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We encourage you to apply for a PGCE application form Full-time PGCE application form F Education team for further information. 01872 305749 heeducation@truro-penwith.ac.uk The courses in English in Teacher Education aim to develop your academic, didactic and practical competence within the areas of language and as a world language, and English as the subject in the overall school curriculum. English for school years 1-7 or school years 5-10. Questions about this course? You can contact us by e-mail if you have questions about this course? You can contact us by e-mail if you have questions about this course. Social Science or Natural Sciences at University Colleges or Universities. This programme (PPU) gives qualifications for work as a teacher in upper primary and lower secondary school (grades 5 - 13 in the Norwegian school system) as well as in adult education. The two major components of the programme are classroom practice and educational and didactic theory. Classroom practice takes place at one of the Department's Partner Schools in or close to Oslo. The programme over two terms and as a part-time study programme over three terms. Either way, the program is taught in Norwegian only, and Norwegian skills at profiency level are required to be accepted. Published Oct. 13, 2010 1:56 PM - Last modified Nov. 16, 2015 2:51 PM Training teachers to develop teaching skills Teacher education or teacher training refers to programs, policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, approaches, methodologies and skills they require to perform their tasks effectively in the classroom, school, and wider community. The professionals who engage in training the prospective teachers are called teacher educators (or, in some contexts, teacher trainers). There is a longstanding and ongoing debate about the most appropriate term to describe these activities. The term 'teacher training' (which may give the impression that the activity involves training staff for a professional role as a reflective practitioner). The two major components of teacher education are in-service teacher education should be conceived of, and organised as, a seamless continuum, teacher education is often divided into these stages: Initial teacher training/education: A pre-service course before entering the classroom as a fully responsible teacher Induction: The process of providing training and support during the first few years of teaching or the first year in a particular school Teacher development or continuing professional development: An in-service process for practicing teachers. In many countries, Initial Teacher Education (also known as preservice teacher training) takes place largely or exclusively in institutions of higher education. In countries like Sri Lanka there are separate institutions of higher education. In countries like Sri Lanka there are separate institutions of higher education (also known as preservice teacher training) takes place largely or exclusively in institutions of higher education. Further institutes called Teacher Centers provide continuing professional development for teachers. It may be organized according to two basic models. In the consecutive model, a teacher first obtains a qualification in one or more subjects (often a diploma in teaching or an undergraduate bachelor's degree), and then studies for a further period to gain an additional qualification in teaching (this may take the form of a post-baccalaureate credential or master's degree). In the alternative concurrent model, a student simultaneously studies both one or more academic subjects, and the ways of teaching that subject, leading to a combined bachelor's degree and teaching credential to qualify as a teacher of that subject. Other pathways are also available. In some countries, it is possible for a person to receive training as a teacher by working in a school under the responsibility of an accredited experienced practitioner. In the United Kingdom, there is a long tradition of partnerships between universities and schools in providing state supported teacher education.[2] This tradition is not without tensions and controversies.[3] In the United States, approximately one-third of new teachers come through alternative routes to teacher certification, according to testimony given by Emily Feistritzer, the President of National Center for Alternative Certification and the National Center for Education Information, to a congressional subcommittee on May 17, 2007. However, many alternative pathways are affiliated with schools of education, where candidates immerse themselves in communities that will allow them to apply teaching theory to practice. Community-based teacher education also challenges teacher candidates' assumptions about the issues of gender, race, and multicultural diversity. This assists to make an attitudinal change in the teacher trainees in order to eliminate segregation within the school community.[4] The question of what knowledge, attitudes, behaviours, approaches, methodologies and skills teachers should possess is the subject of much debate in many cultures. This is understandable, as teachers are entrusted with the transmission to learners of society's beliefs, attitudes and deontology, as well as of information, advice and wisdom, and with facilitating learners' acquisition of the key knowledge, attitudes and behaviours that they will need to be active in society and the economy. Generally, Teacher Education curricula can be broken down into four major areas: Domain knowledge in education, history of education, history of education, education, education psychology, and sociology of education. Skills in assessing student learning, supporting English Language learners, [dubious - discuss] using technology to improve teaching and skills—often also including ways of teaching and assessing a specific subject, in which case this area may overlap with the first ("foundational") area. There is increasing debate about this aspect; because it is no longer possible to know what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill