PROFESSIONAL DEVELOPMENT PROGRAMME

YEAR THREE

Four-Year Bachelor of Education Degree Supported Teaching in School

SCHOOL PLACEMENT **HANDBOOK**

GHANA TERTIARY EDUCATION COMMISSION

NATIONAL TEACHING COUNCIL
NTC
Building Confidence, Raising Teaching Standards

The Government of Ghana

mastercard foundation

T-TEL
Transforming Teaching, Education & Learning

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Four-Year Bachelor of Education Degree
Supported Teaching in School
School Placement Handbook
Year Three
2020 / 2021

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1 Vision for the B.Ed.

The vision for the B.Ed. curriculum is to transform initial teacher education and secure the training of highly qualified, motivated new teachers who are able to inspire their learners to achieve better outcomes in basic education.

The B.Ed. programme aims to prepare new teachers who are effective, engaging, and fully prepared to teach the Basic School Curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards (NTS).

The B.Ed. curriculum will instil in new teachers the nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high-quality education for all learners.

In line with this vision, the Supported Teaching in School, the school placement pillar of the Four-Year B.Ed. process will be deliberate in enhancing gender equality and social inclusion (GESI) where student-teachers will be equipped with GESI competencies to champion this cause throughout their profession.

2 The Purpose of this Handbook

This Handbook has been written to support student teachers, their tutors, link tutors, mentors, and District Officers in understanding the requirements for, and their roles related to Supported Teaching in School. This includes guidance on how to assess student teachers' STS components in line with the requirements of the National Teacher Education Assessment Policy (NTEAP)

In order for all those involved with the training of new teachers to gain a shared understanding of what is required during STS, it was decided to create one handbook.

Part Two of the Handbook will be published prior to the rollout of Year Three of the B.Ed. and similarly for each of the four years. Based on experience and feedback from Years One and Two, this handbook will be reviewed.

This Handbook will also provide users with clear guidance on how to address cross-cutting themes like GESI and ICT.

3 About Supported Teaching in School

"Teacher education should be viewed as an applied professional qualification that requires student teachers to apply the concepts and strategies they are simultaneously learning about in their coursework within practical settings."
(International Task Force on Teachers for Education [TTF], 2017)

Supported Teaching in School (STS) lies at the heart of the B.Ed., as Figure 1 below shows. It is through STS that the student teachers apply and develop the skills knowledge and understanding acquired in their college-based training in schools, and with the support of mentors and link tutors. STS is integrated into training across the four years.

Figure 1 Role of Supported Teaching in School within the National Teacher Education Curriculum Framework

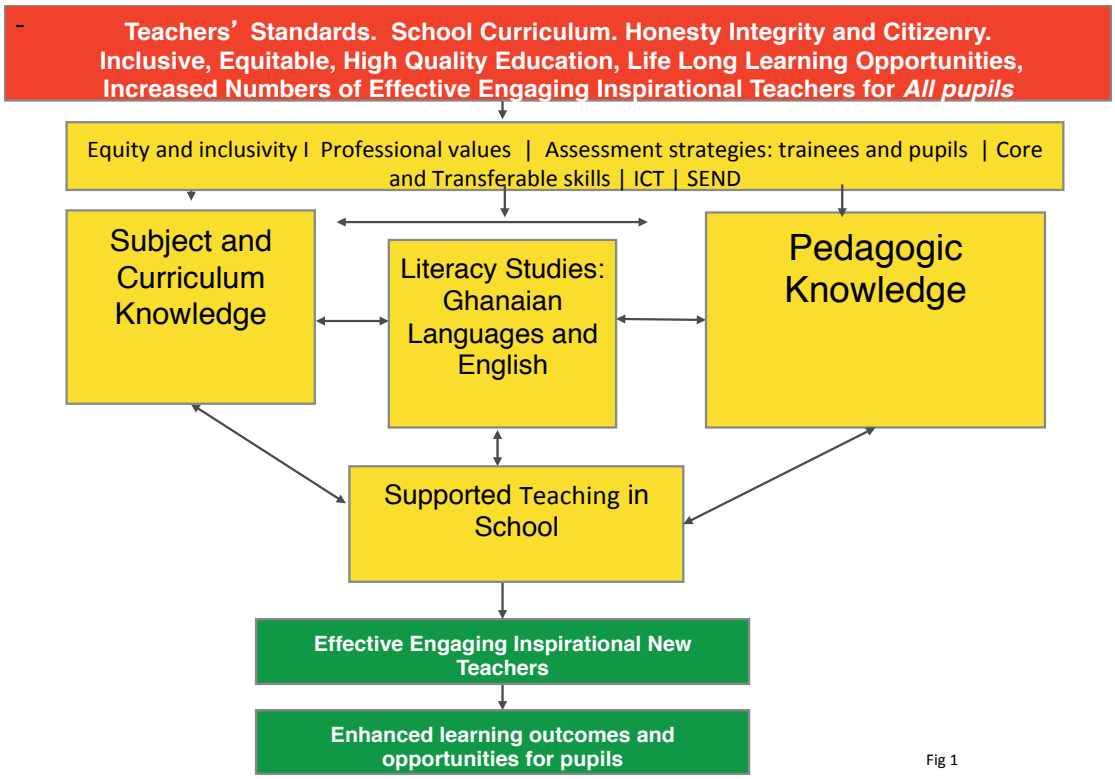


Fig 1

s

STS is one of the four pillars of the curriculum. The pillars set out the knowledge, skills and understanding necessary for effective teaching; they are: Subject and Curriculum Knowledge; Literacy Studies: Ghanaian Languages and English; Pedagogic Knowledge; and Supported Teaching in School.

A key point of emphasis in the B.Ed. Curriculum is student teachers being well supported during the school-based components in each year of their training. This requires that there are trained mentors in all partnership schools who are able to support and assess student teachers' progress to meeting the NTS. The Curriculum also emphasises the importance of college tutors preparing student teachers for their placements and integrating their school-

based learning into the overall training as well as the importance of 21st Century competencies including skills in GESI responsiveness.

The Curriculum also stresses the importance of assessed, supported placements being used to develop student teachers over time. During the four years the student teacher will have the opportunity to teach and observe teaching in a range of schools enabling them to understand how children develop and learn in diverse contexts. For early grade and primary, this must include the opportunity to teach and gain understanding of the curriculum for multi-grade teaching.

STS is represented by extended periods of school-based placements across the four years of training. Student teachers will spend 30% of their training in the field. For the KG-P3 and P4-6 specialisms, this training period will be spent in schools with the support of mentors. For TVET, this part of the training will be divided between TVET schools and industry.

Mentors with tutors will assess student teachers on the development of competencies and skills set out in the National Teachers' Standards and support them in making progress towards achieving the Standards. As set out in the NTEAP, supported teaching has the same assessment components across the four years. These are: the Professional Teaching Portfolio, Classroom Practice and Classroom Enquiry and Action Research. Supported teaching also carries the same weighting on each programme, regardless of specialism.

Credit weighting for STS across the four years

Semester	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Credits	**3**	**3**	**3**	**6**	**3**	**9**	**18**	**3**	**Total 48**

Pattern of STS in Year Three

- In Semester 1, six (6) **days** observation (involving whole class and groups) in **School 3** through daily visits from college.

- In Semester 2, six (6) **weeks** working from home/residential in **School 4** towards 50% to 60% classroom responsibilities and undertaking small scale classroom enquiry.

- Assessment is integrated throughout the activities in this handbook. Further details of how STS in Year 3 is assessed is provided in chapter 12 of this handbook.

4 Key content and concepts student teachers will develop over four years

Understanding and demonstrating the qualities of a good teacher as represented through the domains of the NTS, through:

1. **Planning for Teaching and Learning:** Planning to teach the Basic School Curriculum, teaching the curriculum, demonstrating differentiated instruction strategies for diversity and inclusivity and showing support for children's learning and progress. This will include preparation of TLM and appropriate educational materials.
2. **Assessment for pupils' progress:** Undertaking assessment for, of and as learning; and assessment of learners; addressing common issues of misunderstanding / misconceptions in assessment; understanding learners' progress.
3. **Teaching for inclusion and equity** for all learners whatever their background, age, aptitude, and ability, and supporting transitions to subsequent grades.
4. **Classroom Enquiry and Reflective Practice:** Engaging in critical reflection on practice as individuals and with colleagues; conducting structured observation, collecting data, analysing and producing reports; undertaking child studies.
5. **Action research:** Conducting action research into teaching and learning, as well as wider aspects of the school and its community, to support children's learning and develop their own teaching practice.
6. **Professional Portfolio building:** Building a professional teaching portfolio as evidence of student teachers' progress towards being a teacher as a starting point for continuous professional development (CPD), including their Student ReflectiveJournal (SRJ) with evaluations of their teaching and target setting for personal and professional development.
7. **Professional values:** Demonstrating the professional values and conduct expected of a teacher at all times, adhering to the legal and ethical codes of conduct of the profession.
8. **Management and leadership qualities:** Developing leadership in the classroom and in the wider school community, including morning assemblies; school and cluster-based in-service training; staff, Parent-Teacher Association (PTA) and School Management Committee (SMC) meetings; and wider community activities (e.g., forums/durbars).
9. **Core and transferable skills:** Applying essential skills such as critical thinking, problem solving, creativity, innovation, collaboration and ICT/media to support learning.

5 Outcomes of STS: progress for student teachers through the four years of the B.Ed.

Each year of the curriculum builds on the outcomes of the previous year, progressively developing student teachers' skills, knowledge, and understanding of being an effective teacher. This progress is achieved through both college-based training and school-based experience and training; and through coursework, practical work, work-based learning, and independent study.

Overall progress through the B.Ed. is as follows:

- Year One: Beginning teaching – Provides support for the transition from school to college and recognises that many student teachers would have come from school level education and from a wide range of backgrounds and experience. It introduces: the nature and core knowledge of subjects; supported teaching in school experiences; cross-cutting issues such as inclusion and equity in education; the school curriculum and approaches to teaching and learning, and the expectations for the learning and progress of learners in different subjects. Year One enables student teachers to be able to see their specialism within the wider curriculum.
- Year Two: Developing teaching – student teachers select one of the three specialism programmes but key features from Year One continue to be developed as relevant to each specialism. The second year prepares student teachers to identify and assess weaknesses and barriers to learning for learners and carry out small-scale classroom enquiry under the guidance of mentors.
- Year Three: Embedding teaching – student teachers will continue to build skills, knowledge, and understanding in their chosen specialism. They will co-plan and co-teach groups of learners and whole classes, carry out small-scale classroom enquiries, and provide evidence of working towards meeting the NTS. Year Three includes preparation for Year Four, semester one: final supported teaching in school (internship), and for significant classroom-based enquiry and action research projects.
- Year Four: Extending Teaching: Following a supported teaching in school internship in semester one, during semester two students will return to school to complete some courses. By the end of the fourth year, student teachers will: plan, teach, and assess their learners independently and with increasing consistency; exhibit the ethical codes of conduct, values, and attitudes expected of a teacher; carry out extensive action research projects; and provide evidence of meeting the National Teachers' Standards in full.

STS has a central role in ensuring that student teachers are able to make the necessary progress. The outcomes for student teachers across the four years are as follows.

Year One **By the end of the beginning placement student teachers will be able to, under the close guidance of a mentor:**
1. Work collaboratively, with 2-4 student teachers per class, to plan for and work with a small group or individual pupils, beginning to acquire the ability to consider children's learning, backgrounds and experience. 2. Discuss features of the school curriculum, specifically focussing on English (literacy), mathematics, and science. 3. Undertake child studies focussed on children's learning and progress.

4. Begin to identify the traits of the profession and qualities of a good teacher.
5. Reflect on and record their experiences in their professional portfolios – through this student teachers will begin working towards meeting the NTS.
6. May work towards 10-15% of class responsibility with a small group.

***Duration 32 days: day visit and 4-week placement, in vacation, across 2 semesters*.**

Year Two

By the end of the developing placement, the student teacher will be able to, under the close guidance of a mentor:

1. Teach, motivate, support, and manage (working individually and in pairs) the learning of small groups of pupils in the core subjects of English (literacy), mathematics, and science, and other subjects as appropriate to their specialism.
2. Begin to identify, assess, and analyse the needs of children, taking into account any issues of background and experience.
3. Discuss key features of the school curriculum, including issues of continuity and progression both within their specialism and across all the subjects they will teach.
4. Undertake small scale classroom enquiry focussed on children's learning and progress, demonstrating an emerging ability to reflect on their developing understanding of teaching, learning, and assessment.
5. Demonstrate a high standard of professional conduct and positive professional values at all times and act as a good role model for pupils.
6. Those preparing for early grade or primary specialisms will have begun to develop knowledge of teaching the speaking, listening, reading, and writing of one Ghanaian language.
7. Demonstrate a growing understanding of the requirements of the NTS in terms of professional practice, knowledge, values and attitudes, in particular their professional role as a teacher, and be able to reflect on, record, and discuss evidence of their progress towards meeting the NTS.
8. May be working towards 30% of class responsibility with the small groups they are planning for and teaching.

***Duration 32 days: including day visits and across 2 semesters and in vacation*.**

Year Three

By the end of the embedding placement the student teacher will be able to, with mentor guidance and support:

1. Teach, motivate, manage, and extend the learning of classes with increasing consistency and independence, whatever their socio-cultural and linguistic background and regardless of age, aptitude, and ability. This will involve co-planning, co-teaching, and co-assessment with mentors and their ongoing presence in the classroom.
2. Plan for and teach sequences of lessons across all required subjects with regard for cross-cutting skills and issues of equity and inclusivity.
3. Undertake small-scale action research, evaluate, and reflect on their teaching and on pupils' learning to support students in improving their teaching and assessment.
4. Demonstrate emerging leadership qualities in the classroom and to contribute to wider school life, being guided by the legal and ethical codes of conduct required by a professional teacher.

5. Provide evidence and discuss how, with support from their mentor, they are able to meet the Teachers' Standards through much of their teaching and all of their professional conduct. They will be able to agree and act on targets to further improve their teaching.
6. May work towards 50-60% of class responsibility with agreed classes and periods in accordance with agreed placement requirements.

Duration 36 days: including day visits across 2 semesters.

Year Four

By the end of the extending placement the student teacher will be able to, with mentor guidance:

1. Consistently and independently plan for teaching and motivate and extend the learning of all children whatever their socio-cultural and linguistic background and regardless of age, aptitude, and ability.
1. Provide evidence in their planning and teaching of a comprehensive understanding of the school curriculum and of the age-related expectations before, during, and after their specialism.
2. Undertake an action research project to improve the learning opportunities of an agreed group of pupils to promote greater inclusion; and through this develop their teaching, classroom management, and organisation strategies.
3. Demonstrate effective, growing leadership qualities in the classroom and in the wider school community and be guided by the legal and ethical codes of conduct required by a professional teacher.
4. Reflect on, discuss, and provide evidence of how they meet the NTS in full and identify targets for further development.
5. They will have the qualities and attributes expected of a good teacher and fully meet the NTS.
6. May work towards 80% of class teaching responsibility with agreed classes and periods in accordance with agreed placement requirements.

Duration 60 days in school: these can be either residential or non-residential.
60 days in college working on action research project and professional portfolio and preparing for viva as appropriate

6 STS in Year Three Course Outlines

The course outlines below set out what needs to be covered through STS in Year Three Semesters One and Two.

Course Title	**Supported Teaching in School (STS) – Embedding Teaching 1**
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	The Supported Teaching in School (STS) - Embedding Teaching course is a school-based component of the teacher education programme designed to give student teachers the opportunity to continue to observe and record wider school life activities and good practices in whole class and small group teaching and learning. The course is mounted to enable student teachers to teach, motivate, manage and extend the learning of all children, with increasing consistency, whatever their socio-cultural, linguistic background regardless of age, aptitude and ability (NTS 2f) in their specialisms. It is expected that student teachers will develop skills in co-planning and co-teaching sequences of lessons across all required subjects of the school curriculum with their mentors with regard to cross cutting skills and issues of equity and inclusivity. The course will help them to gain the skill to produce and use a variety of teaching and learning resources as appropriate to the context they are working in. (NTS. 3g) Also, the course will enable them to demonstrate emerging leadership qualities in the classroom and contribute to the wider school life (NTS 1c), being guided by the legal and ethical codes of conduct required by the profession (NTS 1d). The course will further enable student teachers to have a growing understanding of the requirements of the National Teachers' Standards in terms of their professional practice, knowledge, values and attitudes, and in particular their professional role as teachers (NTS. 1f) with support from their lead mentors/mentors. The course will further help them to set targets and provide evidence of the agreed targets set to improve their teaching and strengthen their skills in keeping a professional teaching portfolio with specific emphasis on refining work from the previous placement years (NTS. 1b). Assessment on the course will be by the contents in the professional teaching portfolio and evaluation from tutors/mentors. The course duration is: One day per week in school for **6 weeks** for whole class and school observation with directed task by mentor in **School 3.**

Course Learning Outcomes Including INDICATORS for each learning outcomes	**OUTCOMES** **Upon completion of the course, student teachers will be able to**:	**INDICATORS**
	1. Observe, teach (small group e.g., 4 children), motivate, manage and extend the learning of all children, with increasing consistency, whatever their socio-cultural, linguistic background and regardless of age, aptitude and ability. **(School induction by school heads, lead mentors and mentors in School 3)**	1.1 Plan of observation outlined for small group support and management. 1.2 Report of planned activities indicating how student teachers teach, motivate and manage small group of 4 children's learning with consistency, diversity, inclusivity and equity under the supervision of mentor. (NTS. 2d, 2f) 1.3 Records of specific observations from wider school environment and induction in **School 3.**
	2. Demonstrate emerging leadership qualities in the classroom and to contribute to wider school life, being guided by the legal and ethical codes of conduct required by the profession.	2.1 Schedule of classroom routine duty roster and rules and regulations set with learners. [NTS. 1c] 2.2 Active participation in school clubs & co-curricular activities. 2.3 Notes taken during participation in staff, PTA, SMC and CPD meetings. [NTS. 1e]
	3. Provide evidence of how they are able to meet the Teachers' Standards with the support from their mentors	3.1 Plan of activities on set targets agreed upon with mentor

				from the Teachers' Standards [NTS. 2a] 3.2 Gender responsive cards (NTS. 3f) 3.3 Teaching portfolio with reports from mentors/lead mentors showing progress towards meeting the teachers' standards
Course Content	**Units**	**Topics:**	**Sub-topics (if any):**	**Teaching and Learning Activities (strategies) to achieve learning outcomes:**
	1	**Preparation to Teach in School 3: Induction**	**a.** Orientation to **School (3)** culture, key education policies etc. by heads, lead mentors and mentors/supervisors Wider school life activities **b.** Wider school life activities	Audio visual/tactile analysis/Video observation e.g. archival materials used to sensitize student teachers in **School 3** Report on discussions by small groups (mentor and student teachers review orientation events) Use a checklist or take field notes (braille or tactile analysis) during observation in class and some expected events during their interactions. Support patrons and actively participate in school clubs and co-curricular activities including: ▪ Attend staff, PTA, SMC, CPD meetings and take notes

				▪ Participate in morning and closing assemblies and be part of play/lunch time activities (especially early grades student teachers). [NTS. 1c; 1e] Record incidents in SRJ and keep a professional teaching portfolio (e-portfolio)
	2	**Teach small groups with consistency**	Manage, motivate and extend learning of all children taken into consideration diversity, equity and inclusivity	• Plan lessons for small group using differentiated approaches focusing on content knowledge [CK] and pedagogical content knowledge [PCK]) and pedagogical knowledge [PK], consider inclusivity, diversity and equity (NTS. 2c, 2f, 3a) • Use appropriate ICT/media tools to prepare and use TL resources with clear understanding of diverse learning needs of learners (NTS. 2f; 3j) • Teach lessons to small group (4 children) using differentiated approaches and considering inclusivity, diversity and equity (NTS. 2f; 3f)

				• Mark exercises given to children and assess using differentiated approaches based on objective criterion referencing (NTS. 3p) • Plan other out-of-class activities to consolidate and extend pupils' learning (field trips, excursions etc.) [NTS 2e]
	3	**Leadership**	Leadership qualities in the classroom and the wider school life.	1 Set classroom rules and regulations agreed upon with learners and display on wall [NTS. 1c] 4.2 Support patrons and actively participate in school clubs and co-curricular activities including: ▪ Attend staff, PTA, SMC, CPD meetings and take notes ▪ Participate in morning and closing assemblies and be part of play/lunch time activities (especially early grades student teachers). [NTS. 1c; 1e] ▪ Reflect on your leadership qualities and record in SRJ

Course Assessment	**Component 1: Classroom Practice: Student Teachers' Performance and Behaviour in School.** This involves Teach, motivate, manage and extend the learning of small groups and whole classes, with increasing consistency and independence, whatever students socio-cultural, linguistic background and regardless of age, aptitude and ability. 1. Planning for sequences of lessons across all required subjects with regard for cross-cutting skills and issues of equity and inclusivity. 2. Demonstrating emerging leadership qualities in the classroom and contributing to wider school life, being guided by the ethical and legal codes of conduct required by the professional teacher 3. Providing evidence and discussing how, with support from their mentors, learners are able to meet the NTS through much of their work and all of their professional conduct. They will be able to agree and act on targets to further improve their teaching. 4. Working towards 50-60% of class responsibility with agreed classes and periods in accordance with agreed placement requirements. Weighting 50%
	Component 2: PROFESSIONAL TEACHING PORTFOLIO/E-PORTFOLIO **Summary of Assessment Method**: Presentation and inspection of the items in the teaching portfolio; contents may include the following: Lessons planned and taught to small group using differentiated approaches, report on out-of-class activities to consolidate and extend pupils' learning, Name of club or co-curricular activities participated in, Notes from staff meetings, PTA/CPD meetings (where applicable), photos, field notes, Personal teaching philosophy, SRJ etc. Weighting: 50 %

Course Title	Supported Teaching in School (STS) – Embedding Teaching 2
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	The Supported Teaching in School (STS) - Embedding Teaching course is a school-based component of the teacher education programme designed to give student teachers the opportunity to undertake classroom enquiry on their teaching and learners' learning. The course is to enable them to teach, motivate, support, manage and extend the learning of all children in their specialisms with increasing consistency, whatever their socio-cultural, linguistic background and regardless of age, aptitude and ability (NTS 2f). They are to demonstrate emerging leadership qualities in the classroom and to contribute to wider school life (NTS 1c), being guided by the legal and ethical codes of conduct required by the profession (NTS 1d). Student teachers will develop skills in co-planning and co-teaching sequences of lesson across all required subjects of the school curriculum with regard to cross cutting skills and issues of equity and inclusivity. The course will further enable student teachers to have a growing understanding of the requirements of the National Teaching Standards in terms of their professional practice, knowledge, values and attitudes, and in particular their professional role as teachers (NTS. 1f) with support from their lead mentors/mentors. The course will further help to provide evidence of agreed targets set to further improve their teaching and strengthen student teachers' skills in keeping a professional teaching portfolio with specific emphasis on refining work from the previous placement years. Assessment on the course will be by evaluation of the contents in the professional teaching portfolio and teaching evaluation by mentors and supervisors. The course duration is: Six (6) continuous weeks in **School (3)** for teaching and learning **(9 credits)**

Course Learning Outcomes[1] Including INDICATORS for each learning outcomes	**OUTCOMES** **Upon completion of the course, student teachers will be able to**:	**INDICATORS**
	1. Teach, motivate, manage and extend the learning of all children, with increasing consistency, whatever their socio-cultural, linguistic background and regardless of age, aptitude and ability.	1.1 Lesson plans with comments from lead mentor/mentors on consistency, diversity and inclusivity. [NTS. 3g, 3k] 1.2 List of learners' needs and differentiated learning identified and compiled 1.3 Written reports of interventions to address learners' needs identified in the classroom. 1.4 Established Criteria for assessment of learners' needs [NTS. 3p]
	2. Co-plan, co-teach sequences of lessons across all required subjects of the school curriculum with regard to cross cutting skills and issues of equity and inclusivity.	2.1 Prepared Scheme of Work/Weekly forecast indicating roles of mentor and student teacher 2.2 Prepared lesson plans showing cross cutting skills and issues, equity and inclusivity; and roles of mentor/student teacher clearly defined 2.3 Class exercises/assignments showing differentiation in teaching and intended outcomes [NTS. 3a] 2.4 Marked exercises and score sheets of learners under the supervision of mentor
	3. Undertake classroom enquiry on their teaching and learners' learning	3.1 Written report indicating learners' learning identification, data collected, analyzed and conclusions drawn with recommendations to improve teaching in the classroom under the supervision of mentor. [NTS. 3b]

