

## PROGRAMME DESCRIPTION

This programme is designed for untrained teachers at or secondary level who hold an Associate Degree in Science – Physical Education. Based on the our Associate Degree in Physical Education, it is as participants would have prior knowledge of the co subject discipline, as well as a basic understand teaching/learning process. Participants will be techniques and strategies for planning and ir instruction, including the integration of various tec enhance teaching and learning. Additionally, the pro include an examination of theories of development a student assessment, and social issues in education. ensure that participants can apply educational theory they will be required to complete a practicum of fou duration.

## VISION STATEMENT

**Erdiston Teachers' Training College will be a globally recognized institution delivering high quality training that empowers individuals to become innovative educators.**

## MISSION STATEMENT

**Erdiston Teachers' Training College provides high quality training and professional development for educators while advancing scholarly research and facilitating the delivery of programmes that are aligned with the educational needs of the public.**

## SCHEDULING OF CLASSES

Classes will be scheduled on Mondays and Thursday: 7:00 pm) for fifteen (15) weeks, including two half day 12:00 pm) during the first week of the Christmas Teaching Practice will take place during the period 18

development as they apply to classroom learning and skills development

DURATION: 45 Hours

COURSE DESCRIPTION

2. understand the social context in which the school operates
3. understand how various factors affect curriculum, innovation and implementation
4. plan and deliver lessons effectively to students at the primary or secondary level
5. use a variety of teaching/learning strategies appropriate to respective age groups and topics
6. use the computer and other forms of technology as instructional tools
7. critically evaluate social and psychological issues associated with teaching and learning
8. display a professional attitude to teaching

This course emphasizes teaching and is designed to assist the participant in the improvement of knowledge and skill in planning and instructional design. It will include classroom management, teaching strategies and techniques for effective learning.

OBJECTIVES:

By the end of the course students will:

1. understand the nature and structure of the teaching/learning process
2. formulate instructional objectives
3. differentiate between general and specific objectives
4. demonstrate how to create a classroom climate conducive to learning
5. plan lessons to cater to students of various levels
6. classify teaching methods under direct and indirect instruction
7. evaluate the factors that influence curriculum development and implementation

**COURSES TO BE COMPLETED**

COURSE TITLE	CREDITS	DURATION	ASSESSMENT
Planning and Instruction	3	45 hours	Portfolio
Educational Technology	3	45 hours	Written Assessment

- Instructional plans and lesson plans
- Direct and indirect teaching-learning strategies
- Adapting instruction to meets students' needs
- Factors affecting curriculum innovation and implementation

#### Module 2: Assessing Student Learning

- Assessment vs. evaluation
- Formative assessment and evaluation
- Summative assessment and evaluation

#### Module 3: Technology Integration

- Overview of technologies used in education
- Principles of technology integration
- Practical activities in technology integration

#### Module 4: Class Management and Organization

- Classroom management for Physical Education
- Organizing the class for effective instruction
- Grouping students to facilitate learning

#### Module 5: Reflective Practice

- Reflective teaching, journal writing
- Self evaluation

CREDITS: 3

#### DESCRIPTION

This course offers the participant the opportunity to explore psychological and social issues that impact teaching and learning. It seeks to sensitize teachers to current educational practices and help them to develop the appropriate coping strategies. The course examines the role of professional development and its impact on teacher effectiveness.

#### OBJECTIVES

1. Demonstrate sensitivity to the impact of emotional and psychological factors on the development of children and adolescents
2. Evaluate social issues impacting on the ability of students to benefit from instruction
3. Analyse the teaching profession with a commitment to taking responsibility for enhancing their professional status and performance

#### COURSE CONTENT

##### Module 1: Child and Adolescent Development

- Theories of development

## Module 3: Professionalism and Teaching

- Teaching as a profession
- Ongoing professional development
- Industrial relations
- Code of ethics for teaching
- Developing a personal philosophy of education

DELIVERY STRATEGIES: Lecture-discussion, cooperative grouping, demonstration.

ASSESSMENT: Written assignment (2 500 words)

**COURSE TITLE: Teaching Practice**

CREDITS: 3

DURATION: 4 weeks (5 days a week)

### DESCRIPTION

The Teaching Practice activity is designed to provide participants with opportunities to integrate educational theory and practice. The focus will be on helping teachers to implement strategies that facilitate the teaching and learning of physical education. Hence,

the school to which the teacher is attached. The teacher is expected to produce and maintain a Teaching Practice Portfolio. A supervising tutor will be assigned to guide and assess the student-teacher. Additionally, each teacher will be assigned as an external examiner. The comments and grades on the Portfolio shall be agreed on by the examiners who participate in the assessment process. The criteria for the assessment of practical teaching shall be communicated to participants at the start of the period of assessment.