pupils will need when the knowl "learning to learn" or "social competences"), which cut across traditional subject boundaries, and therefore call into question traditional ways of designing the Teacher Education curriculum (and traditional school curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional school curriculum (and traditional school curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional school curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional school curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher Education curriculum (and traditional ways of designing the Teacher E supervised and supported in some way, though not always. Practice can take the form of field observations, student teaching, or (U.S.) internship (See Supervised Field Experiences below). This area also includes extracurricular competences such as dealing with conflicts[5] and bullying among pupils.[6] Those training to teach in rural and remote areas face different challenges from those who aspire to each in rural and remote areas. It has been proposed that rural and remote communities may have more success recruiting teachers who already live in these communities, rather than trying to recruit urbanites to move to rural communities once they have completed their teacher shortages in rural and remote areas.[11][12][13][14] In addition, the United Nations Sustainable Development Goal 4 aims to substantially increase the supply of qualified teachers by 2030 through international cooperation. [15] Supervised field experiences may include: Field observations: Include observation and limited participation within a classroom under the supervision of the classroom under the supervision of the classroom teacher. Student teaching: Include observation and limited participation within a classroom under the supervision of the classroom under the supervision supervision of the classroom teacher and a supervisor (e.g., from the university). Internship: Teaching candidate is supervised within his or her own classroom. These three areas reflect the organization of most teacher education programs in North America as well as Asian countries like Sri Lanka. Courses, modules, and other activities are often organized to belong to one of the three major areas of teacher education. The organization makes the programs more rational or logical in structure. The conventional organization has sometimes also been criticized, however, as artificial and unrepresentative of how teachers actually experience their work. Problems of practice frequently (perhaps usually) concern foundational issues, curriculum, and practical knowledge simultaneously, and separating them during teacher education may therefore not be helpful. However, the question of necessary training components is highly debated as continuing increases in attrition rates by new teachers and struggling learners is evident.[16] Additionally, with the increasing demands of the "teacher" research is beginning to suggest that teachers must not only be trained to increase learning experiences for their students, but how to also be a leader in an increasingly challenging field.[17] The debate of how best to prepare teachers for their students, but how to also be a leader in an increasingly challenging field.[17] The debate of how best to prepare teachers for their students, but how to also be an important focus of the United States, where the education of all children successfully is priority. Teaching involves the use of a wide body of knowledge about the subject to different kinds of learner; it, therefore, requires teachers to undertake a complex set of tasks every minute. Many teachers experience their first years in the profession as stressful. The proportion of teachers who either do not enter the profession after completing initial training, or who leave the profession after completing initial training, or who leave the profession after their first teaching post, is high.[18] A distinction is sometimes made between inducting a teacher into a new school (explaining the school's vision, procedures etc.), and inducting a new teacher into the teaching profession (providing the support necessary to help the beginning teacher develop a professional identity, and to further develop the basic competences that were acquired in college). A number of countries and states have put in place comprehensive systems of support to help beginning teachers during their first years in the profession. Elements of such a programme can include: Mentoring: the allocation to each beginning teacher, specifically trained as a mentor; the mentor may provide emotional and professional support and guidance; in teacher training, induction is limited to the provision of a mentor, but research suggests that, in itself, it is not enough.[19] A peer network: for mutual support but also for peer learning. Input from educational experts (e.g. to help the beginning teacher relate what she learned in college with classroom reality). Support for the process of self-reflection that all teachers engage in (e.g. through the keeping of a journal). Some research[20] suggests that such programmes can: increase the retention of beginning teachers in the profession; improve teaching performance; promote the teachers dominated curriculum. [24] Hence, they suggest that teacher education should be inclusive and take into account multiple backgrounds and variables to allow teachers to be responsive teaching education and teachers to be responsive teaching education and disadvantage as a part of a teacher education curriculum. Jabbar & Hardaker (2013)[25] argue that this is an essential process in helping students of ethnicity, colour and diversity achieve and attain. Because the world that teachers are preparing young people to enter is changing so rapidly, and because the teaching skills required are evolving likewise, no initial course of teacher education can be sufficient to prepare a teacher for a career of 30 or 40 years. In addition, as the students to have mastery of their subjects but also to understand their students. [26][27] Continuous prefessional