	4. Demonstrate emerging leadership qualities in the classroom and to contribute to wider school life, being guided by the legal and ethical codes of conduct required by the profession.	4.1 Schedule of classroom routine duty roster and rules and regulations set with learners. [NTS. 1c] 4.2 Active participation in school clubs & co- curricular activities 4.3 Notes taken during participation in staff, PTA, SMC and CPD meetings. [NTS. 1e]
	5. Provide evidence of how they are able to meet the Teachers' Standards with the support from their mentors	5.1 Plan of activities on set targets agreed upon with mentor from the Teachers' Standards [NTS. 2a] 5.2 Gender responsive cards (NTS. 3f) 5.3 Teaching portfolio with reports from mentors/lead mentors showing progress towards meeting the teachers' standards
	6. Provide evidence of agreed targets set to further improve their teaching.	6.1 Action plan of personal professional development with emphasis on pedagogical knowledge (PK), PCK and CK under the guidance of mentor (NTS.1b)

	Units	**Topics:**	**Sub-topics (if any):**	**Teaching and Learning Activities (strategies) to achieve learning outcomes:**
Course Content	**1**	**Preparation for teaching**		• Videos/films/documentary/tactile analysis/audio visual e.g. archival materials to prepare student teachers in modern trends of teaching and learning • Demonstration and role models of lesson deliveries by tutors in the College
	2	**Teaching children with diverse backgrounds**		• Plan lessons using differentiated approaches (content knowledge [CK] and pedagogical content knowledge [PCK]) and considering inclusivity, diversity and equity (NTS. 2c, 2f, 3a)

				• Using appropriate ICT/media tools prepare and use TL resources with clear understanding of diverse learning needs of learners (NTS. 2f, 3j) • Teach lessons using differentiated approaches and considering inclusivity, diversity and equity (NTS. 2f, 3f) • Mark exercises given to children and assess using differentiated approaches based on objective criterion referencing (NTS. 3p) • Plan other out-of-class activities to consolidate and extend pupils' learning (field trips, excursions etc.) [NTS 2e]
	3	**Team teaching: Co-plan, co-teach, co-assess**		▪ Co-plan sequences of lessons/scheme of work across all required subjects of the school curriculum ▪ Co-prepare individual lessons taking into consideration learners with diverse learning needs and setting differentiated learning outcomes (NTS. 2f, 3f) ▪ Match teaching and learning activities with resources/media/ICT to support learners in achieving intended learning outcomes in all lesson plans (NTS 3j) ▪ Co-teach lessons with mentor as agreed in lesson plan and reflect together [NTS. 1a] ▪ Observe and record good practices in whole class & small group teaching & learning (NTS 3d) ▪ Mark and grade class exercises under the guidance of the mentor

				▪ Post -teaching conference to give feedback to student teacher
	4	**Classroom enquiry: teaching and learners' learning**		▪ Identify problem(s) regarding teaching and learning interaction ▪ Collect data to justify identified problem ▪ Use simple descriptive analysis to analyse data collected and use appropriate ICT tools to structure findings ▪ Propose solution to the identified problem in a brief report. (NTS 3b)
	5	**Leadership**	Leadership qualities in the classroom and the wider school life.	• Set classroom rules and regulations agreed upon with learners and display on wall [NTS. 1c] • Support patrons and actively participate in school clubs and co-curricular activities ▪ Attend staff, PTA, SMC, CPD meetings and take notes ▪ Participate in morning and closing assemblies and be part of play/lunch time activities (especially early grades student teachers). [NTS. 1c; 1e] ▪ Reflect on your leadership qualities and record in SRJ
	6	**National Teachers' Standards**	Meeting the National Teachers' Standards for Ghana	▪ Agree with mentor to identify and select standards that are achievable within the period ▪ Set targets with timelines agreed with mentor ▪ Develop action plan and specific tasks to achieve set targets [NTS.2b] ▪ Prepare gender responsive scorecards under the supervision of mentor. [NTS. 3f]

				▪ Continue building professional teaching portfolio achieved TS targets
	7	**Targets for Lifelong Learning**		▪ Reflect and identify content, pedagogical knowledge (CK, PK, & PCK) needs as well as other personal and professional developmental needs ▪ Use appropriate ICT tools to design a personal action plan with targets to build capacity in PK and PCK/CK for progression [NTS. 1b] ▪ Agree with mentor on monitoring & completion of target and keep copy in portfolio
Course Assessment	**Component 1: classroom practice** which may include the following: co-plan, co-teaching, motivating, managing and extending the learning of all children, with increasing consistency, whatever their socio-cultural, linguistic background and regardless of age, aptitude and ability. Weighting: 50 %			
	Component 2: Classroom enquiry This involves student teacher: • Demonstrating skill in identifying problem(s) during teaching and learning interactions, • Collecting data to relating to the identified problem, • Using simple descriptive analysis to analyse data collected • Using appropriate tools including ICT, to structure findings and propose solution/intervention to the identified problem. • Writing a brief report on the enquiry. Weighting: 30%			
	Component 3: Professional Teaching Portfolio **Summary of Assessment Method**: Presentation and inspection of the items in the teaching portfolio including: Student Reflective Journal (SRJ), Field notes and other artefacts, Notes taken at staff/SMC, PTA meetings and CPD, Pre- and Post-observation conference reports from mentor/tutor, personal teaching philosophy statement etc. Weighting: 20%			

7 DIRECTED SUPPORTED TASKS FOR STUDENT TEACHERS IN SEMESTER 1

TOPIC 7.1.1 PREPARATION TO TEACH IN SCHOOL 3: INDUCTION

TOPIC 7.1.1 Preparation to Teach in School 3: Induction	**PURPOSE:** In this topic, you will be inducted into School 3; observe and teach (small group of learners e.g., 6) in School 3
Activity 7.1.1.1 Orientation of the student teacher on school culture and key education policies using audio visual/tactile analysis/video observation e.g. archival materials (*NTS 2a: Demonstrates familiarity with the education system and key policies guiding it.*)	
Activity 7.1.1.2 Observation and taking field notes (braille or tactile for SEN), of some events and behaviours, attitudes, knowledge and practices of teachers in the classroom and wider school life. *(NTS 1d: Guided by legal and ethical teacher codes of conduct in their development as a professional teacher)*	
Activity 7.1.1.3 Discussion in small groups (Mentor and the Student teacher) to teach, motivated and managed small group of learners (example 6) learning with consistency, diversity, inclusivity and equity (NTS *3h: sets meaningful tasks which encourage learner corroboration that leads to purposeful learning*)	
Learning Outcomes: When you have completed Topic 7.1.1 activities in School 3, you will:	Indicators
Demonstrate knowledge, understanding and skills to observe, teach (small group of learners), motivate, manage and extend the learning of all learners in all subjects, with increasing consistency, whatever their socio-cultural, linguistic background and regardless of age, aptitude and ability in your specialism.	1. Plan of observation outline to support the management of small group of learners. 2. Records of specific observations from wider school environment and induction process in School 3**.** 3. Report of planned activities indicating that the student teacher taught, motivated and managed learners' learning with consistency, diversity, inclusivity and equity.

Activity 7.1.1.1 Orientation of the student teacher on school culture and key education policies using audio visual/tactile analysis/video observation e.g. archival materials

PLAN TOGETHER

Before you start your observation in School 3, you will go through a formal briefing including the assessment components of Y3S1 with your Supported Teaching in School Coordinator and personal tutor in the College for a day. During school observation in the partner school in Day 1, you will be acquainted with the school culture, ethos, key education policies, health and safety issues, child protection, GESI related issues, assessment components of Y3S1 and the unwritten rules (an example; learners greeting visitors by standing) for a day. You will need to work with your STS partner, personal tutor and mentor to think carefully about the socialization given in the partner school. In this activity, you, your lead mentor/mentor and your STS partner (if any) will discuss the agenda for the formal induction in School 3.

DO

Your lead mentor/mentor will organise an orientation session(s) for you and your STS partner (if any) in the partner school using the sample agenda in Table 7.1.1.1a as a guide. Your lead mentor/mentor will take you through the assessment components of Y3S1 STS and may use videos, audio tapes, etc. during the induction to educate you and your STS partner (if any) on the school culture, key education policies and the wider school environment.

Indicate in the remark's column on the table whether each item was successfully covered or not during the induction.

Table 7.1.1.1a Sample of orientation agenda

S/N	Item	Whose Responsibility	Remarks
1	Induction package, e.g. • Agenda • Reading written policy documents (if available) • Stationery	School Head/Secretary	
2	Understanding the culture and ethos of the school, e.g. unwritten rules	Lead Mentor/Head Teacher/Mentor	
3	Outline of the key priorities for the school e.g. Compulsory 45 minutes for reading (English Language) for all classes – (7:00–7:45am). Regularity and Punctuality to classes. Continuous Professional Development (CPD) and Staff meetings. Mandatory Post Lesson Reflection between the Student Teacher and Mentor for every lesson.	Curriculum teacher/Leader	
4	Key Education Policies e.g. • FCUBE • Inclusive Education policy • Sexual Harassment policy • School Partnership Policy • Gender Equality and Social Inclusion policy	School improvement support officers/Girls' Education officers	
5	Introduction to key school policies and procedures e.g. • Health and Safety • Safeguarding and promoting welfare of children i.e. child protection, anti-bullying, intimate care, internet safety, child sexual exploitation (CSE) • Relevant personnel procedures e.g.	Lead Mentor	

	disciplinary, grievances, sexual harassment • Use of computers, internet, mobile phones		
6 7	• Graduation Ceremonies • Speech and Prize giving days • SMC/PTA meetings • Assessment components	Lead Mentor Lead mentor/mentor	

REFLECT TOGETHER

With your STS partner (if any) and mentor, reflect on the following:

1. School culture
2. Key education policies
3. The wider school life
4. GESI related issues
5. Assessments components for Y3S1

What new knowledge have you learned from the Induction?

Activity 7.1.1.2 Observation and taking field notes (braille or tactile for SEN), of some events and behaviours, attitudes, knowledge, and practices of teachers in the classroom and wider school life/environment. Note. Obtain permission from your lead mentor through your mentor and seek the consent of teachers to be involved in the recordings before the event.

PLAN TOGETHER

In Year 2 STS, you might have observed some co-curricular activities performed in School 2. In Year 3, work with your mentor on how to take field notes on some events such as staff, PTA, SMC, CPD meetings. Also, co-plan with your mentor/personal tutor how you can actively participate in one or two of the school activities such as school clubs, sports and games, cultural activities, speech and prize giving days, open days (if any), etc. Your personal tutor/mentor will guide you on what to record (audios/videos) regarding the behaviours, attitudes, knowledge and how they are practiced in both the classroom and the wider school life. With the support of your mentor/personal tutor and STS partner discuss ways in which you can conveniently record some activities of teachers in the classroom and the wider school life.

Discuss and identify two areas for the coverage from the following:

- a five minutes' coverage of a lesson presentation
- learners' group work
- co-curricular activities (if any)

- engaging learners with special needs
- involving boys and girls in lessons
- Any others

DO

As you discussed and planned with your mentor, make a list of sporting and cultural activities performed in the school. Participate actively in sports and games, cultural activities, speech and prize giving days [if any], open days whenever they are being organised in the school. Participate and take notes during staff, PTA, SMC, CPD meetings in the partner school. Support patrons and take part in all club activities in the partner school with the consent of teachers in charge.

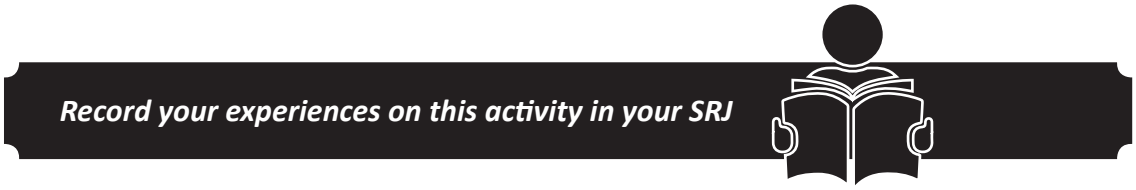
Find out from your mentor and list any award the partner school has received in past sporting and cultural events organised at the district, region or national levels.

With the support of your mentor and STS partner, observe and use appropriate ICT tools (mobile phone, video camera, etc.) to record (audios/videos) of some teachers' behaviours, attitudes, knowledge and practices in the classroom as discussed during the planning stage and save the recordings appropriately for reuse. [Note: The recordings should be done with consent of the lead mentor/mentor and learners in the school]

REFLECT TOGETHER

Reflect with your mentor/personal tutor and STS partner new ideas you learnt from the events you participated in school 3.

Also reflect on the relevance of the events, the competencies and NTS achieved during the period.



Activity 7.1.1.3: Discussion in small groups (Mentor and the Student teacher) on how to teach, motivate and manage small group of learners (e.g., 6) learning with consistency, diversity, inclusivity, and equity.

PLAN TOGETHER

In activity 7.1.1.1 you might have viewed videos or listened to audio recordings on some of the school culture, key education policies, GESI related issues in the partner school and the wider school environment provided by the mentor/lead mentor. Co-plan with your mentor and STS partner to access video on classroom teaching from the YouTube and other sources using your phones, laptops, tablets etc. In this activity, you will hold discussions with your mentor and STS partner on how you will teach, motivate and manage a small group of learners (example 6) and the mode of assessment (assessment for and assessment as learning) to be used in the lesson. In the discussion with your mentor/personal tutor and STS partner, co-plan for four lessons with one to be taught on each day of visit after the orientation. Discuss with your mentor and STS partner on how to integrate GESI in the classroom which may stem from the following:

- Paying attention to the uniqueness of all learners

- Distributing questions fairly among all learners
- Actively involving all learners in the lesson activities
- Distributing learning resources fairly among all learners
- Assigning leadership roles to all learners

DO

You and your STS partner (if any) should watch the video you have accessed using your phone, laptop, tablet etc. Discuss with your STS partner the content of the videos regarding pedagogy, subject matter/content knowledge, classroom management and mode of assessment used by the teacher in the videos. Use the lesson you planned with your mentor and STS partner to motivate and manage small groups of learners.

REFLECT TOGETHER

Discuss with your mentor and personal tutor how to use these experiences gained from the teaching and learning in the video to develop competencies and achieve at least an aspect each of the three domains of the NTS.

Record the competencies gained and your level of achievements in the three domains of the NTS in your SRJ.

TOPIC 7.1.2 LEADERSHIP QUALITIES IN THE CLASSROOM

Topic 7.1.2. Leadership qualities in the classroom	**Purpose:** In this topic, you will identify and discuss leadership qualities in the classroom setting.
Activity 7.1.2.1 Discussion with your mentor and STS partner what classroom setting leadership qualities are, for example: setting classroom routines, devising the duty roster and positive behaviour management rules and regulations set with learners (NTS. 1c, 1d: *Demonstrate effective growing leadership qualities in the classroom and wider school life*).	
Activity 7.1.2.2 Active participation in the formulation and display of classroom rules and regulations by student teacher (NTS 1a, 1c: *Critically and collectively reflects to improve teaching and learning*)	
Activity 7.1.2.3 Exercising **l**egal and ethical codes of conduct required by the teaching profession in leadership in the classroom (NTS 1d: *Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher*)	

Learning Outcomes: When you have completed topic 7.1.2. STS activities, you will:	**Learning Indicators**:
Demonstrate skills of identifying leadership qualities and exhibiting them in the classroom setting.	1. List of leadership qualities identified in the classroom setting. 2. Evidence of leadership role played in the classroom setting.

	3. Evidence of classroom rules and regulations agreed upon with learners as displayed on wall (NTS. 1c).

Activity 7.1.2.1 Discussion with Mentor and STS partner schedules of classroom routine, duty roster and rules and regulations set with learners in the classroom.

PLAN TOGETHER

In this activity, you and your STS partner will discuss with your mentor what classroom leadership qualities are, including schedules of classroom routine, duty roster and positive classroom management and rules and regulations set in the school. Discuss with your mentor issues relating to marking and closing of class register, formulation of rules and regulations in the classroom, class time tabling, assigning roles and responsibilities in the classroom to learners. You and your STS partner should discuss with your mentor how he or she plans, manages and assigns roles and responsibilities in the classroom to learners and what roles they want you to have.

DO

Go through the class duty roster with your STS partner and mentor and identify the roles and responsibilities of the various positions in the classroom, for example, how classroom timetable is prepared, how school/classroom elections are conducted and appointments made. You and your STS partner should observe how your mentor plans, manages and assigns roles and responsibilities in the classroom to learners for the smooth running of the class. You and your STS partner should observe with your mentor, how the roles and responsibilities contribute to the smooth management of the class. Observe, with your STS partner how the rules and regulations in the class contribute to maintenance of law and order in the classroom.

Use Table 7.1.2.1a and tick (√) the leadership qualities that you have observed and cross out (X) those not observed.

Table 7.1.2.1a Leadership Qualities

SN.	Leadership Qualities	Observed (√)	Not Observed (X)
1	Goal oriented qualities		
2	Hardworking leadership qualities		
3	Leadership willing to serve others		
4	Good listening leadership qualities		
5	Excellent communicating qualities		
6	Good decision-making qualities		
7	Encouraging leadership qualities		
Student teacher may add any leadership qualities observed to the list			
1			
2			
3			

Also, use Table 7.1.2.1b and tick (√) the rules and regulations that you have observed and cross out (X) those not observed.

Table 7.2.1.1b Rules and Regulations

SN.	Rules and Regulations	Observed (√)	Not Observed (X)
1	Asking questions in an orderly manner		
2	Showing respect for the classroom teacher		
3	Raising up one's hand before speaking		
4	Paying attention to the teacher when they are talking		
5	Paying attention to classmates when they are talking		
6	Paying attention to classmates when they are sharing ideas		
Student teacher may add any rules and regulations observed to the list			
1			
2			
3			

REFLECT TOGETHER

Share with your STS partner and mentor the leadership qualities that you have observed in the classroom. Again, share with your STS partner the rules and regulations that you have observed in the classroom. What additional classroom leadership qualities and rules and regulations have you observed?

Which leadership quality do you value most and why? Record your answer in the SRJ

Activity 7.1.2.2 Active participation in the formulation and display of classroom rules and regulations by student teacher.

PLAN TOGETHER

With the assistance of your STS partner and mentor, discuss the role you will play in the formulation of rules and regulations in the class, for example, the role of a Returning Officer during the voting of class prefects, the role of reprimanding those who flout classroom rules and regulations, and the role of counselling those who flout classroom rules and regulation. With the help of your STS partner and mentor, explain how these rules and regulations apply to the class and the consequences of breaking them. Example, being sanctioned for going out without permission, talking without raising up hand, fighting in class, etc.

DO

With the support of your mentor and STS partner, write down the rules and regulations on a cardboard and display them on the walls of the class where every learner can see it. Discuss with your mentor and STS partner your role as a Returning Officer during the voting of class prefects and as a Counsellor for those who flout the rules and regulations.

REFLECT TOGETHER

Share with your STS partner and mentor at least two roles you have played in the formulation and display of class rules and regulations. Which classroom rules and regulations will you wish to have been abolished and why? And which of the rules would you wish should be upheld and why?

Record at least two of the rules and regulations in the classroom in your Portfolio

Activity 7.1.2.3 Exercising legal and ethical codes of conduct in the class as required by the teaching profession in leadership.

PLAN TOGETHER

Discuss with your STS partner and mentor some of the legal and ethical issues involved in leadership in the classroom. Using an appropriate IT devise, watch and listen to the code of conduct for teachers in Ghana at https://www.youtube.com/watch?v=DqjPwkS_aSU. Also, refer to p.4 of *GES Secondary Behavior Policy (2021)* and familiarize yourself with students' code of conduct. Discuss with your mentor specific Ghana Education Service (GES) code of conduct and the Ghana National Association of Teachers' (GNAT) code of conduct and ethics that deal directly with teachers in the classroom. With the support of your mentor and STS partner, examine the implications of breaching any legal or ethical codes of conduct in the teaching profession with special reference to the classroom.

DO

With the support of your mentor and STS partner, write down some of the legal and ethical issues of code of conduct in the teaching profession in the classroom. Add any of the codes of conduct such as conduct and behaviour, attendance, dress and appearance, self-respect and respect for others and respect for property and environment, as enshrined in the GES Secondary Behaviour Policy (2021). Also, add any of the codes of conduct to the following: doing no harm, making things better, respecting others, being fair and be loving as you watched the video on YouTube. Ask your mentor to take you through some of the basic ethical issues in the classroom. In consultation with your STS partner and mentor, observe learners' conduct in the classroom considering legal and ethical implications based on the set code of ethics for teachers in handling learners in the classroom.

REFLECT TOGETHER

Reflect on how your knowledge about legal and ethical issues in the classroom can enhance student teachers' professional development. Share with your STS partner and mentor at least two ways by which legal and ethical issues in the classroom can positively influence your leadership style in the class.

Record in your SRJ your findings on how legal and ethical issues can positively influence your leadership style.

TOPIC 7.1.3: ACHIEVE SET TARGETS ON NTS

Topics 7.1.3 Achieve set targets on NTS	**Purpose:** In this topic you will plan and develop activities that will help in achieving the set targets for the NTS.
Activity 7.1.3.1 Setting NTS targets and planning activities to meet them with mentor and STS partner (NTS 1b; *Improves personal and professional development through lifelong learning and Continuous Professional Development*, 1a, 1c, 1d, 2a).	
Activity 7.1.3.2 Step by step strategies to develop the NTS on school clubs and co-curricular activities (NTS 1e: *Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice,* 1c,)	
Activity 7.1.3.3 Demonstrate understanding of GESI responsiveness in the classroom (NTS 3f: *Pays attention to all learners, especially girls and students with Special Educational needs, ensuring their progress*, 1a,)	
Learning outcome: When you have completed Topic 7.1.3 STS activities on achieving the set targets on the NTS, you will:	**Indicators**
1. Demonstrate knowledge and understanding of the requirements of the National Teachers' Standards with the support from your mentors.	1.1 Written list of NTS targets set 1.2 Planned activities on set targets agreed upon with your mentor. 1.3 Reports (list of activities) on GESI responsiveness in the classroom.
2. Provide evidence on how you are able to meet the requirements of the National Teachers' Standards on leadership with the support from their mentors.	2.1 Records of class attendance by teachers. 2.2 Portfolio evidence on major policies. E.g., Teacher Ethics, GESI, Sexual harassment/ sexual misconduct policy in the GES. 2.3 Evidence of active participation in co-curricular activities. E.g., Parent Teacher Association, School Management Committee

Activity 7.1.3.1 Setting NTS targets and planning activities to meet them with mentor and STS partner

PLAN TOGETHER

The NTS provides both the overview of what you need to know, understand and be able to do to become a professional teacher. They are also to provide the basis for assessment. It is very important that you know how to identify your strengths and areas for development so you can set targets and identify activities to help you achieve them. You might have used the NTS in your STS activities in Years 1 and 2 and might have discussed some activities you should engage in to develop the NTS during your lessons. You might have also observed your tutors/lecturers or mentor set NTS targets during their lesson delivery. In this activity, you, your mentor and STS partner will discuss the domains and the sub-divisions of the NTS, set some NTS targets and plan activities that can help you meet the targets set. You and your STS partner will plan to have an electronic or hard copies of the NTS handbook for discussion with your mentor in this activity.

Agree with your mentor and STS partner the NTS that can be developed within the period for the visit, taking into consideration your strengths and areas for improvement and make a list of them. Plan with your mentor and STS partner activities that can help you develop the agreed NTS targets. You may refer to NTS 1d, 1e, 1f, 2a, 2b for examples of set targets that are achievable within the time frame.

DO

Identify the domains and the sub-divisions in each domain of the NTS. Observe activities and strategies your mentor put in place to achieve the NTS targets. Discuss with your STS partner the strategies your mentor used to achieve the NTS targets. Using the lesson delivered by your mentor, identify and discuss with your STS partner areas you may want to set your NTS targets on and plan activities to achieve them. Sample questions for your discussion can be:

1. How can I maintain consistent punctuality and regularity to school?
2. How do I improve my personal and professional development?
3. How do I implement constructive feedback from my mentors?
4. How do I make my lessons and activities in the school environment more GESI responsive?
5. How can I contribute meaningfully to school meetings?
6. Does my attitude and character in and out of school serve as a good role model for my learners?
7. How can I manage the behaviour of learners in both small and large classes?

There are other areas that you, your mentor and STS partner can talk about. Refer to NTS 1d, 1e, 1f, 2a, 2b for examples. Seek permission from your mentor to record and take pictures of the discussion so you can play back and make notes on them. Participate in school activities that can help you acquire these NTS targets set.

Remember that the NTS cannot be developed in a day's activity but in a lifelong and continual practice. You must therefore have this in mind as you plan your activities.

REFLECT TOGETHER

Meet with your mentor and share your findings. Share with your mentor and STS partner the targets you were able to set and the activities planned to achieve them. Discuss what you were unable to achieve and find out why. Discuss ways of achieving them with your mentor. Record your findings in the SRJ using appropriate electronic device.

