) and another from a
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interrelations between the
two forms.

Performance Practice in Africa

LO:

Demonstrate how success criteria/ expectations [i.e., LOs and Indicators] of the course have been achieved. NTS 2c & 2d, NTECF p 16., NaCCA-PA CS 2, 3, 4 & 5.

LI:

 Compare and contrast two concert performances by the class. Compare and contrast a vocal concert and African instrument concert performance of your class. Compare and contrast a vocal concert and African instrument concert performance of your class.

Entrepreneurial and Life Skills through Sports LO:

Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.

Entrepreneurial and Life Skills through Sports LO:

Demonstrate understanding of life skills and attributes and how they overlap with sport: task mastery, achievement orientation, autonomy, creativity and risk-taking.

LI:

- Exceed grade level expectations (GLE) and mastery of life skill attributes.
- Explain at least how three

 (3) attributes relate or
 overlap with sports and
 their understanding of
 cross-disciplinary
 connections.

LI:

- Exceed grade level expectations (GLE) and mastery of life skill attributes.
- Explain at least how three

 (3) attributes relate or
 overlap with sports and
 their understanding of
 cross-disciplinary
 connections.

The guidance notes for SL/HoD need to

- 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.

Refer to the course description of the various courses to have the overview of the respective courses.

•	Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD			
•	Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for	 2.1 In their course groups, ask Tutors to identify and discuss key concepts as per their course manuals. E.g. Sports, P.E., Music and Dance in the Global Cultures Revision and discussion of Course Learning Outcomes. Completion and discussion of Wrapping Up for Exam 	 2.1 Identify and discuss key concepts as per your course manuals. E.g. Sports, P.E., Music and Dance in the Global Cultures Revision and discussion of Course Learning Outcomes. Completion and discussion of Wrapping Up for Exam 	25 mins
	the teaching and learning of the concept.	Performance Practice in Africa Review of Success criteria/ expectations (CLOs & CLIs) Completion and discussion of Wrapping Up for Exam Form	Form. Performance Practice in Africa Review of Success criteria/ expectations (CLOs & CLIs) Completion and discussion of Wrapping Up for Exam Form	
		Entrepreneurial and Life Skills through Sports • Small group development of report on physical activity • filling in of Self-Assessment Checklist in line with CLOs and LIs 2.2 In their course groups, ask Tutors to identify and discuss and share with their group possible challenging areas in	Entrepreneurial and Life Skills through Sports • Small group development of report on physical activity • filling in of Self-Assessment Checklist in line with CLOs and LIs 2.2 Identify and share with your group possible challenging areas in teaching of the concepts. This may include GESI	
		teaching of the concepts. This may include GESI related issues.	related issues.	

E.g. 1. (Music and Dance)

Receiving and assessing subject project and subject portfolio.

Lack of required musical instruments (i.e. Keyboard) and poor internet accessibility.

E.g. 2. (PE)

Receiving and assessing subject project and subject portfolio.

PE equipment (i.e. Tabel Tenis Board etc.) for demonstration and poor internet accessibility.

2.3 Ask tutors to identify
GESI responsive
resources they may
employ for the delivery of
concepts (particularly for
persons with SEN)

E.g. (All courses and age phases)

Usage of computer, projector, mobile phones to show pictures and videos of African musical instruments and games/sports.

Note

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

E.g. 1. (Music and Dance)

Receiving and assessing subject project and subject portfolio.

Lack of required musical instruments (i.e. Keyboard) and poor internet accessibility.

E.g. 2. (PE)

Receiving and assessing subject project and subject portfolio.

PE equipment (i.e. Tabel Tenis Board etc.) for demonstration and poor internet accessibility.

2.3 Identify GESI responsive resources you will employ for the delivery of concepts (particularly for persons with SEN)

E.g. (All courses and age phases)

Usage of computer, projector, mobile phones to show pictures and videos of African musical instruments and games/sports.

		T		Г
	iidance notes for			
S	L/HoD should			
•	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			
T1-	local availability			
	is section can build on			
	e PD needs identified			
	m the course manuals	24417	241	40 :
3.	Teaching, learning	3.1 Ask Tutors to read and	3.1 In your course group,	40 mins
	and assessment	discuss with the small	read and discuss the	
	activities for the	group the teaching and	teaching and learning	
	lesson	learning activities in their	activities and identify	
•	Reading of teaching	respective courses and	areas that need	
	and learning	age phases and identify	clarification	
	activities and	areas that need		
	identification of	clarification for		
	areas that require	discussion.		
	clarification			
•	Reading of	3.2 Ask Tutors to suggest	3.2 Ask Tutors to suggest	
	assessment	teaching and learning	teaching and learning	
	opportunities and	activities that may	activities that may	
	ensuring they are	address GESI issues	address GESI issues.	
	aligned to the NTEAP			
	and required course	E.g. 1. (Sport, PE and Music	E.g. 1. (Sport, PE and Music	
	assessment: subject	and Dance in Global	and Dance in Global	
	project (30%),	Cultures) Use audio-visual	Cultures) Use audio-visual	
	subject portfolio	materials in	materials in	
	(30%) and end of	listening/watching and	listening/watching and	
	semester	appraising physical activities	appraising physical activities	
	examination (40%)	and musical concepts. (Early	and musical concepts. (Early	

 Working through one or two activities,

Grade and Upper Primary Education)

E.g. 2. (Practice and Coaching) Project-based learning to integrate and support student teacher's coaching skills development. (JHS Education)

E.g. 3. (Entrepreneurial and Life Skills Through Sports)

Ensuring mixed ability grouping with attention to gender roles and sterotyping. (JHS Education)

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.