development is the process by which teachers (like other professionals) reflect upon their competencies, keep them up to date, and develop them further. The extent to which education authorities support this process varies, as does the effectiveness of the different approaches. A growing research base suggests that to be most effective, continuing professional development activities should: Be spread over time. Be collaborative. Use active learning. Be delivered to groups of teachers. Include periods of practice, coaching, and follow-up. Promote reflective practice practice practice, coaching, and follow-up. Promote reflective practice practice. [28] Encourage experimentation. Respond to teachers' needs. [29][30][31] However, a systematic review published in 2019 by the Campbell Collaboration, summarizing evidence from 51 studies, finds no clear evidence that continuing professional development in education improves student academic outcomes. [32] Further information: Education is contested and understood in numerous different ways. Assuring the quality of teacher education includes selecting competent recruits for teacher education programs, accrediting teacher education programs who consistently show positive results, and offering registration, licensing, or certification to those who demonstrate competency to enter the teaching profession.[33] It is sometimes taken to relate to the quality of the work undertaken by a teacher, which has significant effects upon his or her pupils or students. Further, those who pay teachers' salaries, whether through taxes or through school fees, wish to be assured that they are receiving value for money. Ways to measure the quality of work of individual teachers, of schools, or of education systems as a whole, are therefore often sought. In most countries, teacher salary is not related to the perceived quality of his or her work. Some, however, have systems to identify the 'best-performing' teachers, and increase their remuneration accordingly. Elsewhere, assessments of teacher performance may be undertaken with a view to identifying teachers' needs for additional training or development, or, in extreme cases, to identify those teachers that should be required to leave the profession. In some countries, teachers are required to re-apply periodically for their license to teach, and in so doing, to prove that they still have the requisite skills. But still there are countries (e.g. Sri Lanka) where teaching cannot be considered as a profession as the teachers are not provided with a license to teach. Feedback on the performance of teachers is integral to many state and private education procedures, but takes many different forms. [34] The 'no fault' approach is believed by some to be satisfactory, as weaknesses are carefully identified, assessed and then addressed through the provision of in house or school based training. These can, however, be seen as benefiting the institution and not necessarily fully meeting the continuing professional development needs of the individual as they lack educational gravitas. Being able to educate teachers requires different knowledge and skills than those required to teach pupils or students. [35] See also: Subject-matter expert Some recent research has highlighted the many fields of knowledge that are required by teacher educators; these include knowledge about: the pedagogy of teacher educators need to know about the specific contexts their students will work and working in (e.g. for primary, or secondary education) and the subjects they will teach. More experienced teacher education, the way it is organised, and in research.[36] The complexity of the tasks of the teacher educator arises in part because, as research has shown, they have multiple professional identities. (This is linked to the education of teachers do self-identify as 'teacher educator', others may self-identify rather as 'researcher' or 'academic'; others may relate primarily to their academic discipline, such as 'chemist' or 'geographer.'[37] But the key duality of identity that lies at the core of the teacher educator must be a highly competent 'first-order educator' (i.e. a good teacher) but also a skilled 'second-order educator' (i.e. capable of teaching effectively about the skill of teaching and facilitating others to acquire teaching skills). As first-order educators, they require, in addition, specific competences and dispositions, such as modelling and meta-reflection, that enable them to teach about teaching [35] The acquisition or improvement of teacher competences requires training, through which it will be improved educational planning and assessment. This results in a better learning of students, as evidences show. [38] It is the objective of FAMT & L Comenius project, conducted at the University of Bologna, designed with the aim of promoting the correct use of formative assessment in mathematics education for students aged from 11 to 16. Reaching their needs, believes, expectations and the use of formative assessment.[39] The way in which teacher educators teach has a greater impact on student teachers' thinking about practice than what teacher educators teach. [40] So, teacher educators need to be able to model the competences and attributes they wish their students to adopt. [41] Swennen et al. (2008). [42] concluded that, in order to 'model' what they teach, teacher educators need to develop the ability to link their own (tacit) theories and practice of teaching to public theory, i.e., in Korthagen's[43] words, to translate Theory with a small 't'. Just as teaching is no longer seen as simply transferring factual information, so educating teachers also requires a more sophisticated approach, based upon professional awareness[44] that comes from reflective practice.