Activity 7.1.3.2 Step by step strategies to develop the NTS on school clubs and co-curricular activities

PLAN TOGETHER

School clubs and societies as well as other co-curricular activities help pupils to develop their talents such as leadership, good debaters, footballers, whilst in school. This activity will expose you to some schedules of school clubs and co-curricular activities to help you develop the NTS on that [Note: NTS 1d, 1e, 1f, 2a, 2b]. Enquire from your mentor the school clubs and co-curricular activities in the school. Make a list of the school clubs and societies and the days of their meetings. Make a plan on how to visit them, learn their activities and participate in them. Your plan may look like Table 7.1.3.2a

Table 7.1.3.2a Meeting Days of School Clubs and Society.

S/N	School Clubs and Society	Day of meeting	Time of Meeting
1	Writers and Debaters Club	Tuesday	2:00 – 2:45
2	Drama and Music Club	Tuesday	2:00 – 2:45
3	Mathematics and Science Club	Wednesday	2:00 – 2:45
4	Creative Arts Club	Tuesday	2:00 – 2:45
5	Sports and Games Club	Friday	1:45 – 2:45
Any other club (Add on)			
6			
7			
8			

Find out from your mentor, how learners behave during school clubs and societies. Make a plan of how you will participate and observe learners' activities during morning assembly, break time and closing time. Again, discuss with your mentor the activities of staff, PTA and SMC meetings and how they are carried out. Find out from the mentor what you can learn as a student teacher during such meetings in-line with NTS 1d, 1e, 1f, 2a, 2b. Lastly discuss with your mentor and your STS Partner the demands of the stated NTS [1d, 1e, 1f, 2a, 2b] and how you can develop them. You can ask your mentor and STS partner to assist you in monitoring your involvement in these activities so they can evaluate your performance during the reflection activity. Develop a checklist (Table 7.1.3.2b) with your mentor and STS Partner so they can use it to monitor your performance during this activity. The checklist should be typed and printed.

Table 7.1.3.2b: Checklist for Monitoring Examples of the NTS in Action (Please tick (√) appropriately)

S/N	Examples of the NTS in Action	Good	Satisfactory	Needs Improvement	Not observed
1	Shows high levels of attendance and punctuality (1d)				
2	Has high respect for female and males' dignity (d)				
3	Attends and contributes to school meetings, SMC and PTA meetings as appropriate (e)				
4	Encourages parents to support their children in their education (e)				
5	Expresses their own philosophy of what it means to be a teacher				
6	learners see their teacher as a role model for females and males regardless of the teachers' gender (1f)				
Any other (Add on)					
7					
8					

DO

Arrive in the partner school early to participate in morning courtesies such as cleaning, morning assembly and marking of register. Observe and participate in all other school activities bearing in mind the meeting days of school clubs and societies as prepared in Table 7.1.3.2a. Attend their club meetings and find out how they conduct their activities. Do their activities promote unity and GESI? How many of the club leadership have females as their president? Are there any areas that you can give advice for learners to emulate and see you as a role model?

Interact with learners during co-curricular activities such as lunch or play time and record your observations. Also, participate and contribute in discussions during PTA, SMC or CPD meetings. Ask your mentor and STS partner to assist you in using the checklist developed to monitor your progress.

REFLECT TOGETHER

1. Discuss with your mentor and STS partner using the checklist for monitoring examples of the NTS in action using the following questions:
2. What examples of the NTS in action was I able to develop during this activity?
3. Which of the NTS targets set were not develop within the period?
4. What are the NTS in action targets needed improvement?
5. How do I improve in NTS in action targets which needed improvement?
6. Compare the ones you were able to achieve with that of your STS Partner.

Record the outcome of the reflection in your SRJ

Activity 7.1.3.3 Demonstration of understanding of GESI responsiveness in the classroom

PLAN TOGETHER

In your inclusive education course in Level 100, you learnt about individuals with Special Educational Needs (SEN). In this activity, you, your STS partner, and your mentor will review and share ideas on what you learnt on SEN. With your STS partner and mentor, prepare a checklist for gathering information on GESI, taking into consideration issues relating to boys and girls, persons with visual or hearing impairment, physical or emotional challenges and the marginalised. Discuss with your mentor how these persons are actively involved in the teaching and learning process.

DO

Observe the lesson of your mentor using the checklist you prepared. Observe if lesson was delivered in a GESI responsiveness manner by your mentor. Put a tick against any item on the checklist that was observed and a cross on items not observed during the lesson delivery in line with GESI responsiveness. Record specific opportunities provided by the mentor for persons with SEN during the lesson delivery. Provide a list of how else persons with SEN could have been better involved in the lesson observed. Below is a sample checklist:

Table 7.1.3.3a: Checklist to observe GESI in the classroom (place a tick [√] in the appropriate box)

S/N	Item	Observed (√)	Not observed (X)
1.	Equal opportunity is given to persons with SEN to ask and answer questions in class		
2.	Ensures equal participation of females and males during role play		
3.	Pays attention to the composition of learners with diverse needs during group work and assigns females leadership roles.		
4.	Mentor is patient with females and males who may be shy or afraid to speak.		
5.	Mentor checks to see if both females and males understand the lesson.		
6.	Mentor checks to see if both the brilliant and weak learners understand the lesson.		
7.	Constructive/positive verbal feedback is to both females and males in class.		
8.	Females have equal access to teaching and learning resources during lessons.		
9.	Body language does not exclude girls or shows preferential treatment to boys		
10.	Females and males are mixed in classroom seating arrangement so that pupils who need more support sit at the front.		

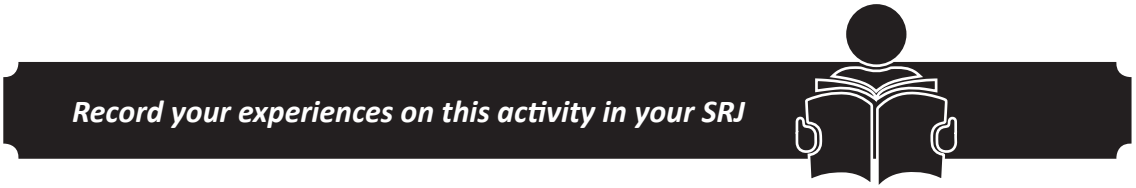
12	Teaching and learning resources are devoid of gender biases.		
13	learner with physical challenge is called to work examples on the board		
14	Learner low/no vision is supported brailed device		
15	Mentor speaks to make learners with hearing difficult to read their lips		
16	Marginalised learners are encouraged to work with peers		
Any other (Add on).			
17			
18			
19			
20			

Source: The Gender Handbook for Teaching Practice Mentors (page 12).

REFLECT TOGETHER

Share with your STS partner the extent to which you have achieved the target set through what was observed from the lesson of your mentor using the checklist to observe GESI responsiveness. What specific opportunities were provided by the mentor for persons with SEN during the lesson delivery? Were you having the same ticks and crosses as your partner? Ask the mentor to explain other activities that could have been used to make the lesson more GESI responsive.

Encourage the student teacher to record in their SRJ what they will do differently to make the lesson more GESI responsive for learners if they have the opportunity to teach. Again, encourage them to record how they are achieving the NTS targets set. Remind them that the entries in the SRJs will be assessed as part of their STS classroom practice.



7.2 DIRECTED SUPPORTED TASKS FOR STUDENT TEACHERS IN SEMESTER 2

TOPIC 7.2.1: TEAM TEACHING: CO-PLAN, CO-TEACH, AND CO-ASSESS

<table>
<tr><td>Topic 7.2.1: Team Teaching: Co-Plan, Co-Teach, and Co-Assess</td><td>Purpose: In this topic, you will acquire knowledge and skills of co-planning, co-teaching, and co-assessing sequences of lessons across all required subjects of the school curriculum with regards to cross cutting issues/skills and issues of Gender Equality and Social Inclusion (GESI).
This will be assessed through practical teaching activities, entries made in the reflective journal and collection of artefacts in the professional teaching portfolios (Also see chapter 12 of this handbook for NTEAP assessment grid)</td></tr>
<tr><td colspan="2">Activity 7.2.1.1: Co-planning of schemes of learning
(NTS 2f: Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching; 3a, 3f)</td></tr>
<tr><td colspan="2">Activity 7.2.1.2: Co-teaching and co-assessing lessons in the classroom
(NTS. 3a: Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching; 3p, 3k, NTEAP pages 7&8)</td></tr>
<tr><td colspan="2">Activity 7.2.1.3: Holding post -teaching conference (reflections)
NTS 1a: Critically and collectively reflects to improve teaching and learning.</td></tr>
<tr><td>Learning outcome: When you have completed Topic 7.2.1 STS activities, you will:</td><td>Indicators</td></tr>
<tr><td>Exhibit knowledge and skills of co-planning, co-teaching, and co-assessing sequences of lessons across all required subjects of the school curriculum taking into consideration cross cutting issues/skills and issues of GESI</td><td>1. Prepared Scheme of learning indicating roles of mentor and student teacher
2. Prepared lesson plans showing cross cutting skills and issues, GESI and roles of mentor/student teacher clearly defined
3. Class exercises/assignments showing differentiation in teaching and intended outcomes.
4. Marked exercises and score sheets oflearners under the supervision of mentor
5. Record of reflection sessions held</td></tr>
</table>

Note that in Semester 2 you may be in a school close to your home/ or residential area and so it's likely you will not be in pairs or have partners.

Activity 7.2.1.1: Co-Planning of schemes of learning

PLAN TOGETHER

In your pedagogy lessons, you learnt how to prepare schemes of learning and lesson plans. In this activity, you will co-plan with your STS partner and mentor, schemes of learning for the subjects that you will be teaching. Discuss with your personal tutor/lecturer, what should go into the scheme of learning. Agree with your STS partner and mentor, the subject you are going to co-plan, co-teach and co-assess. Inquire from your mentor the available ICT tools you can integrate to enhance your teaching and learning process.

DO

You, STS partner, and mentor should select the strand, sub-strands, content standards and indicators to be used in the preparation of the schemes of learning. You with your STS partner and mentor should arrange and order the strands, sub strands, content standards and indicators sequentially indicating the Teaching Learning (TL) resources (ensure that TL resources do not perpetuate traditional gender roles and ensure the inclusion of ICT tools) that will be needed. You could use Table 7.2.1a as a guide.

Table 7.2.1a: Template for writing the scheme of learning for a given Semester/Term

Week	Strand	Sub-Strand	Content Standard	Indicators	Resources
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

REFLECT TOGETHER

Share with your STS partner and mentor some of your experiences during the preparation of the schemes of learning. What new things did you learn?

Activity 7.2.1.2: Co-teaching and co-assessing lessons in the classroom

PLAN TOGETHER

Discuss with your STS partner and mentor the topic to be taught and how to prepare the lesson plan. Agree with your STS partner and mentor the parts of the lesson (phase 1: starter, phase 2: main, phase 3: plenary/reflections) each of you will teach bearing in mind cross cutting issues of equity and inclusivity. With the help of your STS partner and mentor discuss how to match teaching and learning activities with appropriate ICT based TL resources to support teaching and the learning of the age phase you are teaching. Discuss with your STS partner and mentor how to assess learners using differentiated assessment, bearing in mind GESI considering individual differences and abilities.

DO

Prepare the lesson plans with your STS partner and mentor. A sample lesson plan is provided in Table 7.2.1.2a. Co-teach lesson with your STS partner and mentor as agreed in lesson plan (sharing various roles). Ensure that your teaching and learning activities are aligned with appropriate TL resources, for the age phase you are teaching, that ICT is used to support diverse learning needs and help in achieving intended learning outcomes. Let your STS partner assist you to record your lesson using ICT tools such as camera, phone, tablet. Mark and grade class exercises (if any) under the guidance of the mentor.

REFLECT TOGETHER

Share with your STS partner and mentor:

1. Challenges encountered in the course of co-planning, co-teaching, and co-assessing the lesson.
2. How you resolved the challenges encountered in co-planning, co-teaching, and co-assessing the lesson.
3. New teacher competences (aspects of the NTS) you have learnt or developed further in the course of co-planning, co-teaching, and co-assessing the lesson.

Activity 7.2.1.3: Holding Post -teaching conference (Reflection Session)

PLAN TOGETHER

Plan with your STS partner and mentor to schedule a time for post lesson reflections. Seek the mentor's permission for recording the session for learning purposes. You need a recording device to record the session. Your STS partner may help you to record this session bearing in mind legal and ethical issues.

DO

You, STS partner and mentor should have frank discussions on the lesson co-taught, highlighting what went well, needs improvement, lessons learnt, and challenges

encountered. Record the reflection session (video or audio) and keep a copy in your portfolio. Complete Table 7.2.1.3 under the appropriate headings and record in your SRJ.

Table: 7.2.1.3 Reflection Guide

S/No.	What went well?	What needs improvement?	Lessons learnt	Challenges (if any)
1.				
2.				
3.				
4.				
5.				
6.				
7.				

REFLECT TOGETHER

Share with your STS partner and mentor on the following:

1. Why it is important to hold post lesson conference.
2. How you benefitted from this session.
3. How you wish to improve upon it given another opportunity.

Record your reflections in your SRJ

TOPIC 7.2.2: TEACHING LEARNERS WITH DIVERSE BACKGROUND

How can the focus of the work for CLO2 and CLO1 be linked? This is probably the same learners in the same class. You would want the student teacher to be able to apply the knowledge and skills of how to teach motivate and manage etc as part of their planning sequences of lessons. the same lessons can be used to do the activities here as for the activities in CLO 2. This is my question from the previous review. It was suggesting the overlap between CLO1 and 2 be addressed not least to help avoid work overload but also repetition

<table>
<tr><td>Topic 7.2.2: Teaching learners with diverse background</td><td>Purpose: In this topic you will acquire knowledge and skills of how to teach, motivate, manage, and extend the learning of all learners, with increasing consistency, whatever their socio-cultural, linguistic background and regardless of age, aptitude, and ability. This will be assessed through practical teaching activities, entries made in the reflective journal and collection of artefacts in the professional teaching portfolios (Also see chapter 12 of this handbook for NTEAP assessment grid)</td></tr>
<tr><td colspan="2">Activity 7.2.2.1. Identification of learners' learning needs differentiated learning and interventions to address the learners' needs in classroom.
(NTS 2e: Understands how children develop and learn in diverse contexts and applies this in his or her teaching; 2f, 3c, 3e, 3m)</td></tr>
<tr><td colspan="2">Activity 7.2.2.2 Plan and teach lessons integrating appropriate ICT tools with comments from lead mentor/mentor addressing consistency, diversity, and inclusivity
(NTS. 2f: Takes accounts of and respects learners' cultural, linguistic, socio-economic, and educational backgrounds in planning and teaching; 3c 3g, 3j, 3k)</td></tr>
<tr><td colspan="2">Activity 7.2.2.3 Plan out-of-class activities to consolidate and extend pupils' learning (field trips, excursions etc.)
(NTS 2e: Understands how children develop and learn in diverse contexts and applies this in his or her teaching; 3e)</td></tr>
<tr><td>Learning outcome: When you have completed Topic 7.2.2 STS activities, you will:</td><td>Indicators</td></tr>
<tr><td>Demonstrate knowledge and skills of how to teach, motivate, manage, and extend the learning of all learners, with increasing consistency, whatever their socio-cultural, linguistic background and regardless of age, aptitude, and ability.</td><td>1. Lesson plans with appropriate comments from lead mentor/mentors on consistency, and GESI.
2. List of learners' needs and differentiated learning identified and compiled
3. Written reports of interventions that addressed learners' needs identified in the classroom.
4. Established Criteria for assessment of learners' needs
5. Records on out-of-class learning activities</td></tr>
</table>

This topic (7.2.2) Teaching learners with diverse background is a built-on on the previous topic 7.2.1 (Team Teaching: Co-planning, Co-teach, and Co-assess)

Activity 7.2.2.1: Identification of learners' learning needs, differentiated learning and interventions to address the learners' needs in classroom

PLAN TOGETHER

In year 2 STS, you identified four learners with learning needs in the classroom. Discuss with your personal tutor/lecturer in College/University (where applicable) some of the learning needs of learners and ways of identifying learners' learning needs. You and your STS partner should plan and prepare questions to guide you carry out the study (use Table 7.2.1 as a guide). Discuss with your STS partner (where applicable) and mentor appropriate interventions that can be used to address the identified learning needs. Prepare to use ICT (phone, iPad, tablet, laptops etc.) to make a list of diverse learners and their learning needs.

Do

During your co-teaching, use the questions you and STS partner prepared to identify learners learning needs employing ICT (Microsoft word or excel). Table 7.2.1 is a guide for recording learners' learning needs identified. Make a tick **(√)** against the learning need present or absent. Use the interventions you identified with your STS partner and mentor to address learning needs as in Table 7.2.2. Use differentiated approaches to co-handle learners needs. Write a report including videos or pictures of interventions used to address the learners needs and include it in your portfolio.

Table 7.2.2a: Sample of questions of learner learning needs These are very similar to activities in CLO 3 to support writing the classroom enquiry project they can be dovetailed

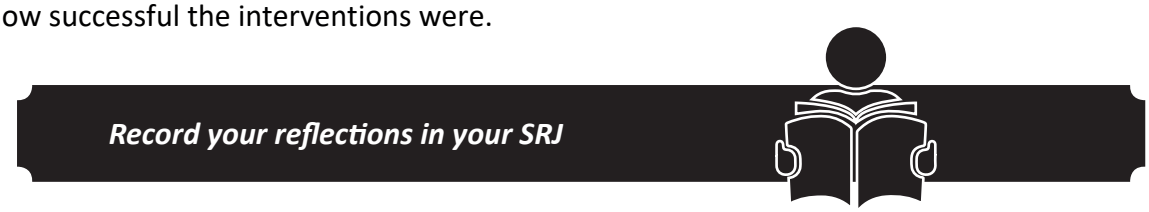
Learning needs	Present (√)	Absent (√)
Are there learners in the class who have difficulties in:		
1. seeing from some directions and locations in the learning environment		
2. hearing from some directions and locations in the learning environment?		
3. sitting and movement		
4. working with numbers?		
5. working with calculations?		
6. reading?		
7. writing?		
8. exhibiting self -esteem?		
Any other		
9.		
10.		
11.		

Table 7.2.2b: Learner learning needs and suggested interventions

S/No.	Learning Needs	Suggested Interventions to discuss with mentor
1.	Difficulty in seeing	Relocation/ referral to assessment centre/ write boldly/ use more illuminated rooms
2.	Difficulty in hearing	Relocation/referral to assessment centre/ speaking louder/encourage lip reading
3.	Difficulties in movement or sitting	Buddy assistance/ use of assistive devices
Add on		
4.		
5.		
6.		

REFLECT TOGETHER

Discuss with your STS partner and mentor some of the learner learning needs identified and how successful the interventions were.



Activity 7.2.2.2: Plan and teach lessons with comments from lead mentor/mentor addressing consistency, diversity, and inclusivity this needs to be linked directly to the sequences of lessons (CLO2).

PLAN TOGETHER

In the early part of the semester, you co-planned, co-taught and co-assessed lessons with your STS partner and mentor. You also prepared a scheme of learning with your mentor. Discuss with your STS partner and mentor topics to be taught, TL resources to be used, bearing in mind diversity and inclusivity.

DO

Use the ideas from your discussions with your STS partner and mentor to prepare lesson plans. Submit the lesson plan to the lead mentor/mentor for vetting/comments. Use the vetted lesson plan to teach the lesson. You may use relevant ICT tools (e.g., video, simulations etc.) to enhance your teaching. Ensure that learners with diverse learning needs are considered. Keep the vetted lesson plan in the portfolio.

REFLECT TOGETHER

Share with your STS partner and mentor how you handled learners with learning needs during the lesson. Discuss with your STS partner and mentor how they would have handled learners with similar or different needs.

Record the comments from the lead mentor in your SRJ. Also, record a 2-minute video of your reflection and keep it in your portfolio.

Activity 7.2.2.3: Plan out-of-class activities to consolidate and extend pupils' learning (field trips, excursions etc)

PLAN TOGETHER

You have just finished teaching a lesson on a selected topic. Plan with your STS partner and mentor an out-of-class activity to be embarked upon. With the help of your mentor and lead mentor seek for consent and permission before the activity if necessary. Make available devices (e.g., recorder, phone, camera, tablet, etc) that would help you to record the activities.

DO

With the help of your STS partner and mentor take learners out of the class to extend their learning on the topic treated. For example, after a lesson on,

1. ***B4. 1.2.1.1: Discuss the effects of human activities on the environment (RME B4),*** take the learners out into the community to observe the human activities ***(poor waste management/the filth of plastic bags)*** and how they affect the environment.
2. ***B5.2.1.1.2 Describe some ancient towns in Ghana (History, B5)***, take the learners on an excursion to one of the ancient towns learnt **(*the one nearer*)** for them to extend their learning.
3. ***B7.3.4.1.1: Discuss the characteristics of the different farming systems in Ghana (Integrated Science, JHS 1),*** take the learners to nearby farms to extend their learning on the characteristics of different farming systems.
4. ***B1.1.4.2.1: State the similarities and differences between the communities where learners live (History B1),*** take the learners to historical sites in the town e.g., an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc. to extent their learning

Ask your STS partner to assist in recording the activities bearing in mind the legal and ethical issues. Keep records of the activities in your portfolio.

REFLECT TOGETHER

Share with your STS partner and mentor aspects of the lesson that indicated extended learning among learners. Share with your STS partner and mentor your experiences on the out-of-class activities.

Record your reflections in your SRJ

TOPIC 7.2.3 CLASSROOM ENQUIRY: TEACHING AND LEARNERS' LEARNING

<table>
<tr><td>TOPIC 7.2.3 Classroom enquiry: teaching and learners' learning</td><td>PURPOSE: In this topic, you will learn how to conduct a small-scale classroom enquiry on teaching and learners' learning. You will be reminded of the expectations for the classroom enquiry project for this semester, including the assessment criteria. Chapter 12 contains details of Assessment Criteria and guidance on the Enquiry Project.</td></tr>
<tr><td colspan="2">Activity 7.2.3.1 Identification of learners' learning needs regarding teaching and learning interaction in the classroom keeping in mind GESI and collection of data to justify the learners' learning need(s) identified. (NTS 1a: Critically and collectively reflect to improve teaching and learning) NTS 3b,</td></tr>
<tr><td colspan="2">Activity 7.2.3.2 Proposing of intervention(s) to remedy the learners' learning needs. (NTS 3m: identify and remediate learners' difficulty or misconceptions, referring learners whose needs are outside the competency of the teacher)</td></tr>
<tr><td colspan="2">Activity 7.2.3.3 Collection of post intervention data, analysing and drawing conclusions and recommendations with the aid of appropriate ICT. (NTS 3j: produces and uses variety of teaching and learning resources that enhance learning including ICT) 3m</td></tr>
<tr><td colspan="2">Activity 7.2.3.4 Write report on the enquiry undertaken. (NTS 3b: carry out small scale action research to improve practice)</td></tr>
<tr><td>Learning Outcomes: When you have completed topic 7.2.3 of your STS activities in School 3, you will:</td><td>Indicators</td></tr>
<tr><td>Demonstrate knowledge and understanding on how to conduct a classroom enquiry on teaching and learners' learning.</td><td>1. List of teaching and learners' learning needs identified in the classroom.
2. Designed instruments used for data collection.
3. List of interventions used to solve the problem(s) identified.
4. Data on teaching and learners' learning needs analysed.
5. Final report on teaching and learning needs identified, analysed and conclusions drawn with recommendations to improve teaching in the classroom under the supervision of mentor.</td></tr>
</table>

Activity 7.2.3.1 Identification of learners' learning needs regarding teaching and learning interaction in the classroom keeping in mind GESI and collection of data to justify the learners' learning needs identified.

PLAN TOGETHER

In your year 2 STS you undertook a small-scale classroom enquiry with 4 learners on their learning and progress. You also learnt about the learning needs of learners in the classroom during your inclusive school-based inquiry course in Year 1 Semester 1. In year 3 semester one you undertook a course on classroom enquiry as part of Pedagogic Studies. In this STS you will apply what you learned in conducting a small-scale classroom enquiry. You are required to co-plan with your mentor/personal tutor and STS partner (if any) to carry out another classroom enquiry regarding teaching and learning in a whole class.

Read to refresh your mind on teaching and learners' learning needs from your year 1 Inclusive School-based enquiry course materials and the Classroom Enquiry Course from Y3S1. Also read up on action research from various sources such as the internet, books, and academic journals.

With the help of your mentor/personal tutor and STS partner co-plan how to include learners with different learning abilities, how to encourage purposeful group talk and use of ICT in lesson delivery e.g., use of power point presentation considering the need of a visually impaired person (if any in the class). Co-plan with your STS partner (if any), personal tutor and your mentor on the resources that will be required to undertake the enquiry.