E.g. Sport, PE and Music and Dance in Global Cultures:

Compare and contrast a local game and another from a global culture showing the interrelations between the two forms. (Subject project/subject portfolio).

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.

E.g. (All courses and age phases)

Group work, project work, presentation, performance etc.

Grade and Upper Primary Education)

E.g. 2. (Practice and Coaching) Project-based learning to integrate and support student teacher's coaching skills development. (JHS Education)

E.g. 3. (Entrepreneurial and Life Skills Through Sports)

Ensuring mixed ability grouping with attention to gender roles and sterotyping. (JHS Education)

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.

E.g. Sport, PE and Music and Dance in Global Cultures:

Compare and contrast a local game and another from a global culture showing the interrelations between the two forms. (Subject project/subject portfolio).

3.4 Suggest at least one new assessment strategy you would adopt in the delivery of your lessons not forgetting of GESI issues.

E.g. (All courses and age phases)

Group work, project work, presentation, performance etc.

	3.5 Ask Tutors to mention	3.5 Mention and indicate	
	and indicate how some of	how some of the core	
	the core and	and transferrable skills	
	transferrable skills would	would be developed	
	be developed during the	during the delivery of	
	delivery of lesson 12.	lesson 12.	
	E.g. (All courses and age phases)	E.g. (All courses and age phases)	
	a . Acquisition of assessment	a . Acquisition of assessment	
	skills through questioning	skills through questioning	
	and answering.	and answering.	
	b. Social skills and	b. social skills and	
	communication skills by	communication skills by	
	mingling and interacting in	mingling and interacting in	
	groups during performances	groups during performances	
Guidance notes for	and presentations.	and presentations.	
Guidance notes for SL/HoD should			
• Select activities,			
linked to CLO and			
indicators, from the			
lesson that are likely			
to be most different			
from tutors' previous			
experience . These			
could involve			
applying new			
content, E.g from			
section 2, or			
approaches to			
teaching, learning			
and assessment, incl.			
gender responsive			
and inclusive			
approaches			
 Identify how any 			
assessments relate to			
course assessment			
components			
The selected activities			
should be done with			
tutors in real or close			
to real time			
 Anticipate any issues 			
for clarification or			

n				
	questions which			
n	might arise as the			
t	tutors work through			
t	the activities and			
р	provide guidance on			
_	these			
	dentify where, and			
	which, core and			
	·			
	transferable skills,			
	ncluding 21 st skills			
	and the use of			
ir	nformation			
te	technology, are being			
d	developed or applied			
• ^	Makes links to the			
e	existing PD Themes			
	with page reference			
	where they can			
	support teaching, for			
	example: action			
	research, questioning			
	and to other external			
	reference material			
	dentify where power			
	point presentations			
	or other resources			
	need to be developed			
	to support learning			
а	and provide guidance			
• 10	dentify resources			
r	required for any			
7	TLMs and provide			
a	guidance on			
_	development of these			
	Evaluation and	4.1 Ask tutors to identify any	4.1 Identify any outstanding	5 mins
	review of session:	outstanding issues	issues relating to your	
	dentification of any	relating to their	respective lessons for	
	outstanding issues	respective lessons for	clarification.	
	relating to this lesson	clarification.	3.4	
	or clarification	ciai incation.		
		4.2 Ask Tutors to reflect on	4.2 Reflect on the PD sessions	
	Advance preparation			
	n the case of	the PD sessions and state	and state how they can	
u	unresolved issues	how they can help	help student teacher to	
İ		student teacher to deliver	deliver the Basic School	
İ		the Basic School	Curriculum.	
		Curriculum.		
1				

	NB		
	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.		
Course assessment in			
accordance with the	Remind tutors to receive and assess subject project and subject		
NTEAP: SWL need to	portfolio.		
review assessment in			
the course manual to	E.g.1. (Sport, PE and Music and Dance in Global Cultures)		
ensure it complies with	Compare and contrast a Ghanaian musical genre (being it traditional,		
NTEAP implementation	art or popular) and another from a global culture showing the		
and the 60% continuous	interrelations between the two forms.		
assessment and 40 %			
End of semester	E.g. 2. (Sport, PE and Music and Dance in Global Cultures)		
examination. This	State at least three (3) professional values and attitudes of the PEMD		
means ensuring:	teacher in the basic schools.		
subject project, subject			
portfolio preparation	E.g. 3. (Entrepreneurial and Life Skills through Sports)		
and development are	Develop at least two (2) game adaptations and select the most		
explicitly addressed in	appropriate method(s) and justify how such adaptation foster gender		
the DD coordings	leadannea calcation, and inclusion		

balance selection and inclusion.

the PD sessions.

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.			
Course introductions and conclusions				
• 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 				
Prior knowledge: Points for tutors on assessing or activating student teachers' prior				
knowledge.				
Basic School Curriculum: when topics for student teachers are from the Basic School				
Curriculum the PD session makes explicit links.				
CLO: relevant to the session to be introduced				
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				
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				
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.				
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.				
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.				
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.				
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.				
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.				

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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