[45] For Loughran,[46] being a professional teacher educator requires "genuinely reflecting on, and responding to, the needs, demands, and expectations of teaching about teaching within the academy". See also: Teacher quality assessment and Performance appraisal In some parts of the world (notably the United States, Flanders and the Netherlands) specific standards of professional practice have been developed for, or by, teacher educators. These set out the range of competences that a member of the teacher educator profession is expected to be able to deploy, as well as the attitudes, values and behaviours that are deemed to be acceptable for membership of the profession).[47] academic, lecturer, tutor, teacher A teacher educator (also called a teacher trainer) is a person who helps in-service teacher trainees to acquire the knowledge, competencies and attitudes they require to be effective teacher trainees to acquire the knowledge, competencies and attitudes they require to be effective teacher trainees to acquire the knowledge, competencies and attitudes they require to be effective teacher. each specialises in teaching about a different aspect of teaching (e.g. education, sociology of education, curriculum, pedagogy, subject-specific teaching methods etc.). Not every culture has a concept that precisely matches the English term 'teacher educator'...[48] Even where the concept exists, the range of roles that is covered by the term varies significantly from country to entertain the term 'teacher education professional whose principal activity is the preparation of new teachers in universities and other institutions of teacher education, the term 'teacher education'. A teacher educator may be narrowly defined as a higher education professional whose principal activity is the preparation of new teachers in universities and other institutions of teacher education, in different roles by different kinds of organisation. In the European context, for example, people who could be considered to be teacher education as such, for teaching a subject (such as chemistry or mathematics) to students who will later become teachers; for research into therefore work in many different contexts including National Colleges of Education, teacher centers (universities, schools, private sector training organisations or trade unions),[50] and their working time may be fully, or only partly, dedicated to the preparation of teachers. The process by which teachers are educated is the subject of political discussion in many countries, reflecting both the value attached by societies and cultures to the preparation of young people for life, and the fact that education varies. Where teacher education is entirely in the hands of universities, the state may have no direct control whatever over what or how new teachers are taught; this can lead to anomalies, such as teachers being taught by persons with little or no hands-on experience of teaching in real classrooms. In other systems, teacher education may be the subject of detailed prescription (e.g. the state may specify the content of teacher education courses). Policy cooperation in the European Union member states should and school leaders. Some research suggests that, while most countries have policies, and legislation, in place concerning the teacher educator profession. Caena (2012)[53] found that some of the consequences of this situation can include a teacher educator profession that is poorly organised, has low status or low formal recognition, has few regulations, professional standards - or even minimum qualifications, and no coherent approach to the selection, induction, or continuing professional development of Teacher Educations, and no coherent approach to the selection, induction, or continuing professional development of Teacher Educations, and no coherent approach to the selection, induction, or continuing professional development of Teacher Educations, and no coherent approach to the selection, induction, or continuing professional development of Teacher Educations, and no coherent approach to the selection, induction, or continuing professional development of Teacher Educations, and no coherent approach to the selection, induction, or continuing professional development of Teacher Educations, and no coherent approach to the selection, induction, or continuing professional development of Teacher Educations, and no coherent approach to the selection, induction, or continuing professional development of the selection approach to the selection appro Teacher Education, 2010 (NCFTE), which aims to remedy many of the ills of teacher training in India. It calls for preparing a 'humane and reflective practitioner' and for fostering the agency and autonomy of the teacher training in India. It calls for preparing a 'humane and reflective practitioner' and for fostering the agency and autonomy of the teacher training in India. It calls for preparing a 'humane and reflective practitioner' and for fostering the agency and autonomy of the teacher training in India. It calls for preparing a 'humane and reflective practitioner' and for fostering the agency and autonomy of the teacher training in India. It calls for preparing a 'humane and reflective practitioner' and for fostering the agency and autonomy of the teacher training in India. It calls for preparing a 'humane and reflective practitioner' and for fostering the agency and autonomy of the teacher training in India. It calls for preparing a 'humane and reflective practitioner' and for fostering the agency and autonomy of the teacher training in India. 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See also: European Teacher Education Network The Erasmus Programme and his platform, the SchoolEducationGateway, provides an opportunity to European Union teachers in international training courses in different European countries. It is fully funded by the KA1 UK, however, the term 'teacher training' is still in general use: see for instance the UK government's information on tda.gov.uk Archived 2011-04-04 at the Wayback Machine ^ BERA/RSA (2014). Research and the Teaching Profession. Building the capacity for a self-improving education system. London: BERA. ISBN 978-0-946671-37-3. ^ Oancea, Alis (2014). "Teachers' professional knowledge and state-funded teacher education: a (hi)story of critiques and silences". Oxford Review of Education. 