Co-plan with your mentor to identify learners with learning needs in the classroom for example those having difficulties in understanding certain topics and concepts in some subject areas, learners with different learning abilities e.g., slow pace learners in class. In identifying the learner's learning needs keep in mind GESI. For example, considering representation of boys and girls as appropriate. You and your STS partner with support from personal tutor and mentor should co-plan to prepare data collection instruments such as an observation checklists and observation guide to collect initial data on learners' learning needs in the classroom. Co-plan with your mentor, STS partner (if any) and personal tutor to focus on one of the learning needs of the learners you observed in the classroom for the purposes of the inquiry. For instance, focusing on learners showing difficulties working with numbers/calculation. Then co-plan to develop interview guide to diagnose the learners' learning needs of difficulties working with numbers/ calculation. The data will justify the learners' learning needs identified under the guidance of your mentor. With your mentor and STS partner, co-plan how you will examine the learners' class performance from their marked class exercises and tests to collect more pre-intervention data and present as pre-intervention data to justify the reality of the learners' learning needs identified. Use tables 7.3.1a, 7.3.1b and 7.3.1c and 7.3.1d as a guide. Plan with your mentor and STS partner, how to analyse and present the initial data collected in the enquiry.

DO

Observe the entire class during lesson deliveries and closely take note of learners with special learning needs using Table 7.3.1a as a sample. With the help of your mentor record sessions using your phones, tablets, writing pad etc. with permission from the lead mentor and learners. Discuss with your STS partner, mentor and personal tutor to agree on one of the learning need to focus on in the inquiry (e.g., working with numbers or calculation).

Use the interview guide you have designed to elicit information from the learners on the learning needs you have agreed to focus on.
In addition, examine the learners' marked class exercises, tests, etc. and record their performance scores and present to justify the learners' learning needs identified. Use your digital literacy devices such as camera, phones, and laptops to collect data on the learners with learning needs identified in the classroom. Use ICT tools (e.g., Microsoft excel, Microsoft word) to store the data collected. Later, Analyse the data collected as evidence of the learning needs. Present the data analysed using tables, bar graphs, etc.

Table 7.3.1a Sample observation guide to collect data on learners during lesson delivery

Learning Needs of Learners	Put a tick (√) if present	Put a cross (X) if absence
learners show difficulty in oral expressions/spoken language		
learners show difficulty in reading the age-appropriate book		
learners show difficulty in writing		
learners show difficulty in working with numbers/ calculation		
learners show difficulty in creative work		
learners show difficulty in solving problems		
learners show difficulty in meeting curriculum content standard		

NB: Add other relevant learners' learning needs.

Table 7.2.3.1b Sample interview guide to diagnose learners' learning needs of difficulty in working with numbers/calculations

S/N	Question	Learner's response
1	What subject do you like best in the class?	
2	Why do you like that subject?	
3	Do you have difficulty in working with numbers/calculations?	
4	Which area(s)/aspect(s)/ topic(s)/strand(s) do you find very difficult to understand in mathematics?	
5	Why do you find the area(s)/aspect(s)/ topic(s)/strand(s) very difficult to understand?	
6	How have you been performing in mathematics	

NB: Add other relevant questions that can help you elicit important information

Table 7.2. 3.1c Sample pre-intervention data on learners' performance score from marked exercises and tests.

	Learners' Scores						
S/N	LEARNER'S NAME/Code	Class Exercises 20 marks	Assignments/ Homework 20 marks	Project Work 20 marks	Class Tests 40	TOTAL 100% marks	REMARKS
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

Table 7.2.3.1d Sample pre-intervention template for collecting test data on learners' performance score from marked exercises and tests.

S/N	LEARNER'S NAME	TOTAL (100%)	REMARKS
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

REFLECT TOGETHER

Compare with your STS partner (if any) the learners and their learning needs you have identified and share with your mentor. Note differences and similarities in what you identified. Discuss how GESIissues were addressed.

Task:

- Write down at least four of the learners' learning needs you identified in your class.
- Make a list of references of the material read to refresh your mind.

Activity 7.2.3.2 Proposing of intervention(s) to remedy the identified learners and their learning needs(s)

PLAN TOGETHER

Refer to your Enquiry focused courses and read more on classroom enquiry (action research) from books, academic journals etc. and watch videos on YouTube on classroom enquiry using phone, laptops, tablets, iPad etc. and other relevant materials for deeper understanding.

Having identified learners and their learning needs with the support of your mentor, STS partner and personal tutor, now co-plan with your STS partner with the support of your mentor and personal tutor to come out with at least two objectives you want to achieve in the enquiry, formulate at least two research questions to guide the enquiry and look for information on possible classroom interventions from various sources.

Plan together with your STS partner, personal tutor and mentor to propose relevant interventions based on the diagnosis. The interventions will be used to remedy the learning needs of the learners you have identified. Also, discuss the steps you will use to implement the proposed interventions and the duration to be used for the implementation of the proposed interventions.

Plan with your STS partner, personal tutor and mentor to design an interview guide to collect data to answer the research questions you have formulated.

DO

List the proposed relevant interventions to remedy the learners' learning needs you have identified in the classroom with your mentor, STS partner and personal tutor.

Implement the proposed interventions step-by-step as planned to remedy the learning needs identified taking note of possible challenges that may emerge and how you address them.

Implement the intervention within the planned duration and record events using your phones, note pad, laptop, tablets etc.

Use the interview guide you have designed to collect data to answer the research questions formulated, analyse and discuss the data collected taking note of the findings.

REFLECT TOGETHER
Did you find any challenges in the implementation of the interventions you have proposed?
Share your challenges with your STS partner, personal tutor and mentor
Discuss how you addressed the challenges.

Record in your SRJ the challenges you encountered in identifying learners' needs and helping to address them

Activity 7.2.3.3 Collection of post intervention data, analysing and drawing conclusions and recommendations with the aid of appropriate ICT.

PLAN TOGETHER
In year 2 STS, you carried out a small-scale classroom enquiry with 4 learners and in the study, data were collected, analysed and interpreted. Also, in year 1 inclusive school-based enquiry course and Y3S1 Classroom Enquiry Course you were taken through data collection approaches, analysis and interpretation. In year 3 semester 2 activity, co-plan with your mentor, personal tutor and STS partner to give exercise and test to the learners in order to evaluate the effectiveness of the intervention you have implemented. Also, discuss together how you are going to mark, compile and present the data as your post intervention test results using Table 7.2.3.3a. In the planning discuss how you are going to compare, present and interpret the pre-intervention and post-intervention data to see whether the learners' learning needs identified have been addressed. Use table 7.2.3.3b and its interpretation as a guide.

DO
Give learners exercise and test based on the remedial lessons, mark, compile the results and analyse using ICT such as Microsoft excel and word.
Also, compare the pre-intervention and post-intervention data to see whether the learning needs identified have been addressed by the intervention.
Present the two results obtained using appropriate formats, e.g., tables, graphs, etc. and interpret your results.

RFEFLECT TOGETHER
You and your STS partner should reflect on the results obtained and discuss the following with your mentor and personal tutor: 1. your findings, 2. whether the learners' learning needs identified have been addressed with evidence.

Record your reflections in your SRJ

Table 7.2.3.1a Sample Post-intervention data on Learner's performance score from marked exercises and tests.

S/N	LEARNER'S NAME/Code	TOTAL (100%)	REMARKS
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

7.2.3.3b: A sample guide to comparing the Pre- and Post-intervention Tests Results

S/N	Name of learner	Pre-Intervention Test Results (100)	Post-Intervention Test Results (100)	Difference	Percentage (%)
1		60	90	30	50
2		55	90	35	64
3		50	87.5	37.5	75
4		45	75	30	67
5		35	85	50	143
6		35	72.5	37.5	107
7		45	67.5	22.5	50
8		50	90	40	80
9		50	80	30	60

Interpretation the of Pre-Intervention and Post Intervention Test Results

By inspection from Table 7.2.3.3b, it can be seen that there has been a remarkable improvement in the learners' performance as a result of the implementation of the intervention activities. For instance, serial numbers 5 and 6 had over hundred percent that is 143 and 107 respectively. The least score of increase is 50% and only two learners had that. The rest scored over 50% increment. It is therefore clear that there has been a positive change in the skills of the students. It also shows that more students scored higher marks in the post-intervention test than in the pre-intervention test.

Activity 7.2.3.4 Write a Report on the Enquiry Undertaken.

PLAN TOGETHER

In year 2 STS small-scale classroom enquiry with 4 learners, you wrote a report on the enquiry you carried out. In Year 3 semester 2 activity, co-plan with your STS partner, personal tutor and mentor how you will communicate the results of the enquiry you carried out in written form using Appendix 1 as a guide. In the planning, discuss the timelines for the report writing, review and submission of final report as well as the resources that will be required including ICT tools in writing the report. Discuss with your STS partner and mentor the findings of the enquiry and draw conclusions with recommendations to be included in the report.

DO

Mobilise resources for the report writing e.g., Laptop, printer, A-4 paper, and notepad.
Use the agreed format/template to write your report on the study undertaken.
Remember to work according to the agreed timelines for the draft, review, corrections, and submission of the final report.
Write a draft report of between 2500-3000 words using the template to communicate the background, methodology, results and conclusions with recommendations on the enquiry you carried out using ICT such as phones, laptop, tablet and note pad.
Review the draft report under the mentorship of the mentor/personal tutor.
Effect all corrections and suggestions made to the draft report before final submission.
Submit final report in the prescribed format to your mentor/lead mentor and add a copy to your portfolio to be submitted to your personal tutor as per the agreed deadlines / timelines.

REFLECT TOGETHER

Orally share with your STS partner, personal tutor and your mentor/lead mentor how the enquiry was conducted, the findings, conclusions and recommendations made.
Share with your STS partner, personal tutor and mentor/lead mentor the core competencies developed and NTS achieved during the enquiry.

Record your reflections in your SRJ

APPENDIX 1

PROPOSED TEMPLATE FOR THE WRITING OF THE REPORT ON CLASSROOM INQUIRY CARRIED OUT

Topic (carved out of the Problem identified to work on. Note: Action Research Topics often depict the Problem and the Intervention at the same time)

BACKGROUND TO THE STUDY.
Introduction
This should include

- How the problem was identified
- Conduct pre-intervention class exercise, test etc. and mark for evidence that the problem existed in the classroom
- Diagnosis of the problem

-Description of the study area
Statement of the problem
Purpose [It should seek to bring about a change]
Objective(s) of the study
Research Questions
Scope of the study/Delimitation of the study
Limitations of the study (challenges faced)

LITERATURE REVIEW (The readings that they were tasked to do should be geared towards this)

METHODOLOGY
Design of the study
Population of the study
Sample size and sampling technique
Data collection instrument(s)
observation
interview guide
document analysis
Intervention

- Description of step-by-step implementation of the intervention
- Description of period of implementation

Post-intervention

- Description of Post intervention data collection
- Analysis and discussion of post-intervention data collected
- Conducting post-intervention class exercises, tests, etc. and marking. Examination of marked post-intervention marked class exercises, tests, etc. and collating results and presenting

Comparing Post and Pre- intervention results and interpretation

FINDINGS, CONCLUSION AND RECOMMENDATIONS

- indicate the findings of the study

- draw conclusions
- make recommendations

TOPIC 7.2.4 LEADERSHIP QUALITIES IN THE WIDER SCHOOL COMMUNITY

Topic 7.2.4 Leadership qualities in the wider school community.	**Purpose:** In this topic, you will exhibit leadership qualities in the wider school community.
Activity 7.2.4.1 Discussion with mentor and STS partner the wider school community routine and rules and regulations set in the school (NTS. 1c, 1d: *Demonstrate effective growing leadership qualities in the classroom and the wider school*).	
Activity 7.2.4.2 Exhibit leadership qualities in the wider school community, guided by the legal and ethical codes of conduct required by the profession. (NTS 1d: *Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher*).	
Activity 7.2.4.3 Active participation in PTA, SMC, and general staff meetings. (NTS 1a, 1e: *Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations, and wider public as part of a community of practice.*	

Learning Outcomes: When you have completed topic 7.2.4 STS activities, you will:	**Indicators:**
Demonstrate knowledge and skills of leadership qualities and exhibit them in the wider school community.	1. Evidence of support to patrons and participation in co-curricular activities. 2. Record of attendance at PTA, SMC, CPD and staff meetings. 3. Evidence of participation in morning and closing assemblies and lunch time activities.

Activity 7.2.4.1 Discussion with mentor and STS partner, the wider school community routines, rules and regulations set in the school.

PLAN TOGETHER

In Year 3 Semester 1, you interacted and participated in the routines, rules and regulations in the classroom. In this current activity, you will discuss the wider school community routines, rules and regulations. Plan with your mentor and STS partner the role you will play in the school community routines, rules and regulations. For example, as a safe-guard and co-implementor of the rules and regulations in the wider school community, during morning and closing assemblies, during tidying up of school compound, break time activities, sporting and cultural activities taking into considerations the rules and regulations governing these activities. Identify ICT tools (video recorders, cameras, smart phones etc) you can use to watch and compare how morning and closing assemblies are conducted in different schools and countries with your school.

DO

Discuss with your STS partner your role as a safe-guard and co-implementor of the rules and regulations in the wider school community. Discuss with your STS partner your role in

ensuring rules and regulations are followed during morning and closing assemblies, during tidying up of school compound, break time activities, sporting and cultural activities taking into considerations the rules and regulations governing these activities. Observe how rules and regulations on sweeping and weeding of plots are implemented taking GESI into consideration. Use available ICT tools (video recorders, cameras, smart phones etc.) and watch how morning and closing assemblies are organised in other schools and countries and compare them with how they are carried out in your school. Use the check list in Table 7.2.4.1a and tick those routine activities, rules and regulations that you have observed and those not observed.

Table 7.2.4.1a: Routine Activities, Rules and Regulations

SN	Routine Activities, Rules and Regulations	Observed (√)	Not Observed (X)
1	Sweeping around the school compound		
2	Attending morning assemblies		
3	Attending closing ceremonies		
4	Rules and regulations on reporting to school on time.		
5	Rules and regulations on staying in classrooms while classes are going on.		
6	Rules and regulations on avoiding making noise in the school during classes period		
7	Be friendly and respectful to all fellow learners.		
Student teacher may add any routines, rules and regulations observed			
1			
2			
3			

REFLECT TOGETHER

Discuss with your mentor and STS partner the rationale for the school rules and regulations, e.g., rules as guidelines for actions and for the evaluation of actions in terms of good and bad, or right and wrong or as part of moral or values in education, and how they positively influence the smooth administration of the school. Again, discuss with your mentor and STS partner why the establishment of school routines and their significance in the smooth running of the school.

Record your findings in your SRJ

Activity 7.2.4.2 Exhibit leadership qualities in the wider school setting, guided by the legal and ethical codes of conduct required by the profession.

PLAN TOGETHER

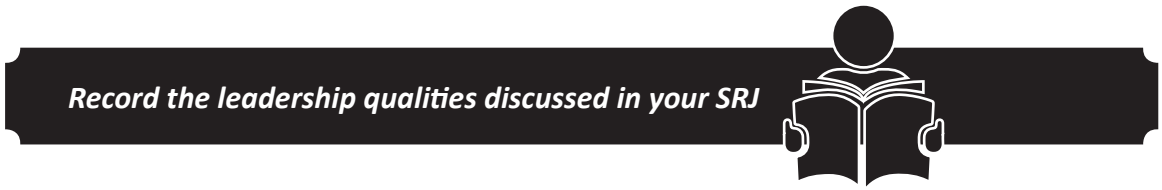
In Year 3 Semester 1, you interacted and exhibited some leadership qualities in the classroom. In this current activity, you will be exhibiting similar leadership qualities in the wider school community. Observe the leadership qualities, example, goal oriented, hardworking, willing to serve others, a good listener, a good communicator, a good decision-maker. With the assistance of your STS partner and mentor, discuss the composition of SMC and PTA and how GESI plays a role in forming these committees. (Take note of the number of females in each of these committees and their roles. Also look out for persons with disabilities on the committee and their roles). Discuss with your mentor and lead-mentor how PTA meetings are organized, motions tabled and resolutions passed.

DO

With the support of your mentor and STS partner, write down the leadership qualities that you have observed being exhibited by people who are holding responsible positions in the school community, example, the executive members of the P'TA and SMC. Also, explain to your STS partner the composition of the committee members of the PTA and SMC. Indicatehow GESI issues are addressed by these committees.

RELECT TOGETHER

Remind student teachers to share their experiences they gathered from the rationale for organising PTA and SMC Meetings, e.g. sharing ideas, concerns and experiences, and their contributions to the development of the school. Also, let them share the leadership qualities, e.g. hardworking, a good communicator and a good decision-maker, that they have observed and written down during the PTA and SMC meetings



Activity 7.2.4.3 Active participation of student teachers in PTA, SMC and General Staff Meetings.

PLAN TOGETHER

In Year 3 Semester 1, your mentor exposed you to the roles to play in the formulation of classroom rules and regulations, the various leadership responsibilities in the classroom as well as some legal and ethical issues involved in leadership in the classroom. In this activity, you and your STS partner will show evidence of active participation in PTA, SMC and general staff meetings and be part of play/lunch time activities and other co-curricular activities in the wider school setting.

Ask your mentor to assist you and your STS partner to select specific wider school activities and capture scenes of your involvement in them taking photographs and writing reports on them. Discuss such activities with your STS partner and mentor with special reference to: PTA, SMC and general staff meetings, Sports, Cultural activities, Music, Gardening.

DO

With the support of your mentor and STS partner, actively participate in the wider school activities and use ICT tools (mobile phones, videos, recorders etc) to record scenes of your involvement in PTA, SMC and General Staff Meetings in the wider school settings. Save the recordings on other electronic devices appropriately for future replay and study. Write down the leadership qualities you have acquired on the basis of your involvement in the PTA, SMC and General Staff Meeting activities, for example, goal-oriented qualities, hardworking leadership qualities and decision-making qualities.

REFLECT TOGETHER

Share with your STS partner and mentor at least any three wider school activities that you actively participated in, e.g. running a club, working with groups of pupils, contributing to staff organised socials, accompanying pupils on trips, taking part in school productions, with videos or picture for justification. Again, share with your STS partner and mentor documented evidence of your involvement in SMC, PTA, staff meetings, sports activities, gardening, cultural activities and other co-curricular activities in the wider school setting. Does your STS partner have similar recordings of active involvement in school activities as you have?

Record in your SRJ instances of your active participation in PTA, SMC, General Staff Meetings, and the Wider School Life Activities focusing on best practices in your meetings

TOPIC 7.2.5: MEETING THE NATIONAL TEACHERS' STANDARDS

Topics 7.2.5 Meeting the National Teachers' Standards	**Purpose:** In this topic, you will develop an action plan on meeting the National Teachers' Standards with your mentor.
Activity 7.2.5.1 Identifying and selecting standards that are achievable within the six-week period (NTS 2*f. Takes account of and respects learners' cultural, linguistic socioeconomic and educational backgrounds in their planning and teaching)*	
Activity 7.2.5.2 Developing an action plan and specific tasks to achieve the set NTS targets. (NTS 1b, 2b: *Improves personal and professional development through lifelong learning and Continuous Professional Development*).	
Activity 7.2,5.3 Preparing gender responsive scorecards under the supervision of mentor [NTS. 3f] (NTS 3f: *Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress*)	
Learning outcome: When you have completed Topic 7.2.5 STS activities on meeting the NTS, you will:	**Indicators**
1. Demonstrate knowledge and understanding of strategies to achieve specific standards of the NTS with the support from your mentor.	1.1Activities on set targets achievable within the six weeks. 1.2 Portfolio evidence with reports from mentors and lead mentors on how set targets agreed upon with mentor and STS partner have been achieved. 1.3Reports (list of activities) that achieve specific standards on the NTS,
2. Provide evidence on how you are able to meet the requirements for gender responsiveness with the support from mentors.	1. List of major policies that relate to GESI in the classroom. 2. Portfolio evidence on how GESI was incorporated in your classroom activities,

Activity 7.2.5.1 Identifying and selecting standards that are achievable within the six-week period

PLAN TOGETHER

In the first semester of your Year 3 , you, your mentor and STS partner discussed the domains and the sub-divisions of the NTS. You set some NTS targets and planned activities that helped you in meeting the targets set. In this activity, you will identify and select the NTS targets that will be achievable within the six-week visit in your school of practice. Agree with your mentor and STS partner the NTS targets that can be developed within the period of six weeks. Consider the set targets you worked on in the first semester of Year 3, your strengths and areas for improvement and make a list of your new NTS targets. Also, consider the NTS targets you already achieved in the preceding weeks of Year 3 semester 2 as you co-planned, co-taught and co-assessed lessons, engaged in classroom enquiry and demonstrated some emerging leadership qualities in the classroom and the wider school environment. Co-plan

lessons and prepare a checklist with your mentor and STS partner to reflect the selected NTS set targets.

DO

In your co-plan lessons, observe activities and strategies your mentor puts in place to achieve the set targets on the NTS. Demonstrate the NTS set targets in your lesson delivery and assessment when you have the opportunity to teach.

Use the prepared checklist of the NTS set targets selected to observe your mentor's or STS partner's lesson. Refer to sample checklist on Table 7.2.5.1

Table 7.2.5.1. Sample checklist on NTS set standards

S/N	NTS SET TARGETS IN ACTION	Tick (√)	Cross (×)
1	Delegates roles to females and males equally. (NTS 1c)		
2	Teacher investigates and take notes of each learner's background. (NTS 2f)		
3	The teacher's subject knowledge goes beyond what is contained within the curriculum and textbook (NTS 2c)		
4	Attends and contributes to school meetings, PTA, SMC, etc. (NTS 1e)		
5	The teacher has long term objectives of what and how learners learn, clear lesson objectives, etc. (NTS 3a)		
6	Teacher maintains high expectations for all learners (NTS 3o)		
	Add on. See the NTS booklet for more targets		
7			
8			
9			
10			

REFLECT TOGETHER

Use the following questions to reflect on your observation and lesson delivery:

1. How did the NTS set targets influence your co-planning?
2. How did the NTS set targets influence your co-teaching?
3. How did your NTS set targets influence your co-assessment?
4. How did the NTS set targets help you cater for the diverse learning needs among learners?
5. Why do you need to plan, deliver and assess lessons based on targets on the NTS?

Record the outcomes from your reflection in the SRJ

Activity 7.2.5.2 Developing an action plan and specific tasks to achieve the NTS set targets.

PLAN TOGETHER

In the first semester of your Year 3, you, your mentor and STS partner set some NTS targets and planned activities that could help you in meeting the targets set. In this semester, you have identified and selected some NTS targets that could be achievable within the six-week visit in your school of practice. You also agreed with your mentor and STS partner the NTS targets that could be developed within the period of six weeks. In this activity, you, with the help of your mentor and STS partner, will consider your strengths and areas for improvement from the set targets you worked on and develop an action plan on specific tasks you can engage in to consolidate your gains. The action plan will consider the NTS targets agreed upon with the mentor, those you were able to achieve, those you were not able to achieve, the specific tasks you engaged in to achieve them and what you can do to sustain the activities that helped with the achievement of the sets NTS targets.

DO

Make a list of the NTS targets set and agreed upon with your mentor. Design a table to separate the targets achieved from those that were not achieved. Determine how you were able to achieve some targets and why you could not achieve others. Determine how successfully you were able to incorporate ICT in the achievement of the targets set and how responsive you were to GESI issues. Outline how you will sustain the activities you engaged in to achieve the set targets and what you can do to improve on those you could not achieve.

Table 7.2.5.2. Sample table on set NTS targets and their status

S/N	NTS Set Targets	Achieved	Not Achieved	Remarks
1.	Delegates roles to females and males equally. (NTS 1c)			
2	Teacher investigates and take notes of each learner's background. (NTS 2f)			
3.	The teacher's subject knowledge goes beyond what is contained within the curriculum and textbook (NTS 2c)			
4.	Attends and contributes to school meetings, PTA, SMC, etc. (NTS 1e)			
5.	The teacher has long term objectives of what and how learners learn, clear lesson objectives, etc. (NTS 3a)			

6.	Teacher maintains high expectations for all learners (NTS 3o)			
7.	**Add on**			

REFLECT TOGETHER

In your reflection, ask and answer the following questions:

a. How happy I am with the plan I have put up to achieve the set NTS targets?
b. How can I continue to sustain the gains I have made in achieving the targets set in NTS?
c. What other activities can I engage in to ensure successful achievement of the targets sets in NTS?

Activity 7.2.5.3 Preparing gender responsive scorecards under the supervision of mentor

PLAN TOGETHER

You have learnt about individuals with Special Educational Needs (SEN), in your Inclusive School-Based Inquiry course in Level 100. In Level 300 Semester 1, you prepared a guide for gathering information on GESI and discussed with your mentor how boys and girls, persons with visual and hearing impairment, physical and emotional challenges and the marginalised were actively involved in the teaching and learning process. In this activity, you are required to understand what Gender Responsive Scorecard (GRS) is. (A "GRS" is a standardized assessment of gender mainstreaming practices, which is designed to foster adherence to minimum standards for gender equality processes across institutions and serve as an accountability framework for assessing the effectiveness of gender mainstreaming.).