### OBJECTIVES

1. Demonstrate confidence and competence in classroom management and organization
2. Prepare and implement lesson plans that include learning objectives from three domains
3. Utilize a variety of teaching methodologies to cater to the individual needs of students
4. Integrate various technologies in teaching-learning activities
5. Use an interdisciplinary approach in the teaching environment
6. Demonstrate a reflective approach to self-assessment

**1. One Instructional plan for four weeks on a selected topic in Physical Education (25 marks)**

- a. General objectives are clearly stated and relevant to the topic (6 marks)
- b. Suitable teaching strategies/methods are listed (3 marks)
- c. Appropriate and practical learning activities are outlined (8 marks)
- d. Relevant resources and technologies are listed (3 marks)
- e. Assessment procedures are adequate and related to objectives (5 marks)

1. Special needs education
2. Chronic Non-communicable Diseases
3. Piaget's Views on Learning and Development

- a. Critically examine the literature on the selected topic and discuss its significance to education. (20 marks)
- b. Discuss how a selected theory on the topic could be applied to the teaching of Physical Education at a primary or secondary level.

(20)

**2. One lesson plan on the selected topic (25 marks)**

- a. Topic and age group are clearly stated (2 marks)
- b. Specific objectives from three domains are clearly stated (6 marks)
- c. Set Induction seeks to arouse and maintain interest (3 marks)
- d. Learning activities reflect the objectives, methods and resources (9 marks)
- e. Assessment procedures are suitable and related to the objectives (5 marks)

**TEACHING PRACTICUM: 18 January – 12 February 2020**

**TEACHING PRACTICE PORTFOLIO (DUE 19 February 2020)**

Each portfolio shall contain the following:

1. Statement of the teacher's philosophy of education (5 marks)
2. Evidence of teaching, including:

**3. Technology Integration (10 marks)**

- a. A video clip or article from the Internet that is

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marks)

- b. Mark sheet showing marks or grades for each student (5 marks)

4. Weekly reflections on practice – weeks 1-3 (3x5 marks = 15 marks)

Self evaluation at end of session – week 4 (5 marks)

**TOTAL 80 MARKS**

DATE	TOPIC	
Mon, 07 Sept	Importance of Planning General and Specific Objectives	M M
Thurs, 10 Sept	Theories of Child and Adolescent Development	Di
Mon, 14 Sept	Direct and Indirect Teaching/Learning Strategies, Adapting Instruction to Meet Students' Needs	M M
Thurs, 17 Sept	Theories of Child and Adolescent Development	Di
Mon, 21 Sept	Instructional planning	M M
Thurs, 24 Sept	Theories of Learning	Di
Mon, 28 Sept	Instructional Planning	M M
Thurs, 01 Oct	Theories of Learning	Di
Mon, 05 Oct	Lesson Planning	M M
Thurs, 08 Oct	Exceptionalities	Di
Mon, 12 Oct	Lesson Planning	M M
Thurs, 15 Oct	Exceptionalities	Di
Mon, 19 Oct	Classroom Management and Organization	M

Mon, 09 Nov	Use and Abuse of Drugs	Mrs P Welch
Thurs, 12Nov	Teaching Profession	Mr T Best
Mon, 16 Nov	Infectious Diseases, HIV/AIDS	Mrs P Welch
Thurs, 19 Nov	Code of Ethics	Mr C Hinds
Mon, 23 Nov	Delinquency and Violence	Mr A Kellman
Thurs, 26 Nov	Industrial Relations	Mr C Hinds
Mon, 30 Nov	Public Holiday	-
Thurs, 03 Dec	Factors Impacting Curriculum Innovation and Implementation	Mr T Best
Mon, 14 Dec 9:00 am-12:00 pm	Practical Session in the Teaching of Physical Education	Mr J Griffin
Tues, 15 Dec 9:00 am-12:00 pm	Practical Session in the Teaching of Physical Education	Mr J Griffin
Mon, 04 Jan	Gender Issues	Mr T Best
Thurs, 07 Jan	Reflective Practice	Mr T Best
Mon, 11 Jan	Developing a Personal Philosophy Course Evaluation	Mr T Best/M Moore

**PLEASE NOTE:**

- Planning and Instruction Assignment due **Friday, 27 November 2015**
- Educational Foundations Assignment due **Friday, 08 January 2016**
- Dates of Teaching Practicum **18 January – 12 February 2016**