40 (4): 497-519. doi:10.1080/03054985.2014.939413. S2CID 143369796. ^ "Preparing Teachers for the Classroom: The Role of the Higher Education Act and No Child Left Behind" (PDF). U.S. House of Representatives Committee on Education and Labor. 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Foto: Antero Hein Creations Departments Academy of Dance (Statens ballettskole). Since 1996 it has been part of Oslo National Academy of the Arts (Kunsthøgskolen i Oslo), which brings students of different disciplines together to form a broad, international community of arts and artistic skills. The unique facilities at the National Academy of the Arts, including well-equipped stages and studios, mean that students at the Academy of Dance have excellent opportunities to develop in a state-of-the-art working environment. The Academy of Dance and classical ballet, Master's programmes in dance and classical ballet, Master's progr through its participation in the Norwegian Artistic Research Programme. The various study programmes enable students to develop their potential as performing and creative artists, refining their skills, knowledge and critical abilities in the field of dance and choreography. The teaching staff at the Academy of Dance represent extensive and varied artistic and educational experience. The department also engages nationally and internationally renowned guest teachers and artists. The Academy of Dance has the foundations for solid artistry and an expertise in dance and choreography that can be applied in a range of aesthetic and social contexts - both in Norway and internationally. Excellent follow-up with the Norway and internationally. Excellent follow-up with the Norway and internationally. Excellent follow-up with regard to physical health and the prevention and treatment of injuries is ensured by the skills of the department's own staff members and a cooperation with the Norway and internationally. in developing and challenging artistic practices and the parameters for what artistic research might be, and the insight it might provide. Particular focus is given to the following areas: dance/choreography developing concepts, methods and practices of the art of dancing/performing Researchers consider their practice and discourse with regard to the internation and presentation within the current circumstances (e.g. location of work, media, liveness). See projects from all departments. Projects Residencies often come with significant tuition discounts. In exchange, many residency programs ask for multi-year commitments to teach after you've graduated., the free encyclopedia that anyone can edit. 107,747 active editors 7,024,072 articles in English Claudette making landfall in Texas Hurricane Claudette was the third tropical storm and first hurricane of the 2003 Atlantic hurricane season. A fairly long-lived July Atlantic hurricane, Claudette began as a tropical wave in the eastern Caribbean. It moved westward through the Gulf of Mexico. Claudette remained a tropical storm until just before making landfall in Port O'Connor, Texas, on July 15, when it quickly strengthened to a strong Category 1 hurricane. Forecasting its path and intensity was uncertain, resulting in widespread and often unnecessary preparations. Claudette caused one death and moderate damage in Texas, mostly from strong winds, as well as extensive beach erosion. Because of the damage, President George W. Bush declared portions of South Texas as a Federal Disaster Area. Claudette also caused significant rainfall and minor damage in the Mexican state of Quintana Roo, as well as minor damage on Saint Lucia. (This article is part of a featured topic: 2003 Atlantic hurricane season.) Recently featured: Trinity (nuclear test) Manitoba William Hanna Archive By email More featured articles. 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Archive Start a new article Nominate an article Abdul Hakim Haqqani (pictured) over their alleged persecution of women in Afghanistan. Flooding in Central Texas, United States, leaves at least 130 people dead. Astronomers announce the Michael Ian Blair Nominate an article July 17: Constitution Day in South Korea (1948); World Emoji Day A vehicle on the Manchester Metrolink 1453 - The Battle of Castillon, the last engagement of the Hundred Years' War, ended with the English losing all holdings in France except the Pale of Calais. 1918 - RMS Carpathia, which had rescued survivors of in mid-air and crashed into the Atlantic Ocean near East Moriches, New York. Queen Camilla (b. 1947)Billie Holiday (d. 1959)Wonwoo (b. 1996)Edward Heath (d. 2005) More anniversaries: July 16 July 17 July 18 Archive By email List of days of the year About The clouded Apollo (Parnassius mnemosyne) is a species in the swallowtail butterfly family, Papilionidae, which is found in the Palearctic realm. It is a large butterfly, which inhabits meadows and deciduous woodland clearings with plenty of flowering plants, but cannot survive in denser forest. The species has white wings, on which thin black veins are found, with blackish fringes. The forewing has two black spots. Its abdomen, antenna and legs are black. The female lays whitish conical eggs with a granular surface. This clouded Apollo male was photographed at the top of Slivnica, in the Dinaric Alps of Slovenia. Photograph credit: Charles J. Sharp Recently featured: Anne of Cleves Rosencrantz and Guildenstern The Blind Girl Archive More featured pictures Community portal - The central hub for editors, with resources, links, tasks, and announcements. Village pump - Forum for discussions about Wikipedia itself, including policies and technical issues. Site news - Sources of news about Wikipedia and the broader Wikipedia itself, including policies and technical issues. Wikipedia. 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 v_{∞} [3][5][c]Inclination175.11±0.0003°(retrograde and inclined 5°)Longitude of ascending node322.16±0.006°Argument of periapsis128.00±0.005°Next perihelion29 October 2025 11:36 ± 00:11 UT[6]Earth MOID0.3658 AUMars MOID0.018 AU[8]Jupiter MOID0.2466 AU Physical characteristicsMean diameter~4-5 km (2.5-3.1 mi)[d]

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