In addition, you will prepare a lesson together with your mentor and use a gender responsive checklists/guide to gather information on how issues of GESI are considered in the lesson delivery. You will compare this to the checklist you prepared in Semester 1, find out similarities, differences, and prepare a comprehensive gender responsive scorecard. The following books are recommended for your reading: 1. *A Gender Responsive Pedagogy: A Toolkit for Teachers and Schools 2. Gender Responsive Pedagogy: A Teacher's Handbook* and any other relevant material.

DO

Ask your mentor to use the checklist prepared to score how you responded to GESI issues in your lesson delivery. Make a recording of the lesson you are delivering with the help of ICT tools (e. g. your phone, a video camera, an audio tape recorder). Below is a sample checklist:

Table: Sample Gender Responsive Scorecard

S/N	Actions/Strategies	Not achieved	Partially achieved	Half Achieved	Fully Achieved
1.	Equal opportunity is given to females and males to ask and answer questions in class				
2.	Ensures equal participation of females and males during role play				
3.	Pays attention to the composition of females and males during group work and assigns females leadership roles.				
4.	Mentor is patient with females and males who may be shy or afraid to speak.				
5.	Mentor checks to see if both females and males understand the lesson.				
6.	Constructive/positive verbal feedback is to both females and males in class.				
7.	Females have equal access to teaching and learning resources during lessons.				
8.	Body language does not exclude girls or shows preferential treatment to boys				
9.	Females and males are mixed in classroom seating arrangement so that pupils who need more support sit at the front.				
10.	Teaching and learning resources are devoid of gender biases.				
11.	Equal opportunity is given to learners with SEN.				
12	Learner with physical challenge is called to work examples on the board				
13	Learner low/no vision is supported brailed device				
14	Teacher speaks to make learners with hearing difficult to read their lips				
15	Marginalised learners are encouraged to work with peers				
Any other (Add on)					

16					
17					
18					
19					
20					

REFLECT TOGETHER

Reflect with your mentor and STS partner using the following questions:
Which area of your finding interests you most and why?
Do you disagree with any part of the actions/strategies? and Why?
Which actions/strategies do you think will be most helpful? Why?
Which actions/strategies do you think will be most difficult to implement? Why?
What can be done to address the challenges?
Compare how you were able to incorporate GESI in the lesson you delivered in Semester 1 and the one you delivered in Semester 2. Are there improvements in how you incorporated GESI in the Semester 2 lesson delivery? What new areas did you identify?

Use the feedback from your reflections to prepare a comprehensive Gender Responsive Scorecard (GRS) and record it in your SRJ.

TOPIC 7.2.6: ACTION PLAN FOR LIFELONG LEARNING

Topics 7.2.6 Action plan for lifelong learning	**Purpose:** In this topic, you will develop an action plan of continuous personal and professional development which emphasizes NTS on pedagogical knowledge, pedagogical content knowledge and content knowledge with mentors.
Activity 7.2.6.1: Design a personal action plan for lifelong learning (NTS 3j: *Produces and uses a variety of teaching and learning resources that enhance learning, including ICT* , 1b, 3e, 2c).	
Activity 7.2.6.2: Review and identify your pedagogical knowledge, pedagogical content knowledge and content knowledge needs with the mentor (NTS 1b: *Improves their personal and professional development through lifelong learning and continuous professional development* 2b, 2c, 3e, 3h).	
Activity 7.2.6.3: Evaluate the successful completion and achievement of the targets set for lifelong learning with the mentor (NTS 1a: *Critically and collectively reflects to improve teaching and learning*, 1b,).	
Learning outcome: When you have completed Topic 7.6 STS activities on targets for lifelong learning, you will:	**Indicators**
Demonstrate knowledge and skill in identifying gaps in personal and professional development and designing action plans to address them.	1. List of gaps in personal knowledge and skills 2. Personal action plan to address gaps 3. List of resources and sources of resources to address the gaps identified. Evidence of reading of literature on how to address similar learning needs

Activity 7.2.6.1 Design a personal action plan for lifelong learning

PLAN TOGETHER

In Year 2 STS activities, you studied activities leading to teacher professionalism. Having a personal action plan is the hall mark of every individual who wants to develop in his/her chosen profession. In this activity, you will design a personal action plan for your personal professional development in your teaching carrier.

Discuss with your mentor and STS partner the stages in the development of an action plan. The discussion can centre on the following question:

1. What goals (NTS) do I want to achieve?
2. Which strategies can help me achieve the goals?
3. When do I start the implementation of the strategies?
4. Who will monitor me to ensure the achievement of the implemented strategies?

Jot the answers to these questions and any other one that your mentor may add and use it to prepare your action plan. The goals you set must come from the NTS for Ghana taking into consideration your pedagogical knowledge (PK), pedagogical content knowledge (PCK) and content knowledge (CK) needs.

DO

Using the areas you discussed with your mentor during the planning stage, prepare your action plan setting your goals, strategies for implementation and setting timelines as well. You can make your action plan in a table form using ICT tools. Your table may look like Table 7.2.6.1.

Table 7.2.6.1: Student Action Plan for Personal & Professional development

S/N	Goals	Implementing Strategies	Start Date	End Date	Monitoring Officer (s)
1	Write lesson notes with varied teacher/learner activities [NTS 3e]	Consulting the curriculum and co-planning with mentor			Tutor/Lecturer or Mentor
2	Introduce lessons by reviewing learners' RPK and linking it up with new topic NTS 2f	Observe mentor and continual practice			Mentor
3	Identify classroom management procedures on discipline NTS 3d]	Read school rules and regulations			Lead mentor/Mentor
4					
5					
6					
Add on					

REFLECT TOGETHER

Meet with your mentor and STS partner to reflect on the action plan you prepared. Compare your plan with that of your partner and find out if you all have the same number of goals and whether the implementing strategies as well as the timelines are the same. Find out the reasons for their similarities and differences. Record your reasons for choice of your goals in your SRJ.

Keep a record of your reflections including reasons for the choice of your goals in your SRJ.

Activity 7.2.6.2 Review and identify gaps/needs in your pedagogical knowledge (PK), pedagogical content knowledge (PCK) and content knowledge (CK) with the mentor.

PLAN TOGETHER

In Year 1 Inclusive-Based Enquiry course, your tutor explained how learners respond differently to teachers' approaches to teaching. You might have also observed your mentor deliver series of lessons using different teaching strategies. In this study you will discuss your PK, PCK and CK needs with your mentor and prepare a checklist of teaching approaches that commensurate with your PK, PCK and CK needs.

Discus with your mentor strategies the mentor uses in lesson delivery and what informs the choice of those strategies. Discuss the assessment of student teachers' teaching grid in the NTEAP toolkit (see chapter 13) with your mentor and identify what can inform your choice of a teaching strategy. Prepare a lesson to be delivered using the grid.

DO

Deliver the lesson using the lesson note prepared. Task your mentor to observe your lesson using the assessment grid in the NTEAP toolkit as a checklist with emphasis on PK, PCK and CK. Record the lesson [with video or recording device] and discuss the feedback with your mentor.

NOTE: Consider ethical issues during the process of recording.

REFLECT TOGETHER

Reflect on the lesson you delivered with your mentor and STS partner. Share with them the areas you identified as strength and the areas you need improvement taking into consideration your PK, PCK and CK needs. Compare what you identified with that of your mentor and STS partner. Were there any differences and similarities. Record these in your SRJ.

Keep a record of your reflections in your SRJ.

Activity 7.2.6.3 Evaluate the successful completion and achievement of the targets set for lifelong learning with the mentor

PLAN TOGETHER

Ask your tutor/lecturer and mentor to discuss with you and your STS partner how he/she has achieved his/her professional development goals. Discuss also with your mentor and STS partner the NTS targets you have developed over the weeks of your school visit. You and your STS partner should plan to have an electronic or hard copies of the NTS handbook for discussion with your mentor in this activity as well. Discuss with your mentor and the STS partner ways of monitoring your progress in your chosen profession. You should present your action plan to the mentor for discussion during this activity and how you can evaluate your achievements.

DO

Examine the targets that you set with your STS partner and mentor in Activity 7.1.3.1 and other targets you have set throughout the Year 3 STS period. Let the mentor share with you the competencies he/she has observed within the weeks you have stayed with them by stating specific examples of some indicators of teacher's performance in the NTS handbook. Let them also share with you the areas that need improvement. Use the information to evaluate your achievement listing all the targets you achieved and those you were not able to achieve.

Discuss ways in which you can work to achieve the targets you could not achieve with your STS partner and mentor.

Note: Reflective Practice in teaching is a way of teachers carrying out self-evaluation of all aspect of their profession. Under this section, incorporate reflective practice concept/activity and a table to help with the process.

REFLECT TOGETHER

Meet with your mentor and STS partner to reflect on why and how you were able to achieve the set targets and or why you failed in some areas. Find out from the mentor the interventions you need to put in place to make you successful in your professional development. Record your findings into the SRJ.

Keep a record of your reflections in your SRJ.

TOPIC 7.2.7: PROFESSIONAL TEACHING PORTFOLIO DEVELOPMENT

Topics 7.2.7 Professional Teaching Portfolio Development	**Purpose:** In this topic you will develop and build your professional teaching portfolio.
Activity 7.2.7.1 Revision and discussion of personal teaching philosophy with tutor, mentor and STS partner (NTS 2a, 2f: *Develops a positive teacher identity and acts as a good role model for learners*).	
Activity 7.2.7.2 Discussion of the content of an embedded professional teaching portfolio (NTS 2a ,2f: *Critically and collectively reflects to improve teaching and learning*).	
Activity 7.2.7.3 Discussion of collected and compiled items in the professional teaching portfolio to meet the target of the NTS (NTS 2a, 2b, 2f: *Critically and collectively reflects to improve teaching and learning*).	
Learning outcome: When you have completed Topic 7.7 STS activities on the development (embedded teaching) of professional teaching portfolio, you will:	**Indicators**
1. Demonstrate a better understanding of embedded personal teaching philosophy.	1.1 Review and revise personal teaching philosophy statement. 1.2 State your beliefs of teaching and learning. 1.3 State your motivation for the change of your beliefs of teaching and learning
2. Demonstrate knowledge and skills in embedded professional teaching portfolio considering GESI issues.	2.1 Provide reports from observation on learners' needs compiled in an embedded portfolio. 2.2 Make a presentation on differentiated approaches used on learners according to needs and GESI issues. 2.3 Provide records in SRJ. 2.4 Organise the Portfolio/e-Portfolio.

Activity 7.2.7.1 Revision and discussion of personal teaching philosophy with tutor, mentor and STS partner

PLAN TOGETHER

In your year 2 STS activities, you worked at improving and developing your teaching philosophy statement. You are likely to have learnt something new from the discussions about teaching philosophy with your mentor and STS partner. In this activity, share with your STS partner and mentor any additional beliefs, values and understanding regarding teaching and learning gained after you were provided with feedback and how this has helped you in shaping your current teaching philosophy.

DO

Discuss with your STS partner and mentor, your current beliefs, values and understandings with respect to teaching and learning. Use the following questions (or their variants) as a guide in the discussion to improve your teaching philosophy.

1. What additional roles do I have as a classroom teacher?
2. What additional qualities do I believe an effective teacher should have?
3. What conditions can best promote learning among learners?
4. What changes to my approach of teaching should I make to suit the learning needs of my learners?
5. How do I create a safe and GESI learning environment for all kinds of learners?

Discuss with your mentor how she/he developed his/her teaching philosophy. Find out from your mentor how their teaching philosophy has changed over time and discuss the changes and the reasons for the change with them. Review your personal teaching philosophy statement taking into account the discussions you have had with your STS partner and mentor.

REFLECT TOGETHER

Discuss with your mentor and STS partner your reviewed teaching philosophy statement. Again, discuss any similarities and differences between your reviewed personal teaching philosophy statement and that of your STS partner with your mentor and give reasons for the differences. What new knowledge did you gain from the discussions?

Write in your SRJ what you have learnt from the sharing of personal teaching philosophies

Activity 7.2.7.2 Discussion of the content of an embedded professional teaching portfolio

PLAN TOGETHER

In your Year 2 STS activities you developed a personal teaching portfolio under the guidance of your tutors and mentors. It is anticipated that the feedback from them have informed you about other aspects of teaching philosophy (you are likely to have learnt something new from the discussions about teaching philosophy). In this activity, discuss and share with your STS partner and mentor any additional beliefs, values and understanding regarding teaching and learning gained from the feedback. In this activity, share with your STS partner and mentor the importance of developing a template for professional teaching portfolio. Refer to the chapter on assessment of this handbook (i.e., Assessment of STS) including NTEAP (6.4 & 7.5) for guidance on how to present your teaching philosophy

DO

With the help of your mentor and STS partner use the ideas that were generated during the discussion at the planning stage to prepare a template for professional teaching portfolio as shown below.

Table 7.2.7.2: Content of a Professional Teaching Portfolio

SN	Components of Artefacts	Details
2	Profile	
2	Career objectives	
3	Personal beliefs and values about teaching	
3	Personal data	
7	Educational qualifications	
5	Personality attributes	
7	Technical competencies	
7	Wider school artefacts e.g. • Trophies • Certificates • Pictures of events	
	Add on …	
8		
9		

Adapted from Year 2 STS Handbook

REFLECT TOGETHER

Compare your professional teaching portfolio template with that of your year 2 portfolio template. Discuss any similarities and differences between the two. Give reasons for the differences (if any).

Record in your SRJ what you have learnt from the discussion and sharing of professional teaching portfolio templates.

Activity 7.2.7.3 Collection, compilation and filing of artefacts (i.e., pictures, videos, audio tapes, reports from whole classroom enquiry reviewed personal teaching philosophy, entries in the SRJ).

PLAN TOGETHER

In college, your tutors would have explained to you what goes into developing a professional teaching portfolio. In this activity, discuss with your STS partner and mentor some of the artefacts required for developing a professional teaching portfolio. Refer to the key features of the professional teaching portfolio in the NTEAP (p. 23) and the chapter on assessment of this handbook (i.e., Assessment of STS) as well as the NTEAP Toolkit for STS year 3 for ideas.

DO

List with your STS partner the artefact you learnt in your college. Discuss the list with your mentor and find out how these artefacts can be collected from the school. Begin to collect artefact and select key ones that are representative of knowledge gained. Start to develop your professional teaching portfolio. Table 7.2.7.3 may serve as a guide.

Table 7.2.7.3: Example of contents in a Professional Teaching Portfolio

SN	Artefact in trainees' Professional Teaching Portfolio	Remarks
	Part of a Portfolio	
2	Personal Teaching Philosophy	
2	Student Reflective Journal	
3	Samples of learners' work the student teacher has graded, showing their comments	
7	University supervisor's/link tutor's assessment comments	
7	Minutes of meetings e.g., with mentor/lead mentor	
	Add on …	
5		
7		
	Classroom Practice	
2	Scheme of Work for whole class teaching	
2	Lesson plans for whole class teaching	
3	Lesson evaluations of whole class teaching	
7	Directed work/task sheets set by mentors and undertaken by trainees	
	Add on …	
5		
7		
	Component on Enquiry	
2	Whole class Enquiry	
2	Problem identified on a learner to be investigated	
3	Assessment instruments created by the student teachers with marking scheme and explanation of how effective or ineffective they were	
7	Conclusion and interpretation of the result from the enquiry	
	Add on …	
5		
7		

Reflection on artefact

Each item put in the portfolio should be accompanied by a brief written reflection indicating, for example:

- The date
- What the artefact is
- Rationale for its inclusion in the portfolio
- How it fits into your view of teaching and learning whole class enquiry
- How each artefact demonstrates teaching competency/knowledge gained about NTS

REFLECT TOGETHER

Compare the portfolio you have developed with that of your STS partner as well as the one you developed in Year One and Two. Discuss the differences/similarities and give reasons for your selection of the artefact. How does the artefact depict your achievements?

Record in your SRJ all artefact collected from the school.

8 DIRECTED SUPPORTED TASKS FOR TUTOR IN SEMESTER 1

TOPIC 8.1.1 PREPARATION TO TEACH IN SCHOOL 3: INDUCTION

Topic 8.1.1 PREPARATION TO TEACH IN SCHOOL 3: INDUCTION	**Purpose:** In this topic, you are required to support the student teacher to observe, teach and motivate (small group of learners e.g., 6) and be inducted into **School 3**
Activity 8.1.1.1 Orientation of the student teacher on school culture and key education policies using audio visual/tactile analysis/video observation e.g., archival materials (*NTS 2a: Demonstrates familiarity with the education system and key policies guiding it.*)	
Activity 8.1.1.2 Observation and taking field notes (braille or tactile for SEN), of some events and behaviours, attitudes, knowledge, and practices of teachers in the classroom and wider school life. (NTS 1d: Guided by legal and ethical teacher codes of conduct in their development as a professional teacher).	
Activity 8.1.1.3 Discussion in small groups (Mentor and the Student teacher) to teach, motivate and manage small group of learners (e.g., 6) learning with consistency, diversity, inclusivity and equity (NTS 3h: sets a meaningful task that encourages learner corroboration and leads to purposeful learning).	
Learning outcome: When you have supported the student teacher to complete Topic 8.1.1 STS activities, he/she will:	**Indicators**
Demonstrate knowledge, understanding and skills to observe, teach (small group of learners), motivate, manage and extend the learning of all learners in all subjects with increasing consistency whatever their socio-cultural, linguistic background and regardless of age, aptitude and ability in the student teacher's specialism (in School 3).	1. Plan of observation outline to support the management of small group support of learners. 2. Records of specific observations from wider school environment and induction process in school 3. 3. Report of planned activities indicating that the student teacher taught, motivated, and managed learners' learning with consistency, diversity, inclusivity and equity.

Activity 8.1.1.1 Tutor support for student teachers to be acquainted with the school culture and key education policies in school 3

PLAN TOGETHER

Before the student teacher starts his/her observation in School 3, formal orientation should be organised for him/her in the partner school and in the College. You should discuss with the student teacher the kind of information (e.g., school culture, ethos, key education policies, health and safety issues, GESI issues, safeguarding and child protection, assessment components in Y3 STS and the unwritten rules) you want him/her to collect from the partner school. Discuss with student teacher to take note of the socialization given in the partner school. Also, discuss with the student teacher other sources of information about the school culture and wider school life (e.g., from audio recordings, tactile analysis, videos, reports, etc.) that could be found in the school.

DO

Guide the student teacher to use the ideas that were generated during the orientation at the planning stage to prepare a schedule for the orientation in School 3 as portrayed in Table 8.1.1 and use it to gather information about the school culture and key education policies.
As a personal tutor inform the student teacher that video and audio recordings of past events of the school 3 could be used to familiarize themselves in the school. As a tutor, encourage the student teacher to actively participate in the orientation at the partner school.

Table 8.1.1: Sample schedule for the induction

SN	Item	Whose Responsibility	Remarks
1	Induction package, e.g. • Agenda • Reading of written policy documents (If available) • Stationery	School Head/Secretary	
2	Understanding the Culture and Ethos of the school, e.g., Unwritten Rules – example; learners stand to greet visitors	Lead Mentor/Head Teacher	
3	Outline of the key priorities for the school e.g. • Compulsory 45 minutes for reading (English Language) for all classes – (7:00–7:45am). • Regularity and Punctuality to classes. • Continuous Professional Development (CPD) and Staff meetings. • Mandatory Post Lesson Observation Reflection– between the Student Teacher and Mentor.	Curriculum teacher/Leader	
4	Key Education Policies e.g. • FCUBE • Inclusive education policy	School improvement support officer/Girls'	

	• Sexual Harassment policy • School Partnership Policy • Gender Equality and Social Inclusion policy	education officer	
5	Introduction to key school policies and procedures e.g. • Health and Safety • Safeguarding and promoting welfare of children i.e., child protection, anti-bullying, intimate care, internet safety, child sexual exploitation (CSE) • Relevant personnel procedures e.g., disciplinary, grievances, sexual harassment • Use of computers, internet, mobile phones	Lead Mentor	
6	• Graduation Ceremonies • Speech and Prize giving days • SMC/PTA meetings	Lead Mentor	
7	• Assessment components		

REFLECT TOGETHER

Ask the student teacher to share with you the information gathered to be included in the orientation agenda as discussed during the planning stage:

1. The school cultures
2. Key education policies in school
3. The wider school life
4. GESI issues
5. Assessments components for Y3S1

Activity 8.1.1.2 Tutor support for student teachers in observation and taking field notes (braille or tactile for SEN), of some events and behaviours, attitudes, knowledge, and practices of teachers in the classroom and wider school life. Note: *Obtain permission from your lead mentor through your mentor and seek the consent of teachers to be involved in the recordings before the event.*

PLAN TOGETHER

In Year 2 STS, student teachers might have observed some co-curricular activities performed in School 2. In this activity, you as the tutor will co-plan with the **student teacher** regarding how to take field notes of some events such as staff, PTA, SMC, CPD meetings. For example, co-plan with the student teacher to acquire write materials (such as pen, note pad, laptop, phones, tablets etc) and the agenda for the meeting (if possible). Discuss how they should pay attention to the proceeding of the meetings, write down salient points and issues discussed at the meeting and writing of minutes. Also, co-plan with the student teacher to actively participate in school clubs, sports and games, cultural activities, speech and prize giving days, open days, etc. Guide the student teacher on what to record (audios/videos) about teachers' behaviours, attitudes, knowledge and how they practice in both the classroom and the wider school life. Discuss and support the student teacher with ways in

which he/she can conveniently record some of the activities of teachers in the classroom and the wider school life with their permission.
Discuss with the student teacher to identify and cover two of the following areas in the classroom.

1. a five minutes' coverage of a lesson presentation
2. learners' group work
3. engaging learners with special needs
4. involving boys and girls in lessons
5. other…

Discuss with the student teacher ways in which mentors address the needs of learners, particularly those with special learning needs, as well as appropriate representation of boys and girls in the classroom.

DO

As a tutor remind the student teacher to make a list of sporting and cultural activities performed in School 3. Encourage the student teacher to participate actively in sports and games, cultural activities, speech and prize giving days, open days being organised in the school. As the tutor, remind the student teacher to take notes at staff, PTA, SMC, CPD meetings that they will be attending in the school. Also, they should support patrons and take part in all clubs' activities in the school. Remind student teacher to write down any award the partner school has received in the past in taking part in activities such as Independence Day march parade, inter-school quiz competition, sporting and cultural activities.

Remind student teachers to record (audios/videos) some teachers' behaviours, attitudes, knowledge and practices in the classroom using appropriate ICT tools (mobile phone, video camera, etc.) and save recordings for reuse.

REFLECT TOGETHER

Reflect with your student teacher any new ideas they have learnt from the events they participated in the school. Also reflect on the relevance of the events, the competencies and NTS achieved.

Remind them to Record their experiences in their SRJ.

Activity 8.1.1.3: Tutor support for student teachers in discussion in small groups on how to teach, motivate and manage small group of learners (e.g., 6) learning with consistency, diversity, inclusivity, and equity.

PLAN TOGETHER

In activity 7.1.1.1 student teachers might have viewed videos or listened to audio recordings on some of the school culture, key education policies, GESI related issues in the partner school and the wider school environment provided by the mentor/lead mentor. Co-plan with the student teachers to access video on classroom teaching from the YouTube and other sources using their phones, laptops, tablets etc. In this activity, you should discuss with the student teachers on how to teach, motivate and manage a small group of learners (example 6) and the mode of assessment (assessment for and assessment as learning) to be used for a lesson.

In the discussion with the student co-plan for four lessons with one to be taught on each day of visit after the orientation. Discuss with the student teachers on how to integrate GESI related issues in the classroom during the small group teaching and learning.

DO

Remind student teachers to watch the video they have accessed using their phones, laptops, tablets etc. Encourage student teachers to discuss among themselves the content of the videos regarding pedagogy, subject matter/content knowledge, classroom management and mode of assessment used by the teacher in the video. Remind student teachers to use the plan lesson to teach, motivate and manage small group of learners (example 6). Encourage student teachers to integrate the planned mode of assessment and GESI practices in the classroom into the small group teaching and learning.

REFLECT TOGETHER

Encourage the student teachers to share with you their experiences gained from the teaching and learning and how they will develop the competencies to achieve at least an aspect of the three domains of the NTS.

Remind student teachers to record the competencies gained and their level of achievements in the three domains of the NTS into their SRJ

TOPIC 8.1.2 LEADERSHIP QUALITIES IN THE CLASSROOM

Topic 8.1,2 Leadership qualities in the classroom	**Purpose:** In this topic, you are asked to support the student teacher to identify and discuss leadership qualities in the classroom setting.
Activity 8.1.2.1 Discussion on what classroom setting leadership qualities are, for example: setting classroom routines, devising the duty roster and positive behaviour management rules and regulations set with learners. (NTS. 1c, 1d: *Demonstrate effective growing leadership qualities in the classroom and wider school life*)	
Activity 8.1.2.2 Active participation in the formulation and display of classroom rules and regulations by student teacher (NTS 1a, 1c: *Critically and collectively reflects to improve teaching and learning*).	
Activity 8.1.2.3 Exercising legal and ethical codes of conduct required by the teaching profession in leadership (NTS 1d: *Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher*)	

Learning Outcomes: When you have supported student teachers to complete topic 8.1,2 STS activities, they will:	**Learning Indicators**:
Demonstrate skills of identifying leadership qualities and exhibiting them in the classroom setting.	1. List of leadership qualities identified in the classroom setting. 2. Evidence of leadership role played in the classroom setting. 3. Classroom rules and regulations agreed upon with learners and display on wall (NTS. 1c).

Activity 8.1.2.1 Tutor-discussion with student teacher what classroom setting leadership qualities are, for example: setting classroom routines, devising the duty roster and positive behaviour management rules and regulations set with learners. Mentor discusses with student teacher the classroom routine duty roster and rules and regulations set in the school (NTS. 1c, 1d)

PLAN TOGETHER

In this activity, you and your student teachers will discuss what classroom leadership qualities are, including the schedules of classroom routine duty roster and positive classroom management and rules and regulations set in the school. You should discuss with your student teachers' issues relating to: marking of class register, formulation of rules and regulations in the classroom, class time tabling, assigning roles and responsibilities in the classroom. Discuss with your student teachers how to plan, manage and assign roles and responsibilities in the classroom and what roles they will play in this.

DO

Help student teachers to go through the class duty roster and identify the roles and responsibilities of the various positions in the classroom, for example, how classroom timetable is prepared, how school/classroom elections are conducted, and appointments made. Remind student teachers to observe how their mentor plans, manages and assigns roles and responsibilities in the classroom. Ask student teachers to observe with their STS partner how the roles and responsibilities in the classroom contribute to the management of the classroom. Again, observe and share with your STS partner how the rules and regulations in the class, example. asking questions, respecting and listening to the teacher, raising up one's hand to speak, being quiet when the teacher is talking, being quiet when classmates are talking and sharing new ideas, contribute to maintenance of law and order.

REFLECT TOGETHER

Remind student teachers to share their experiences from the information gathered from the classroom leadership qualities, e.g. goal oriented, hardworking, willing to serve others, a good listener, a good communicator, a good decision-maker and being encouraging, with their mentors, lead mentor and STS partners and record them in their SRJ.

Activity 8.1.2.2 Tutor support for student teachers to actively participate in the formulation and display of classroom rules and regulations (NTS 1a, 1c)

PLAN TOGETHER

In this activity, you will support the student teacher to discuss the role he/she will play in the formulation of rules and regulations, for example, the role of a Returning Officer during the voting of class prefects, the role of reprimanding those who flout classroom rules and regulations, and the role of counselling those who flout classroom rules and regulation. Support the student teacher to explain how these rules and regulations apply to the class and the consequences for breaking them.

DO

In collaboration with mentors, support student teachers to write down the rules and regulations, for example. raising up one's hand to speak, being quiet when the teacher is talking, and sharing new ideas, on a cardboard and display them on the walls of the class where every learner can see. Encourage the student teacher to discuss with you his/her role as a Returning Officer during the voting of class prefects and as a Counsellor for those who flout the rules and regulations.

REFLECT TOGETHER

Share with your student teachers at least two roles they played in the formulation and display of class rules and regulations. Which classroom rules and regulations will you wish to have been abolished and why? Remind them to record in the SRJ at least two of the rules and regulations in their Portfolio.

Activity 8.1.2.3 Tutor support for student teachers in exercising legal and ethical codes of conduct in the class as required by the teaching profession in leadership. (NTS 1c, 1d).

PLAN TOGETHER

Encourage student teachers to discuss some of the legal and ethical issues, e.g., doing no harm, making things better, respecting others, being fair and loving, involved in leadership. Guide student teachers to use ICT, watch and listen to the code of conduct for teachers in Ghana at https://www.youtube.com/watch?v=DqjPwkS_aSU. Also, refer student teachers to p.4 of *GES Secondary Behavior Policy (2021)* and familiarise themselves with students' code of conduct. With the support of their mentor and STS partner, examine the implications of breaching any of such legal and ethical codes of conduct in the teaching profession.

DO

Guide the student teachers to record or write down some of the legal and ethical issues of code of conduct in the profession in the classroom. Guide him/her to add any of the codes of conduct such as conduct and behaviour, attendance, dress and appearance, self-respect and respect for others and respect for property and environment, as enshrined in the GES Secondary Behaviour Policy (2021). Also, ask him/her to add any of the codes of conduct to the following: doing no harm, making things better, respecting others, being fair and be loving as you watched the video on YouTube. Encourage the student teacher to observe learners' conduct in the classroom while considering the legal and ethical implications of such classroom issue or conduct.

REFLECT TOGETHER

While reflecting on the Ghana Education Service (GES) code of conduct and the Ghana National Association of Teachers' (GNAT) code of conduct and ethics that deal directly with teachers in the classroom, share with student teachers how knowledge about legal and ethical issues in the class can enhance their professional development as future teachers. Share with the STS partner and mentor at least two ways by which relevant knowledge and idea of legal and ethical issues in the classroom can positively influence their leadership styles in the class. Remind student teachers to record in their SRJ their findings on how legal and ethical issues can positively influence their leadership styles in the future

Topics 8.1.3 ACHIEVE SET TARGETS ON NTS

Topics 8.1.3 Achieve set targets on NTS	**Purpose:** In this topic, you will support the student teachers to plan and develop activities that will help to achieve the set targets for the NTS.
Activity 8.1.3.1 Setting NTS targets and planning activities to meet them with mentor and STS partner (NTS 1b; *Improves personal and professional development through lifelong learning and Continuous Professional Development*, 1a, 1c, 1d, 2a).	
Activity 8.1.3.2 Step by step strategies to develop the NTS on school clubs and co-curricular activities (NTS 1e: *Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice,* 1c,)	
Activity 8.1.3.3 Demonstration of understanding of GESI responsiveness in the classroom(NTS 3f: *Pays attention to all learners, especially girls and students with Special Educational needs, ensuring their progress*, 1a,)	
Learning outcome: When you have supported the student teacher to complete Topic 7.1.3 STS activities on achieving set targets on the NTS, they will:	**Indicators**
1. Demonstrate knowledge and understanding of the requirements of the National Teachers' Standards with the support from your mentors.	2.4 Written list of NTS targets set 2.5 Plan activities on set targets agreed upon with your mentor. 2.6 Provide reports (list of activities) on GESI responsiveness in the classroom.
2. Provide evidence on how you are able to meet the requirements of the National Teachers' Standards on leadership with the support from your mentors.	2.1 Records of class attendance by teachers. 2.2 Portfolio evidence on major policies. E.g., Teacher Ethics, GESI, Sexual harassment policy in the GES. 2.3 Evidence of active participation in co-curricular activities. E.g Parent Teacher Association, School Management Committee

Activity 8.1.3.1 Tutor Support for setting NTS targets and planning activities to achieve them with mentor and STS partner

PLAN TOGETHER

Student teachers have used the NTS in their STS activities in Years 1 and 2 and have discussed some activities that helps in achieving NTS set targets during lessons. They might have also observed their mentors display some of the NTS during their lesson delivery. Discuss with the student teachers the three domains and the sub-divisions of the NTS. Support them in setting some NTS targets and help them plan activities that will lead them to meet the targets set. Help the student teacher to acquire an electronic or hard copies of the NTS handbook for the discussion.

Guide the student teacher to decide on the NTS set targets that can be developed within the period for the visit, considering their strengths and areas for improvement and make a list of the targets. Support them to select activities that can help them develop the agreed NTS set targets. You may refer to NTS 1d, 1e, 1f, 2a, 2b for examples of set targets that are achievable within the time frame.

DO

Support student teachers in discussing the three domains and the sub-divisions in each domain of the NTS. Guide them to observe and make notes on activities and strategies their mentor puts in place to achieve the NTS set targets. Ask the student teacher to seek permission from their mentors to record and take pictures of their lesson delivery so as to play them back and make notes on them. Assist them to discuss, with their STS partner, notes they made from the lesson delivered regarding the NTS targets set and strategies used in achieving them. Using the lesson delivered, assist the student teacher to identify and discuss with the STS partner areas they may want to set their NTS targets on and plan activities to achieve them. Sample areas of the discussion can be:

1. How can I maintain consistent punctuality and regularity to school?
2. How do I improve my personal and professional development?
3. How do I implement constructive feedback from my mentors?
4. How do I make my lessons and activities in the school environment more GESI responsive?
5. How can I contribute meaningfully to school meetings?
6. Does my attitude and character in and out of school serve as a good role model for my learners?
7. How can I manage the behaviour of learners in both small and large classes?

NOTE: Be guided by the areas identified and NTS targets set and plan appropriate strategies to achieve them.

Remember that the NTS cannot be developed in a day's activity, but a lifelong and continual practice therefore have this in mind as you plan your activities.

REFLECT TOGETHER

On their return to college, assist the student teacher to discuss what they went to observe using their field notes and pictures/video/audio recordings. Ask the student teacher to brainstorm on why the need to discuss and set NTS targets and plan activities that help in achieving them.

Encourage student teachers to record the outcome of the reflection in their SRJ.

Activity 8.1.3.2 Step by step strategies to develop the NTS on school clubs and co-curricular activities

PLAN TOGETHER

School clubs and societies as well as other co-curricular activities help pupils to develop their talents such as leadership, good debaters, footballers whilst in school. You will assist the student teacher to acquaint themselves with some activities of school clubs and co-curricular activities so they can develop the NTS on that [Note: NTS 1d, 1e, 1f, 2a, 2b]. Ask the student teacher to enquire from their mentor the school clubs and co-curricular activities in the school of their visit. Let them make a list of the school clubs and societies in the school and the days of their meetings. Assist the student teacher to plan on how to visit the clubs and societies, learn their activities and participate in it. Their plan may look like Table 1.

Table 8.1.3.2a: Meeting Days of School Clubs and Society

S/N	School Clubs and Society	Day of meeting	Time of Meeting
1	Writers and Debaters Club	Tuesday	2:00 – 2:43
2	Drama and Music Club	Tuesday	2:00 – 2:43
3	Mathematics and Science Club	Wednesday	2:00 – 2:43
4	Creative Arts Club	Tuesday	2:00 – 2:43
3	Sports and Games Club	Friday	1:43 – 2:43
Any other club (Add on)			
6			
7			
8			

Encourage the student teacher to find out from their mentor, how learners behave during school clubs and societies. Encourage the student teachers to participate and observe learners' activities during morning assembly, break time and closing time activities. Ask the student teacher to have a discuss with their mentors how staff, PTA and SMC meetings are organised. and what they can learn during such meetings in-line with NTS 1d, 1e, 1f, 2a, 2b. Lastly discuss with the student teacher the demands of the stated NTS [1d, 1e, 1f, 2a, 2b] and how they can develop them. Encourage the student teacher to let their mentor or STS partner to assist them in monitoring their involvement in these activities so they can evaluate their performance during the reflection activity. Help the student teacher to develop a checklist (Table 8.1.3.2b) to monitor their performance for this activity. The checklist should be typed and printed.

Table 8.1.3.2b: Checklist for Monitoring Examples of the NTS in Action (Please tick (√) appropriately)

S/N	Examples of the NTS in Action	Good	Satisfactory	Needs Improvement	Not observed
1	Shows high levels of attendance and punctuality (1d).				
2	Has high respect for female and males' dignity (1d).				

3	Attends and contributes to school meetings, SMC and PTA meetings as appropriate (1e).				
4	Encourages parents to support their children in their education (1e).				
3	Expresses their own philosophy of what it means to be a teacher (1f)				
6	Learners see their teacher as a role model for females and males regardless of the teachers' gender (1f)				
Any other (Add on)					
7					
8					

DO

Encourage the student teacher to arrive at the partner school early to participate in morning courtesies such as cleaning, morning assembly and marking of register. Ask them to observe and participate in all other school activities bearing in mind the meeting days of school clubs and societies as prepared in Table 8.1.3.2a. Remind them to attend the club meetings and find out how their activities are conducted. Ask the student teacher to find out how the clubs and societies conduct their activities to promote unity themselves. Ask the student teacher to find out the clubs and societies that have females as their substantive leaders? Let the student teacher give advice where necessary for learners to emulate and see them as a role model? Encourage the student teacher to interact with the learners during co-curricular activities such as lunch or play time. Also, encourage them to participate and contribute in discussions during PTA, SMC or CPD meetings. Tell the student teacher to ask their mentor or STS partner to assist them in using the checklist developed to monitor their progress.

REFLECT TOGETHER

Remind the student teacher to reflect with their mentor and STS partner using the checklist for monitoring examples of the NTS in action using the following questions:

1. What examples of the NTS in action was I able to develop during this activity?
2. Which of the NTS targets set were not develop within the period?
3. What are the NTS in action targets needed improvement?
4. How do I improve in NTS in action targets which needed improvement?

Let the student teacher compare their achievement in the NTS with that of their partner.

Encourage the student teacher to record their reflection in their SRJ

Activity 8.1.3.3 Demonstration of understanding of GESI responsiveness in the classroom

PLAN TOGETHER

In the first year, the student teacher took a course in inclusive education, which exposed them to individuals with Special Educational Needs (SEN). In this activity, you will provide support to the student teacher to review their previous knowledge on SEN. Assist them to prepare a guide for gathering information (checklist) on GESI, taking into consideration issues relating to boys and girls, persons with visual and hearing difficulties, physical and emotional challenges and the marginalised. Discuss with the student teacher how these persons can be actively involved in the teaching and learning process.

DO

Ask the student teacher to observe the lesson of their mentor using the checklist they prepared. Task them to observe GESI responsiveness in the lesson delivery process by their mentor and appropriately put a tick (**√**) against any item on the checklist that was observed and a cross (**×**) on items not observed during the lesson delivery in line with GESI responsiveness. Ask the student teacher to record specific opportunities provided by the mentor for persons with SEN during the lesson delivery. Guide the student teacher to identify and discuss how else persons with SEN could have been better involved in the lesson observed. Below is the checklist:

Table 8.1: Checklist to observe GESI Issues in the classroom (place a tick [√] in the appropriate box)

S/N	Item	Observed	Not observed
1.	Equal opportunity is given to persons with SEN to ask and answer questions in class		
2.	Ensures equal participation of females and males during role play		
3.	Pays attention to the composition of learners with diverse needs during group work and assigns females leadership roles.		
4.	Mentor is patient with females and males who may be shy or afraid to speak.		
3.	Mentor checks to see if both females and males understand the lesson.		
6.	Mentor checks to see if both the brilliant and weak learners understand the lesson.		
7.	Constructive/positive verbal feedback is to both females and males in class.		
8.	Females have equal access to teaching and learning resources during lessons.		
9.	Body language does not exclude girls or shows preferential treatment to boys		
10.	Females and males are mixed in classroom seating arrangement so that pupils who need more support sit at the front.		

12	Teaching and learning resources are devoid of gender biases.		
13	Learner with physical challenge is called to work examples on the board		
14	Learner low/no vision is supported brailed device		
13	Teacher speaks to make learners with hearing difficult to read their lips		
16	Marginalised learners are encouraged to work with peers		
Others if any.			
17			
18			
19			
20			

Source: The Gender Handbook for Teaching Practice Mentors (page 12).

REFLECT TOGETHER

Discuss with the student teacher the extent to which they have achieved the set target throughthe GESI checklist results of what was observed during the lesson delivery by their mentor. Ask the student teacher the "why" and "how" questions. E.g., what specific opportunities were provided by the mentor for persons with SEN during the lesson delivery? Why did the mentor choose a particular seating arrangement? How can the mentor ensure that a learner with socio-emotional challenges also fully benefit from the lesson delivered? Guide them to identify specific activities they can use to prepare GESI responsive lessons.

Let the student teacher record in their SRJ what they will do differently to make the lesson more GESI responsive for learners if they have the opportunity to teach. Again, encourage them to record how they are achieving the NTS targets set.

8.1 DIRECTED SUPPORTED TASKS FOR TUTORS IN SEMESTER 2

TOPIC 8.2.1: TEAM TEACHING: CO-PLAN, CO-TEACH, AND CO-ASSESS

<table>
<tr><td>Topic 8.2.1: Team Teaching: Co-Plan, Co-Teach, and Co-Assess</td><td>Purpose: In this topic, you will support the student teacher to acquire knowledge and skills of co-planning, co-teaching, and co-assessing sequences of lessons across all required subjects of the school curriculum with regards to cross cutting issues/skills and issues of Gender Equality and Social Inclusion (GESI). This will be assessed through practical teaching activities, entries made in the reflective journal and collection of artefacts in the professional teaching portfolios (Also see chapter 12 of this handbook for NTEAP assessment grid)</td></tr>
<tr><td colspan="2">Activity 8.2.1.1: Orientation and Co-planning of schemes of learning
(NTS 2f: Takes accounts of and respects learners' cultural, linguistic, socio-economic, and educational backgrounds in planning and teaching; 3a, 3f)</td></tr>
<tr><td colspan="2">Activity 8.2.1.2: Co-teaching and co-assessing lessons in the classroom
(NTS 3a: Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching; 3p, 3k, NTEAP pages 7&8)</td></tr>
<tr><td colspan="2">Activity 8.2.1.3: Holding post -teaching conference (reflections)
NTS 1a: Critically and collectively reflects to improve teaching and learning.</td></tr>
<tr><td>Learning outcome: When you have supported the student teacher to complete Topic 8.2.1. STS activities, they will:</td><td>Indicators</td></tr>
<tr><td>Exhibit knowledge and skills of co-planning, co-teaching and co-assessing sequences of lessons across all required subjects of the school curriculum taking into consideration cross cutting issues/skills and issues of GESI</td><td>1. Prepared Scheme of learning indicating roles of mentor and student teacher
2. Prepared lesson plans showing cross cutting skills and issues, equity, and inclusivity; and roles of mentor/student teacher clearly defined
3. Class exercises/assignments showing differentiation in teaching and intended outcomes
4. Marked exercises and score sheets of learners under the supervision of mentor
5. Record of reflection session held</td></tr>
</table>

Activity 8.2.1.1: Tutor support for the student teacher to Co-Plan schemes of learning

PLAN TOGETHER

The student teacher has been observing classroom teaching and wider school life since Year 1. In this semester, the student teacher will be teaching for the first time. Use videos /films/ documentary/ tactile analysis to prepare the student teacher on modern trends of teaching and learning, how to prepare schemes of learning, lesson plans, teach, manage the class, and assess learners. Discuss with the student teacher what should go into the scheme of learning and lesson plan. Remind the student teacher to co-plan the schemes of learning with their STS partner and mentor. Encourage the student teacher to co-operate with their STS partner and mentor and respect each other opinions.

DO

Guide the student teacher to select a subject and use the template in Table 8.2.1.1 as a guide to help the student teacher prepare scheme of learning for a given semester/term. Remind the student teacher to consider GESI in the selection of the TL resources (for example, ensure that TL resources do not perpetuate traditional gender roles).

Table 8.2.1.1: Template for writing the scheme of learning for a given Semester/Term

Week	Strand	Sub-Strand	Content Standard	Indicators	Resources
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

REFLECT TOGETHER

Encourage the student teacher to share with their STS partner and mentor some of their experiences during the preparation of the scheme of learning. Remind them to write their reflections in the SRJ. When the student teacher returns to college, find out from them some of the new competences they learnt.

Remind the student teacher to record their reflections in the SRJ

Activity 8.2.1.2: Tutor support in co-planning, co-teaching, and co-assessing lessons in the classroom

PLAN TOGETHER

Discuss with the student teacher the topic/performance indicator to be taught and how to prepare the lesson plan. Encourage the student teacher to decide with the STS partner and mentor the parts of the lesson (phase 1: starter, phase 2: main, phase 3: plenary/reflections)

each of them will teach (a part of the lesson) bearing in mind cross cutting issues of equity and inclusivity. Guide the student teacher on how to match teaching and learning activities with appropriate TL resources that are ICT related to support learners in achieving intended learning outcomes in their lesson plans. Advise student teacher to discuss with their STS partner and mentor, how to assess learners using differentiated assessment bearing in mind GESI (individual differences and abilities) and cross cutting issues.

Do

Remind the student teacher to prepare their lesson plans with their STS partner and mentor and co-teach the lesson bearing in mind the agreement made at the "**plan together"** stage. Encourage the student teacher to align their teaching and learning activities with the appropriate TL resources that are ICT related to support diverse learning needs and help in achieving intended learning outcomes. Remind the student teacher to ask for assistance from their STS partner in recording their lesson using ICT tools such as camera, phone, tablet. Encourage the student teacher to mark and grade class exercises (if any) under the guidance of the mentor.

REFLECT TOGETHER

Remind the student teacher to share with their STS partner and mentor:

1. The challenges they encountered during the lesson.
2. How they resolved the challenges encountered.
3. The new teacher competencies they learnt.

Remind the student teacher to record their reflections in the SRJ

Activity 8.2.1.3: Tutor support in holding post -teaching conference (Reflection Sessions)

PLAN TOGETHER

Remind the student teacher to plan with their STS partner and mentor to schedule a time for post lesson reflections. Encourage the student teacher to make available a recording device to record the session. Encourage the student teacher to seek assistance from their STS partner to record this session bearing in mind legal and ethical issues.

DO

Encourage the student teacher to hold a frank discussion with their STS partner and mentor about the lesson co-taught, highlighting what went well, needs improvement, lessons learnt, and challenges encountered. Remind the student teacher to record using video or audio such sessions and keep a copy in their portfolio. Remind the student teacher to complete Table 8.2 under the appropriate headings and record in their SRJ.

Table: 8.2: Reflection Guide

S/No.	What went well?	What needs improvement?	Lessons learnt	Challenges (if any)
1.				
2.				
3.				
4.				

5.				
6.				
7.				

REFLECT TOGETHER

Remind the student teacher to share with their STS partner and mentor the following:

1. Why it is important to hold post-lesson conference.
2. How they benefitted from this session.
3. How they wish to improve given another opportunity.

Remind the student teacher to record their reflections in the SRJ

This topic (8.2.2) Teaching learners with diverse background is a built-on on the previous topic 7.2.1 (Team Teaching: Co-planning, Co-teach, and Co-assess)

TOPIC 8.2.2: TEACHING LEARNERS WITH DIVERSE BACKGROUND

<table>
<tr><td>Topic 8.2.2: Teaching learners with diverse background</td><td>Purpose: In this topic you will support the student to acquire knowledge and skills of how to teach, motivate, manage, and extend the learning of all learners, with increasing consistency, whatever their socio-cultural, linguistic background and regardless of age, aptitude, and ability.</td></tr>
<tr><td colspan="2">Activity 8.2.2.1. Identification of learners' learning needs, differentiated learning and interventions to address the learners needs in classroom.
(NTS 2e: Understands how children develop and learn in diverse contexts and applies this in his or her teaching; 2f, 3c, 3e, 3m)</td></tr>
<tr><td colspan="2">Activity 8.2.2.2 Plan and teach lessons integrating appropriate ICT tools with comments from lead mentor/mentor addressing consistency, diversity, and inclusivity
(NTS 2f: Takes accounts of and respects learners' cultural, linguistic, socio-economic, and educational backgrounds in planning and teaching; 3c 3g, 3j, 3k)</td></tr>
<tr><td colspan="2">Activity 8.2.2.3 Plan out-of-class activities to consolidate and extend pupils' learning (field trips, excursions etc.)
(NTS 2e: Understands how children develop and learn in diverse contexts and applies this in his or her teaching; 3e)</td></tr>
<tr><td>Learning outcome: When you have supported the student teacher to complete Topic 8.2.2 STS activities, they will:</td><td>Indicators</td></tr>
<tr><td>Demonstrate knowledge and skills of how to teach, motivate, manage, and extend the learning of all learners, with increasing consistency, whatever their socio-cultural, linguistic background and regardless of age, aptitude, and ability.</td><td>1. Lesson plans with appropriate comments from lead mentor/mentors on consistency, diversity, and inclusivity.
2. List of learners' needs and differentiated learning identified and compiled
3. Written reports of interventions that addressed learners' needs identified in the classroom.
4. Established Criteria for assessment of learners' needs
5. Records on out-of-class learning activities</td></tr>
</table>

Activity 8.2.2.1: Tutor support the student teacher in Identification of learners' learning needs, differentiated learning and interventions to address the learners' needs in classroom

PLAN TOGETHER

In Year 2, the student teacher identified four learners with learning needs in their classroom. Discuss with the student teacher some of the learning needs of learners and ways of identifying learners' learning needs. Guide the student teacher to plan and prepare questions to guide them carry out the study (use Table 8.2.2 as a guide). Discuss with the student teacher appropriate interventions that can be used to address the identified learning needs. Assist them to prepare and use ICT tools (phone, iPad, tablet, laptop etc.) to make a list of learners with diverse needs.

Do

Refer the student teacher to their mentor to guide them use the questions they and their STS partner prepared to identify learners learning needs employing ICT tools e.g. (Microsoft word or excel). Table 8.2.2 is a guide for recording learners' learning needs identified. Encourage the student teacher to tick **(√)** the appropriate column if a learning need is present or absent. Advise them to use the interventions identified with their STS partner and mentor to address learning needs as in Table 8.2.3. Coach the student teacher in how to use differentiated approaches to handle learners' learning needs. Guide the student teacher in how to write a report and include videos or pictures of interventions they used to address the learners' needs. Task them to include the report in their portfolio.

Remind them to keep a list of identified learners' needs and interventions used, in their SRJ.

Table 8.2.2.1a Sample of questions of learning needs

Learning needs	Present	Not present
Are there learners who have difficulties in …		
1. seeing from some directions and locations in the learning environment?		
2. hearing from some directions and locations in the learning environment?		
3. in sitting?		
4. movement?		
5. working with numbers?		
6. working with calculations?		
7. reading?		
8. writing?		
9. exhibiting self -esteem?		
Any other		
10.		
11.		

Table 8.2.2.1b: Learning needs and suggested interventions

S/No.	Learning Needs	Suggested Interventions
1.	Difficulty in seeing	Relocation/ referral to assessment centre/ write boldly/ use more illuminated rooms
4.	Difficulty in hearing	Relocation/referral to assessment centre/ speaking louder/ encourage lip reading
5.	Difficulties in movement or sitting	Buddy assistance/ use of assistive devices
Add on		
6.		
7.		
8.		

REFLECT TOGETHER

Encourage the student teacher to share with their mentor, some of the learner learning needs identified and how successful the interventions were.

Remind the student teacher to record their responses in the SRJ

Activity 8.2.2.2: Tutor support the student teacher to plan and teach lessons with comments from lead mentor/mentor, addressing consistency, diversity, and inclusivity

PLAN TOGETHER

In the early part of the semester, the student teacher co-planned, co-taught and co-assessed lesson with their mentor. They also prepared a scheme of learning with their mentor. Discuss with the student teacher on topics to be taught, TL resources to be used, bearing in mind diversity and inclusivity.

DO

Ask student teacher to use the ideas from the discussions with their STS partner and mentor to prepare a lesson plan. Remind them to submit their lesson plan to the lead mentor/mentor for vetting/comments, before using the vetted lesson plan to teach. Encourage the student teacher to use relevant ICT tools (video, simulations etc.) to enhance their teaching. Remind the student teacher to ensure that learners with diverse learning needs are considered. Encourage the student teacher to keep the vetted lesson plan in their portfolio.

REFLECT TOGETHER

Remind the student teacher to share with their STS partner and mentor how they handled learners with learning needs during the lesson. Encourage the student teacher to find out from their STS partner and mentor how they would have handled learners with similar or different needs.

Remind the student teacher to record the comments from the lead mentor in the SRJ.

Activity 8.2.2.3: Tutor support the student teacher to plan out-of-class activities to consolidate and extend pupils' learning (field trips, excursions etc)

PLAN TOGETHER

The student teacher has just finished teaching a lesson on a selected topic. Ask them to plan with their STS partner and mentor an out-of-class activity to be embarked upon. With the help of their mentor and lead mentor remind the student teacher to seek for the consent and permission before the activity if necessary. Let them make available devices (e.g., recorder, phone, camera, tablet, etc) that would help them to record the activities.

DO

Let student teacher seek the help of the mentor to take learners out of the class to extend their learning on the topic treated. Coach the student teacher on how to conduct out-of-class activities on some lessons. For example, after a lesson**,**

1. ***B4. 1.2.1.1: Discuss the effects of human activities on the environment (RME B4), coach*** them on how to take the learners out into the community to observe the human activities (poor waste management/the filth of plastic bags) and how they affect the environment.
2. ***B5.2.1.1.2 Describe some ancient towns in Ghana (History, B5)***, coach them on how to take the learners on an excursion to one of the ancient towns learnt (*the one nearer*) for them to extend their learning.
3. ***B7.3.4.1.1: Discuss the characteristics of the different farming systems in Ghana (Integrated Science, JHS 1)***, coach them on how to take the learners to nearby farms to extend their learning on the characteristics of different farming systems.
4. ***B1.1.4.2.1.1: State the similarities and differences between the communities where learners live (History B1),*** coach them on how to take the learners to historical sites in the town e.g., an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc. to extent their learning

Remind the student teacher to have STS partner to assist in recording the activities, bearing in mind legal and ethical issues.

Let the student teacher keep a record of the activities in their portfolio.

REFLECT TOGETHER

Ask the student teacher to share with their STS partner and mentor aspects of the lesson that indicated extended learning among learners. Ask them to share their experiences on the out-of-class activities with their STS partner and mentor.

Remind the student teacher to record their reflections in the SRJ.

TOPIC 8.2.3 CLASSROOM ENQUIRY: TEACHING AND LEARNERS' LEARNING

TOPIC 8.2.3 Classroom enquiry: teaching and learners' learning	PURPOSE: In this topic, you are required to support the student teacher to conduct a small-scale classroom enquiry on teaching and learners' learning. You should remind student teachers of the expectations for the classroom enquiry project for this semester, including the assessment criteria. Chapter 12 contains details of Assessment Criteria and guidance on the enquiry project.
Activity 8.2.3.1 Identification of learners' learning needs regarding teaching and learning interaction in the classroom keeping in mind GESI and collection of data to justify the learners' learning need(s) identified. (NTS 1a: Critically and collectively reflect to improve teaching and learning) NTS 3b,	
Activity 8.2.3.2 Proposing of intervention(s) to remedy the identified learners' learning needs. (NTS 3m: identify and remediate learners' difficulty or misconceptions, referring learners whose needs are outside the competency of the teacher)	
Activity 8.2.3.3 Collection of post intervention data, analyzing, drawing conclusions and recommendations with the aid of appropriate ICT. (NTS 3j: Produces and uses variety of teaching and learning resources that enhance learning including ICT), 3m	
Activity 8.2.3.4 Write report on the enquiry undertaken. (NTS 3b: *carry out small scale action research to improve practice*)	
Learning Outcomes: When you have supported the student teacher to complete topic 8.2.3 of their STS activities in the school 3, they will:	Indicators
Demonstrate knowledge and understanding on how to conduct a classroom enquiry on teaching and learners' learning.	1. List of teaching and learners' learning needs identified in the classroom. 2. Designed instruments used for data collection. 3. List of interventions used to solve the problem(s) identified. 4. Data on teaching and learners' learning needs analysed. 5. Final report on teaching and learning needs identified, analysed and conclusions drawn with recommendations to improve teaching in the classroom under the supervision of mentor.

Activity 8.2.3.1 Tutor support for the student teacher in the identification of learners' learning needs regarding teaching and learning interaction in the classroom keeping in mind GESI and collecting data to justify the learners' learning needs identified.

PLAN TOGETHER

In Year 2 STS you supported the student teacher to undertake a small-scale classroom enquiry with 4 leaners on their learning and progress. The student teachers also learnt about the learning needs of learners in the classroom during their inclusive school-based inquiry course in Year 1 Semester 1. In year 3 semester one, the student teachers undertook a course on classroom enquiry as part of Pedagogic Studies. In this STS you should support student teachers to apply what they learned in conducting a small-scale classroom enquiry. As a tutor, you are required to co-plan with the student teachers to carry out another classroom enquiry regarding teaching and learning in a whole class.

You should support the student teachers to read to refresh your mind on teaching and learners' learning needs from your Year 1 Inclusive School-based enquiry course materials and the Classroom Enquiry Course from Y3S1. Also guide them to read up on action research from various sources such as the internet, books, and academic journals.

As a tutor, co-plan with the student teachers on how to include learners with different learning abilities, how to encourage purposeful group talk and use of ICT in lesson delivery e.g., use of power point presentation considering the need of a visually impaired person (if any in the class). Co-plan with the student teachers on the resources that will be required to undertake the enquiry.

Co-plan with the student teachers to identify learners with learning needs in the classroom for example those having difficulties in understanding certain topics and concepts in some subject areas, learners with different learning abilities e.g., slow pace learners in class. In identifying the learner's learning needs keep in mind GESI. For example, considering representation of boys and girls as appropriate. You should co-plan with the student teachers to prepare data collection instruments such as an observation checklists and observation guide to collect initial data on learners' learning needs in the classroom. Co-plan with the student teachers to select one of the learning needs of the learners observed in the classroom for the purposes of the inquiry. For instance, selecting learners showing difficulties working with numbers/calculation. Then co-plan with the student teachers to develop interview guide to collect data to diagnose learners learning needs of difficulties working with numbers/ calculation. The data will justify the learners' learning needs identified under the guidance of the mentor. As a tutor, co-plan with the student teachers on how they should examine the learners' class performance from the marked class exercises and tests to collect more data and present as pre-intervention data to justify the reality of the learners' learning needs identified. Co-plan with the student teachers on how to analyse and present the initial data collected in the enquiry. Use tables 8.3.1a, 8.3.1b, 8.3.1c and 8.3.1d as a guide.

DO

Remind the student teacher to observe the entire class during lesson deliveries and closely take note of learners with special learning needs using observation guide they have designed. Encourage the student teacher to record sessions using their phones, tablets, writing pad etc. with permission from the lead mentor and learners. Guide the student teachers to use the interview guide they have designed to elicit information from the learners on the selected

learning needs. Encourage student teachers to use the information elicited to diagnose the causes of the learning need identified.
In addition, guide the student teachers to examine the marked class exercises, tests, etc. of the learners, record the performance scores, analyse, and present as evidence to justify the learners' learning needs identified. Encourage the student teachers to use their digital literacy devices such as camera, phones, and laptops to collect data on learners with learning needs identified in the classroom. Remind student teachers to use ICT tools (e.g., Microsoft excel, Microsoft word) to store the data collected.

Table 8.3.1a Sample observation guide to collect data on learners during lesson delivery

The learner shows difficulty in: the list below is not clear as to what exactly are the 8 learners' learning needs.		
Learning Needs of Learners	Tick if Presence	Cross if absence
Learners show difficulty in oral expressions/spoken language		
learners show difficulty in reading the age-appropriate book		
Learners show difficulty in writing		
Learners show difficulty in working with numbers/ calculation		
Learners show difficulty in creative work		
Learners show difficulty in solving problems		
Learners show difficulty in meeting curriculum content standard		

NB: Add other relevant learners' learning needs.

Table 8.2.3.1b Sample interview guide to diagnose Learners' learning needs of difficulty in working with numbers/calculations

S/N	Question	Learner's response
1	What subject do you like best in the class?	
2	Why do you like that subject?	
3	Do you have difficulty in working with numbers/calculations?	
4	Which area(s)/aspect(s)/ topic(s)/strand(s) do you find very difficult to understand in mathematics?	
5	Why do you find the area(s)/aspect(s)/ topic(s)/strand(s) very difficult to understand?	
6	How have you been performing in mathematics	

NB: Add other relevant questions that can help you elicit important information

Table 8.2. 3.1c Sample Pre-intervention data on Learner's performance score from marked exercises and tests.

	Learners' Scores						
S/N	LEARNER'S NAME/Code	Class Exercises 20 marks	Assignments/ Homework 20 marks	Project Work 20 marks	Class Tests 40	TOTAL 100% marks	REMARKS
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

Table 8.2. 3.1d Sample Pre-intervention test data on Learner's performance score from marked exercises and tests.

S/N	LEARNER'S NAME	TOTAL (100%)	REMARKS
1		60	
2		55	
3		50	
4		45	
5		35	
6		35	
7		45	
8		50	
9		50	
10			
11			
12			
13			
14			

15			
16			

Table 8.2. 3.1d Sample pre-intervention template for collecting test data on learners' performance score from marked exercises and tests.

S/N	LEARNER'S NAME	TOTAL (100%)	REMARKS
1		90	
2		55	
3		50	
4		45	
5		35	
6		35	
7		45	
8		50	
9		50	
10			
11			
12			
13			
14			
15			
16			

REFLECT TOGETHER

Encourage student teachers to compare with their STS partner (if any) the learners and their learning needs they have identified and share with you and their mentors. Remind student teachers to note the differences and similarities in what they identified. Remind student teachers to explain how GESI related issues were addressed.

Task:

- Remind student teachers to write down at least four of the learners' learning needs they identified in the class.
- Remind student teachers to make a list of references of the material read to refresh their mind.

Encourage student teachers to keep record of the reflection in the SRJ.

Activity 8.2.3.2 Tutor support student teachers in proposing of intervention(s) to remedy the identified learners and their learning needs(s)

PLAN TOGETHER

Discuss with the student teachers to refer to their enquiry focused courses and read more on classroom enquiry (action research) from books, academic journals etc. and watch videos from YouTube on classroom enquiry using phone, laptops, tablets, iPad etc. and other relevant materials for deeper understanding.

Having guided student teachers to identify and diagnose learners learning need and the causes, now co-plan with the student teachers to out with two objectives they want to achieve in the enquiry. Co-plan with student teachers to formulate two research questions to guide the enquiry and look for information on possible classroom interventions from various sources.
Co-plan with student teachers to propose relevant interventions based on the diagnosis. For instance, remedial lessons. The interventions will be used to remedy the learning needs of the learners the student teachers have identified. As a tutor, discuss with student teachers the steps and the duration to be used to implement the proposed interventions. Co-plan with the student teachers to design an interview guide to collect data on the objectives formulated.

DO
Remind student teachers to list the proposed relevant interventions to remedy the learners' learning needs identified in the classroom with the mentors' support.
Remind student teachers to implement the proposed interventions (for example remedial lesson) step-by-step and within the duration as planned to remedy the learning needs identified taking note of possible challenges that may emerge and how they address the challenges. Also, remind student teachers to record events using your phones, note pad, laptop, tablets etc.
Remind student teachers to use the interview guide they have designed to collect data on the objectives formulated, analyse and discuss the data collected taking note of the findings.

REFLECT TOGETHER
Encourage student teachers to share with you the challenges they encountered during the implementation of the proposed interventions and how they addressed the challenges.

Task:
As a tutor ensure that student teachers write the following in their SRJ

- A list of references of the material read to refresh their mind
- A list of the interventions used.
- A list of the challenges encountered in implementation of the interventions

Activity 8.2.3.3 Tutor support for student teachers in collection of post intervention data, analysing and drawing conclusions and recommendations with the aid of appropriate ICT.

PLAN TOGETHER
In year 2 STS, student teachers were supported to carry out a small-scale classroom enquiry with 4 learners and in the study, data were collected, analysed and interpreted. Also, in Year 1 inclusive school-based enquiry course and Y3S1 Classroom Enquiry Course student teachers were taken through data collection approaches, analysis and interpretation. Student teachers having implemented the proposed intervention (for example remedial lesson) in activity 2 of Year 3 semester 2, now co-plan with the student teachers to give exercise and test to the learners in order to evaluate the effectiveness of the intervention they have implemented. Also, discuss with the student teachers how they will mark the learners exercise and test, compile the scores and present the data as the post- intervention results using table 8.2.3.3a as a guide. In the planning with the student teachers, discuss how they will compare, present

and interpret the pre-intervention and post-intervention data to see whether the learners' learning needs identified have been addressed. Use table 8.2.3.3b and its interpretation as a guide.

DO

Remind student teachers to give exercise and test to the learners, mark the exercise and test, compile the scores, analyse and present the results using ICT such as Microsoft excel and word. Remind student teachers to compare the pre-intervention and post-intervention data to see whether the learning needs identified have been addressed. Encourage student teachers to present the two results obtained using appropriate formats, e.g., tables, graphs, etc. and interpret the results.

RFEFLECT TOGETHER

Encourage student teachers to reflect on the results obtained and discuss the following with you and their mentors: 1. the findings, 2. whether the learners' teaching and learning needs identified have been addressed with evidence.

Task: Remind the student teachers to write their findings in the SRJ and inspect

Table 8.2.3.1a Sample post-intervention data on Learner's performance score from marked exercises and tests.

S/N	LEARNER'S NAME	TOTAL (100%)	REMARKS
1		90	
2		90	
3		87.5	
4		75	
5		85	
6		72.5	
7		67.5	
8		90	
9		80	
10			
11			
12			
13			
14			

8.2.3.3b: A sample guide to comparing the Pre- and Post-intervention Tests Results

S/N	Name of learner	Pre-Intervention Test Results (100)	Post-Intervention Test Results (100)	Difference	Percentage (%)
1		60	90	30	50
2		55	90	35	64
3		50	87.5	37.5	75
4		45	75	30	67

5		35	85	50	143
6		35	72.5	37.5	107
7		45	67.5	22.5	50
8		50	90	40	80
9		50	80	30	60

Interpretation of the Pre-Intervention and Post Intervention Test Results

By inspection from table 8.2.3.3a, it can be seen that there has been a remarkable improvement in the learners' performance as a result of the implementation of the intervention activities. For instance, serial numbers 5 and 6 had over hundred percent that is 143 and 107 respectively. The least score of increase is 50% and only two learners had that. The rest scored over 50% increment. It is therefore clear that there has been a positive transformation in the knowledge and understanding of the learners in working with numbers and calculations. It can also show that more learners scored higher marks in the post-intervention test than in the pre-intervention test.

Activity 8.2.3.4 Tutor support for student teachers to write a Report on the Enquiry Undertaken.

PLAN TOGETHER

In Year 2 STS student teachers were supported to conduct small-scale classroom enquiry with 4 learners and wrote a report on the enquiry they carried out. In Year 3 semester 2 activity, co-plan with student teacher on how they should communicate the results of the enquiry carried out in written form using appendix 1 as a guide. In the planning, discuss with the student teachers the timelines for the report drafting, review, corrections, and submission of final report as well as the resources that will be required including ICT tools in writing the report. Discuss with the student teachers the findings of the enquiry and draw conclusions with recommendations to be included in the report.

DO

Remind student teachers to mobilise the resources for the report writing e.g., Laptop, printer, A-4 paper, and notepad. Remind student teachers to use the agreed format/template as in appendix 1 to write the report on the study undertaken. Encourage student teachers to work according to the agreed timelines for the draft, review, corrections, and submission of the final report.

Supervisor the student teachers to draft a report of between 2500-3000 words on the enquiry they carried out using the template as well as ICT such as phones, laptop, tablet and note pad. Review the draft report of the student teachers. Ensure that student teachers effect all corrections and suggestions made to the draft report before final submission. Remind student teachers to submit final report in the prescribed format to you, mentor/lead mentor and add a copy to their portfolio as per the agreed deadlines / timelines.

REFLECT TOGETHER
Ask student teachers to orally share with you how the enquiry was conducted, findings, conclusions and recommendations made. Also, ask student teachers to share with you the core competencies developed and NTS achieved during the enquiry.

APPENDIX 1

PROPOSED TEMPLATE FOR THE WRITING OF THE REPORT ON CLASSROOM INQUIRY CARRIED OUT

Topic (carved out of the Problem identified to work on. Note: Action Research Topics often depict the Problem and the Intervention at the same time)

BACKGROUND TO THE STUDY.
Introduction
This should include

- How the problem was identified
- Conduct pre-intervention class exercise, test etc and mark for evidence that the problem existed in the classroom
- Diagnosis of the problem

-Description of the study area
Statement of the problem
Purpose [It should seek to bring about a change]
Objective(s) of the study
Research Questions
Scope of the study/Delimitation of the study
Limitations of the study (challenges faced)

LITERATURE REVIEW (The readings that they were tasked to do should be geared towards this)

METHODOLOGY
Design of the study
Population of the study
Sample size and sampling technique
Data collection instrument(s)

- observation
- interview guide
- document analysis

Intervention

- Description of step-by-step implementation of the intervention
- Description of period of implementation

Post-intervention

- Description of Post intervention data collection
- Analysis and discussion of post-intervention data collected

- Conducting post-intervention class exercises, tests, etc and marking. Examination of marked post-intervention marked class exercises, tests, etc and collating results and presenting

Comparing Post and Pre- intervention results and interpretation

FINDINGS, CONCLUSION AND RECOMMENDATIONS

- indicate the findings of the study
- draw conclusions
- make recommendations

TOPIC 8.2. 4 LEADERSHIP QUALITIES IN THE WIDER SCHOOL COMMUNITY

Topic 8.2.4 Leadership qualities in the wider school community.	**Purpose:** In this topic, you will support student teachers to exhibit leadership qualities in the wider school setting.
Activity 8.2.4.1 Discussion with student teachers the wider school community routine and rules and regulations set in the school (NTS. 1c, 1d: *Demonstrate effective growing leadership qualities in the classroom and wider school life*)	
Activity 8.2.4.2 Support student teachers to exhibit leadership qualities in the wider school setting, guided by the legal and ethical codes of conduct required by the profession. (NTS 1d: *Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher*)	
Activity 8.2.4.3 Support student teachers to aactively participate in PTA, SMC, and general staff meetings (NTS 1a,1c: *Critically and collectively reflects to improve teaching and learning*). (NTS 1a, 1e: *Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations, and wider public as part of a community of practice*	

Learning Outcomes: When you have supported student teachers to complete topic 8.2.4 STS activities, they will:	Indicators:
Demonstrate knowledge and skills of leadership qualities and exhibit them in the wider school community.	1. Evidence of support to patrons and participation in co-curricular activities. 2. Record of attendance at PTA, SMC, CPD and staff meetings. 3. Evidence of participation in morning and closing assemblies and lunch time activities (NTS. 1c; 1e)

Activity 8.2.4.1 Tutor discussion with student teachers the wider school community routine and rules and regulations set in the school [NTS. 1c, 1d]

PLAN TOGETHER
In Year 3 Semester 1, the student teacher interacted and participated in the routines, rules and regulations in the classroom. In this current activity, you will discuss with him or her the wider school community routines, rules and regulations. Plan with your student teachers the role they will play in the school community routines, rules and regulations, for example, as a safe-guard and co-implementor of the rules and regulations in the wider school community, during school assemblies, tidying up of school compound, break time activities, sporting and cultural activities taking into consideration the rules and regulations governing these activities. Support them to identify ICT tools (Video recorders, cameras, smart phones, etc.) they can use to watch and compare how morning and closing assemblies are conducted in different schools and countries with their school

DO
Discuss with your student teacher his/her role as a safe-guard and co-implementor of the rules and regulations in the wider school community. Discuss with him/her his/her role in ensuring rules and regulations are followed during morning and closing assemblies, during tidying up of school compound, break time activities, sporting and cultural activities taking into considerations the rules and regulations governing these activities. Encourage him/her to observe how rules and regulations on sweeping and weeding of plots are implemented taking GESI into consideration. Encourage him/her to use available ICT tools (video recorders, cameras, smart phones etc) and watch how morning and closing assemblies are organised in other schools and countries and compare them with how they are carried out in their school.

REFLECT TOGETHER
Reflect with your student teachers on the rationale for formulating and establishing school rules and regulations and how they positively influence the smooth administration of the school. Again, discuss with your student teachers the reasons for the establishment of school routines and their significance in the smooth running of the school.
Remind the student teacher to record their answers into their SRJ

Activity 8.2.4.2 Tutor support of student teachers to exhibit leadership qualities in the wider school setting, guided by the legal and ethical codes of conduct required by the profession. (NTS 1d)

PLAN TOGETHER
In Year 3 Semester I, the student teacher had the opportunity to exhibit leadership qualities of leading a meeting, deciding on options of ideas presented, etc. Regarding legal and ethical codes of conduct. In this activity, you will support the student teacher to exhibit similar leadership qualities in the wider school community. Encourage the student teacher to observe leadership qualities that members of the school community, example, teachers, parents and committee members exhibit and emulate those leadership qualities. Discuss with them the composition of SMC and PTA and how GESI plays a role in forming these committees. Encourage them take note of the number of females in each of these committees and their roles. Find out from them the leadership qualities observed such as

leading a discussion, assigning responsibilities, hardworking, willing to serve others, a good listener, a good communicator, a good decision-maker and being encouraging, that they will like to emulate and exhibit.

DO

Guide the student teacher to write down the leadership qualities that he/she has observed being exhibited by people who are holding responsible positions in the school community, example, teachers, parents and committee members. Also, help him or her to explain to you the composition of the various identified committee members and ask him or her to indicate the how GESI issues are addressed by these committees.

RELECT TOGETHER

Remind student teachers to share their experiences they gathered from the rationale, example. sharing ideas, concerns and experiences from parents, teachers and committee members and their contributions to the development of the school. Also, let them share the leadership qualities, example. goal oriented and hardworking, that they have observed and written down during the PTA and SMC meetings.

Remind the student teacher to record the leadership qualities discussed so far in their SRJ

Activity 8.2.4.3 Tutor support for student teachers to actively participate in PTA, SMC, and general staff meetings (NTS 1a, 1e)

PLAN TOGETHER

In year 3 Semester 1, student teachers played a significant role in the formulation of classroom rules and regulations, the various leadership responsibilities in the classroom as well as some legal and ethical issues involved in leadership in the classroom. In this activity, encourage them to examine how they can actively participate in morning and closing assemblies and be part of play/lunch time activities and other co-curricular activities in the wider school setting.

Ask them to select specific wider school activities and capture scenes of their involvement in them taking photographs and writing reports on them with the aid of technology. Discuss such activities with them with special reference to: Morning Assemblies, Closing Assemblies, Lunch times, Staff Meetings, Sports, Cultural activities, Music, Gardening. Examine the pattern of involvement of individuals in the activities taking into consideration GESI responsiveness.

DO

Support student teachers to actively participate in wider school activities and use ICT tools (mobile phones, videos, recorders etc) to record scenes of their involvement in school assemblies, lunch time activities, Staff Meetings, PTA and SMC meetings in the wider school settings. Ask them to save the recordings and other electronic devices appropriately for future replay and study. Encourage them to write down the leadership qualities they have acquired on the basis of their involvement in the PTA, SMC and general Staff meeting activities, for example, goal-oriented qualities, hardworking leadership qualities and decision-making qualities.

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REFLECT TOGETHER

Let the student teachers share with you the leadership qualities that have acquired as a result of their involvement at the PTA, SMC and general meetings of Staff. Let them share at least any three wider school activities, example, running a club, working with groups of pupils, contributing to staff organised socials, accompanying pupils on trips, taking part in school productions, that they actively participated in with videos or pictures. Find out if at least two of their colleagues have similar recordings of active involvement in school activities. Discuss with them any remedial activities you will recommend.

mend to ensure active participation in all school activities.

Let student teachers record instances of their active participation in PTA, SMC, General Staff Meetings and the Wider School Life in their SRJ.

TOPIC 8.2.5: MEETING THE NATIONAL TEACHERS' STANDARDS

Topics 8.2.5 Meeting the National Teachers' Standards	**Purpose:** In this topic, you are required to support the student teacher in providing evidence of how they are able to meet the NTS.
Activity 8.2.5.1 Identifying and selecting standards that are achievable within the six-week period (NTS 2*f. Takes account of and respects learners' cultural, linguistic socioeconomic and educational backgrounds in their planning and teaching*	
Activity 8.2.5.2 Developing an action plan and specific tasks to achieve the set NTS targets. (NTS 1b, 2b: *Improves personal and professional development through lifelong learning and Continuous Professional Development*).	
Activity 8.2,5.3 Preparing gender responsive scorecards under the supervision of mentor [NTS. 3f] (NTS 3f: *Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress*)	
Learning outcome: When you have supported the student teacher to complete Topic 8.2.5 STS activities on meeting the NTS, they will:	**Indicators**
1. Demonstrate knowledge and understanding of strategies that achieve specific standards of the NTS.	1.1 List of activities on set targets achievable within the six weeks. (They have a detailed list of activities for the placement all will need considering) 1.2 Portfolio evidence with reports from mentors and lead mentors on how set targets agreed upon with your mentor have been achieved. 1.3 Reports (list of activities) that achieved specific standards on the NTS,
2. Provide evidence on how they are able to meet the requirements for gender responsiveness.	2.1 List of major policies that relate to GESI in the classroom. 2.2 Portfolio evidence on how progress GESI was incorporated in your classroom activities. 2.3 Evidence of gender Scorecard.

Activity 8.2.5.1 Identifying and selecting standards that are achievable within the six-week period

PLAN TOGETHER

In the first semester of your Year 3, you assisted the student teacher in discussing the domains and the sub-divisions of the NTS. You provided support in setting some NTS targets and planned activities that helped in achieving the targets set. In this activity, you will support the student teacher to identify and select the NTS targets that can be achieved within the six-week visit to their school of practice. Remind them of the set targets they worked on in the first semester of Year 3, their strengths and areas for improvement and assist them to identify new NTS targets that can be set. Also, prompt them of the NTS targets they already achieved

in the preceding weeks of Year 3 semester 2 as the co-planned, co-taught and co-assessed lessons, engaged in classroom enquiry and demonstrated some emerging leadership qualities in the classroom and the wider school environment. these need to be directly linked to the activities the student teachers are doing to achieve the CLOs for S2. Guide them as to what to do with their mentor in co-planning a lesson. Also, assist them in the preparation of a checklist to reflect the selected NTS set targets.

DO

Ask the student teacher to observe activities and strategies their mentor put in place to achieve the set targets on the NTS in their co-planned lessons. Task them to demonstrate the NTS set targets in their lesson delivery and assessment as they have the opportunity to teach part of the lesson.

Encourage them to use the prepared checklist (Sample in Table 8.2.5.1) of the NTS set targets selected to observe their mentor or STS partner's lesson. Collaborate with the mentor to use the checklist in observing the student teacher while delivering their part of the lesson.

Table 8.2.5.1 Sample checklist on STS standards set

S/N	NTS SET TARGETS IN ACTION	Achieved (√)	Not yet achieved (X)
1.	Delegates roles to females and males equally. (NTS 1c)		
2.	Teacher investigates and take notes of each learner's background. (NTS 2f)		
3.	The teacher's subject knowledge goes beyond what is contained within the curriculum and textbook (NTS 2c)		
4.	Attends and contributes to school meetings, PTA, SMC, etc. (NTS 1e)		
5.	The teacher has long term objectives of what and how learners learn, clear lesson objectives, etc. (NTS 3a)		
6.	Teacher maintains high expectations for all learners (NTS 3o)		
	Add on		
7			
8			
9			
10			

REFLECT TOGETHER
Encourage the student teacher to reflect with their mentor. Back at College; guide the student teacher to use the following questions to reflect on their observation and lesson delivery:

1. How did the NTS set targets influence your co-planning?
2. How did the NTS set targets influence your co-teaching?
3. How did your NTS set targets influence your co-assessment?
4. How did the NTS set targets help you cater for the diverse learning needs among learners?
5. Why do you need to plan, deliver and assess lessons based on targets on the NTS?

Remind the student teacher to record the outcomes from their reflection in the SRJ

Activity 8.2.5.2 Developing an action plan and specific tasks to achieve the NTS set targets.

PLAN TOGETHER
In this activity, guide the student teacher to consider their strengths and areas for improvement from the NTS set targets they worked on. Assist them to develop an action plan on specific tasks they can engage in to consolidate their gains. The action plan will consider the NTS targets they agreed upon with the mentor, those they were able to achieve, those they were not able to achieve, the specific tasks they engaged in to achieve them and what they can do to sustain the activities that helped with the achievement of the set NTS targets.

DO
Guide the student teacher to make a list of the NTS targets set and agreed upon with their mentor. Assist them to design a table [Table 8.2.5.2) to separate the targets achieved from those that were not achieved. Support them to determine how they were able to achieve some targets and why others were not achieved. Guide student teachers to successfully incorporate ICT in the achievement of the targets set and how responsive they were to GESI issues. Assist them to identify ways by which they can sustain the activities they engaged in to achieve the set targets and what they can do to improve on those they could not achieve.

Table 8.2.5.2 Sample table on set NTS targets and their status

S/N	NTS SET TARGETS	ACHIEVED	NOT ACHIEVED	REASONS
1.	Delegates roles to females and males equally. (NTS 1c)			
2	Teacher investigates and take notes of each learner's background. (NTS 2f)			
3.	The teacher's subject knowledge goes beyond what is contained within the curriculum and textbook (NTS 2c)			

4.	Attends and contributes to school meetings, PTA, SMC, etc. (NTS 1e)			
5.	The teacher has long term objectives of what and how learners learn, clear lesson objectives, etc. (NTS 3a)			
6.	Teacher maintains high expectations for all learners (NTS 3o)			
7.	**Add on**			
8.				
9.				

REFLECT TOGETHER

In your reflection with the student teacher back at college, guide them to use the following questions:

a. How happy I am with the plan I have put up to achieve the set NTS targets?
b. How can I continue to sustain the gains I have made in achieving the targets set on the NTS?
c. What other activities can I engage in to ensure successful achievement of the targets sets in NTS?

Remind the student teacher to record their findings in their SRJ

Activity 8.2.5.3 Preparing gender responsive scorecards under the supervision of mentor

PLAN TOGETHER

The student teacher learned about individuals with Special Educational Needs (SEN) in their Inclusive School-Based Inquiry course in Level 100. In Level 300 Semester 1, they prepared a guide for gathering information on GESI and discussed with their mentor how boys and girls, persons with visual and hearing impairment, physical and emotional challenges and the marginalised were actively involved in the teaching and learning process.

In this activity, assist the student teacher to develop an understanding of what Gender Responsive Scorecard (GRS) is. (A "GRS" is a standardized assessment of gender mainstreaming practices, which is designed to foster adherence to minimum standards for gender equality processes across institutions and serve as an accountability framework for assessing the effectiveness of gender mainstreaming.) Also, support them to prepare a lesson and use a gender responsive checklists/guide to gather information on how issues of GESI are considered in the lesson delivery. Support them to compare this to the checklist they prepared in Semester 1, find out similarities, differences, and prepare a comprehensive gender responsive scorecard. Recommend the reading of the following books to the student teacher: 1. *A Gender Responsive Pedagogy: A Toolkit for Teachers and schools 2. Gender Responsive Pedagogy: A Teacher's Handbook. 3. The Gender Handbook for Teaching Practice Mentors* and any other relevant material. Below is a sample GRS.

DO

Ask the student teacher to prepare Gender Responsive Scorecard (GRS) with the support from the mentor. Task them to use the scorecard to observe their mentor's lesson and tick appropriately. Task them to deliver their part of the planned lesson for their mentor also to use the scorecard for them. Encourage them to make a recording of the lesson they delivered with the help of ICT tools (e.g., your phone, a video camera, an audio tape recorder). Below is a sample checklist:

Table 8.2.5.3: Sample Gender Responsive Scorecard

S/N	Actions/Strategies	Not achieved	Partially achieved	Half Achieved	Fully Achieved
1.	Equal opportunity is given to females and males to ask and answer questions in class				
2.	Ensures equal participation of females and males during role play				
3.	Pays attention to the composition of females and males during group work and assigns females leadership roles.				
4.	Mentor is patient with females and males who may be shy or afraid to speak.				
5.	Mentor checks to see if both females and males understand the lesson.				
6.	Constructive/positive verbal feedback is to both females and males in class.				
7.	Females have equal access to teaching and learning resources during lessons.				
8.	Body language does not exclude girls or shows preferential treatment to boys				
9.	Females and males are mixed in classroom seating arrangement so that pupils who need more support sit at the front.				
10.	Teaching and learning resources are devoid of gender biases.				
11.	Equal opportunity is given to learners with SEN.				
12	Learner with physical challenge is called to work examples on the board				

13	Learner low/no vision is supported brailed device				
14	Teacher speaks to make learners with hearing difficult to read their lips				
15	Marginalised learners are encouraged to work with peers				
Any other (Add on)					
16					
17					
18					
19					
20					

REFLECT TOGETHER

Encourage the student teacher to discuss the findings from the recordings and the scorecard with their mentor. Guide them to use the following questions to reflect with their mentor and with you as well when they return to college.

a) Which area of your finding interests you most and why?
b) Which area of your finding interests you most and why?
c) Do you disagree with any part of the actions/strategies and why?
d) Which actions/strategies do you think will be most helpful and why?
e) Which actions/strategies do you think will be most difficult to implement and why?
f) What can everyone do together to address the challenges?
g) Task them to compare how they were able to incorporate GESI in the lesson they delivered in semester one and the one they delivered in Semester 2. Are there improvements in how you incorporated GESI in the Semester 2 lesson delivery? What new areas did you identify?

Let the student teacher use the feedback from their reflections to prepare a comprehensive Gender Responsive Scorecard (GRS) and record it in your SRJ.

TOPIC 8.2.6: ACTION PLAN FOR LIFELONG LEARNING

Topics 8.2.6 Action plan for lifelong learning	**Purpose:** In this topic, you will assist student teachers to develop an action plan of continuous personal and professional development which emphasizes on pedagogical knowledge, pedagogical content knowledge and content knowledge with mentors.
Activity 8.2.6.1: Designing a personal action plan for lifelong learning (NTS 3j: *Produces and uses a variety of teaching and learning resources that enhance learning, including ICT*, 1b, 3e, 2c).	
Activity 8.2.6.2: Review and identify your pedagogical knowledge, pedagogical content knowledge and content knowledge needs with the mentor (NTS 1b: *Improves their personal and professional development through lifelong learning and continuous professional development* 2b, 2c, 3e, 3h).	
Activity 8.2.6.3: Evaluating the successful completion and achievement of the targets set for lifelong learning with the mentor (NTS 1a: *Critically and collectively reflects to improve teaching and learning*, 1b,).	
Learning outcome: When you have assisted student teachers to completed Topic 8.2.6 STS activities on setting targets for lifelong learning, they will:	**Indicators**
1. Demonstrate skills of observing wider school life and teaching and learning of whole class, as well as identifying learners' learning needs incorporating GESI and ICT.	1. List of gaps in personal knowledge and skills 2. Personal action plan to address gaps 3. List of resources and sources of resources to address the gaps identified. 4. Evidence of reading of literature on how to address similar gaps

Activity 8.2.6.1 Designing a personal action plan for lifelong learning

PLAN TOGETHER

In Year 2 STS activities, you assisted student teachers to study activities leading to teacher professionalism. You are aware that having a personal action plan is the hall mark of every individual who wants to develop in his/her chosen profession. In this activity, you will assist student teachers to design a personal action plan for their personal professional development in their teaching carrier.

Discuss with student teachers the stages in the development of an action plan. The discussion can centre on the following questions;

1. What goals (NTS) do I want to achieve?
2. Which strategies can help me achieve the goals?
3. When do I start the implementation of the strategies?
4. Who will monitor me to ensure the achievement of the implemented strategies?

Guide student teachers to jot the answers to these questions and any other ones you may add and assist them to use in their action plan preparation. The goals student teachers set

must come from the NTS for Ghana taking into consideration student teachers' pedagogical knowledge (PK), pedagogical content knowledge (PCK) and content knowledge (CK) needs.

DO

Ask the student teacher to use the areas you discussed with them during the planning stage as a guide in the preparation of their action plan. Ask the student teacher to set their goals, strategies for implementation and the timelines as well. You can assist the student teacher to make their action plan using ICT tools in a table form and it may look like Table 8.1.

Table 8.2.6.1: Student Action Plan See Initial comments above

S/N		Goals	Implementing Strategies	Start Date	End Date	Monitoring Officer (s)
1		Write lesson notes with varied teacher/learner activities NTS 3e	Consulting the curriculum and co-planning with mentor			Tutor/Lecturer or Mentor
2		Introduce lessons by reviewing learners' RPK and linking it up with new topic NTS 2f	Observe mentor and continual practice			Mentor
3		Identify classroom management procedures on discipline NTS 3d	Read school rules and regulations			Lead mentor/Mentor
4						
5						
6						
	Add on					

REFLECT TOGETHER

Back at college, organise a meeting with the student teacher to reflect on the action plan they prepared. Guide the student teacher to compare their action plan with their STS partner and find out if they have the same number of goals and implementing strategies. Find out from the student teacher if they have the same timelines and the feasibility of the timelines they have set. Find out also the reasons for their similarities and or differences. Guide student teachers to record their reasons for the choice of their goals in the SRJ.

Remind the student teacher to keep a record of their reflections in their SRJ

Activity 8.2.6.2 Review and identify your pedagogical knowledge (PK), pedagogical content knowledge (PCK) and content knowledge (CK) needs with the mentor.

PLAN TOGETHER

The student teacher has learned how learners respond differently to teachers' approaches to teaching in Inclusive-Based Enquiry courses in Year 1. The student teacher also observed their mentor deliver series of lessons using different teaching strategies. In this study you will assist the student teacher in a discussion on their PK, PCK and CK needs. You will also guide them to prepare a checklist of teaching approaches to commensurate with their PK, PCK and CK needs.

Hold a discussion with the student teacher on strategies teachers use in lesson delivery and what informs the choice of those strategies. Discuss also the Assessment Form A tutors use during lesson supervision with the student teacher. Ask the student teacher to share with you what will influence their choice of a teaching strategy. Inform them to co-plan a lesson in a subject and grade specific with their mentor for delivery.

DO

Inform the student teacher that they will deliver the lesson they co-planned with the mentor for the mentor to observe using the Assessment Form A as a checklist. Instruct the student teacher to inform the mentor that the emphasis is on PK, PCK and CK but the mentor should also be mindful of the targets set. Tell the student teacher to let someone to record the lesson for them so they can discuss it with the mentor later.

NOTE: Caution student teachers to consider ethical issues during the recording.

REFLECT TOGETHER

Back at college, discuss the outcome of the lesson with the student teacher. Ask them to share with you their areas of strengths and the areas where they need improvement taking into consideration their PK, PCK and CK needs. Remind the student teacher to record these discussions in their SRJ.

Remind the student teacher to record their SRJ the strengths and areas of improvement in their SRJ

Activity 8.2.6.3 Evaluate the successful completion and achievement of the targets set for lifelong learning with the mentor

PLAN TOGETHER

Discuss with the student teacher how you have achieved your professional development goals over the years of your teaching. Ask the student teacher to let their mentor to share their professional experience with them as well. Let the student teacher share with you the NTS they have developed over the weeks of their visit to schools with you. Assist the student teacher in obtaining an electronic or hard copies of the NTS handbook for discussion with you and their mentor in this activity. Let the student teacher to present their action plan to their mentor for discussion.

DO

Guide student teachers on how they can liaise with their mentor to discuss ways of monitoring their progress in the teaching profession. Ask the student teacher to let their mentor share with them the competencies observed within the weeks they have stayed in the partner school by stating specific examples of some indicators of teacher's performance in the NTS handbook. Remind the student teacher to let their mentor, share the areas they need improvement with them as well. Lastly, ask the student teacher to ask their mentor to discuss with them their successes and or failures using the action plan they prepared.

REFLECT TOGETHER

Back at college, ask the student teacher to share the targets they set with you and how they were able to meet them. Find out from the student teacher if there were some areas of the target they could not achieve and why. Discuss with the student teacher the interventions they can put in place to make them successful in their professional development. Encourage them to record their findings into the SRJ.

Remind the student teacher to record their reflections in the SRJ.

TOPIC 8.2.7: DEVELOPMENT OF PROFESSIONAL TEACHING PORTFOLIO

Topic 8.2.7 Development of Professional Teaching Portfolio	**Purpose:** In this topic, you are asked to support the student teacher continue to develop and build a professional teaching portfolio
Activity 8.2.7.1 Discussion and review of personal teaching philosophy with tutors, mentors and STS partner (*NTS2f: Develops a positive teacher identity and acts as a good role model for learners*)	
Activity 8.2.7.2 Development of template for a professional teaching portfolio, (Considering inclusivity and diversity) *(NTS2g: Sees his or her role as potential agent of change in the school, community and country.) (NTS 2f)*	
Activity 8.2.7.3 Collection, compilation and filing of artefact, such as Pictures, Videos, Audio tapes, reports from whole class reviewed personal teaching philosophy, entries in the SRJ etc. (*NTS2f*)	
Learning outcomes: When you have supported student teachers to complete Topic 8.2.7 STS activities on the development of professional teaching portfolio, they will:	**Indicators**
1. Demonstrate a better understanding of a personal teaching philosophy. 2. Demonstrate knowledge and skills in developing a Professional Teaching Portfolio with evidence from a selection of artefact from classroom observations, wider school life, whole class enquiry learners learning needs.	1.1 State your beliefs of teaching and learning. 1.2 Review Personal Teaching Philosophy statement. 2.1 Provide reports from observation on learners' needs compiled in a developing professional teaching portfolio. 2.2 Make a presentation on differentiated approaches used on learners according to needs. 2.3 Provide records in SRJ. 2.4 Develop the Portfolio/e-Portfolio.

Activity 8.2.7.1 Tutor support on discussion and review of personal teaching philosophy

PLAN TOGETHER

In year 2 and year 2 STS activities, you guided the student teacher to write a personal beginning teaching developing teaching philosophy statement. In this activity, discuss with the student teacher various beliefs, values and understandings regarding teaching and learning that could result in a change in a personal teaching philosophy.

DO

Remind the student teacher to discuss with his/her STS partner and mentor, their beliefs, values and understandings with respect to teaching and learning. Encourage the student teacher to use the following questions (or their variants) as a guide in their discussion to improve their teaching philosophy.

1. What is my role as a teacher in the classroom?
2. What qualities do I believe an effective teacher should have?
3. Under what conditions do learners learn best?
4. What do I owe my learners?
5. What approaches should I adopt to suit the learning needs of my learners?
6. How do I address GESI issues in the learning environment?
7. What is my overall goal as a teacher?

Remind the student teacher to ask his/her mentor to explain how they developed their teaching philosophy. Task the student teacher to find out from their mentor if their teaching philosophy has changed over time and the reasons for the change. Encourage the student teacher to review his/her personal beginning teaching philosophy statements taking into account the discussions they have had with their STS partner and mentor.

REFLECT TOGETHER

Remind the student teacher to discuss with his/her STS partner and mentor their reviewed teaching philosophy statement. Encourage the student teacher to note any similarities and differences between their reviewed personal teaching philosophy statements. Give reasons for the differences. Gets the student teacher to write his/her reviewed personal teaching philosophy into the SRJ.

Encourage the student teacher to record findings in the SRJ

Activity 8.2.7.2 Tutor support in development of a template for building a professional teaching portfolio,

PLAN TOGETHER

In year 2 STS activities and year 3 activity 7.2.7.2., the student teacher has learned the relevance of developing a professional teaching portfolio. In this activity, discuss and share with the student teacher the importance of developing a template for professional teaching portfolio. Discuss GESI issues that are likely to show up in the cause of developing teaching portfolio and inculcating the use of ICT tools. Remind the student teacher to refer to the chapter on assessment of this handbook (i.e., Assessment of STS) including NTEAP (6.4 & 7.5) for guidance on how to present your teaching philosophy

DO

Remind the student teacher to use the ideas that were generated at the planning stage to prepare a template for building a professional teaching portfolio, with the help of their mentors and STS partners (Table 8.2.7.2).

Table 8.2.7.2: Content of a Professional Teaching Portfolio

SN	Components of Artefact	Details
2	Profile	
2	Career Objectives	
3	Personal beliefs and values about teaching	
7	Personal Data	

5	Educational Qualifications	
6	Personality Attributes	
7	Technical Competencies	
8	Wider school Artefact e.g. • Trophies • Certificates • Pictures of events	
	Add on …	
9		
10		

REFLECT TOGETHER

Let the student teacher compare their professional teaching portfolio template, which provided opportunities to highlight GESI issues and the use of technology as additions to their values of teaching and learning with that of their year 2 portfolio template and discuss any similarities and differences between the two, giving reasons for the differences (if any). Remind the student teacher to record in their SRJ what they learned from the sharing and discussing the professional teaching portfolio template with their STS partner and mentor.
Reflect with the student teacher their experiences from the school on issues on GESI and the use of ICT tools and how these influence their values of teaching and learning.

Encourage the student teacher to record findings in the SRJ

Activity 8.2.7.3 Tutor support on the collection, compilation and filing of artefact, such as pictures, videos, audio tapes, reports from whole classroom enquiry, reviewed personal teaching philosophy, entries in the SRJ etc.

PLAN TOGETHER
Explain to the student teacher what goes into developing a professional teaching portfolio. In this activity, plan and discuss with the student teacher some of the artefact required for developing a professional teaching portfolio.

DO
Remind the student teacher to list and discuss with his/her STS partner and mentor, the artefact they learned in their college and find out how these artefacts could be collected from the school. Advise the student teacher to collect artefact, select key ones that are representative of knowledge gained or depicting something unique and start to develop their professional teaching portfolio. Guide the student teacher on how to file the artefact that will be collected. Table 8.2.7.2 may serve as a guide.

Table 8.2.7.2 Example of contents in a Professional Teaching Portfolio

SN	Artefact in trainees' Professional Teaching Portfolio	Remarks
	Part of a Portfolio	
1	Personal Teaching Philosophy	
2	Student Reflective Journal	
3	Samples of learners' work the student teacher has graded, showing their comments	
4	University supervisor's/link tutor's assessment comments	
5	Minutes of meetings e.g., with mentor/lead mentor	
	Add on …	
	Classroom Practice	
1	Scheme of Work for whole class teaching	
2	Lesson plans for whole class teaching	
3	Lesson evaluations of whole class teaching	
4	Directed work/task sheets set by mentors and undertaken by trainees	
	Add on …	
	Component on Enquiry	
1	Whole class Enquiry	
2	Problem identified on a learner to be investigated	
3	Assessment instruments created by the student teachers with marking scheme and explanation of how effective or ineffective they were	
4	Conclusion and interpretation of the result from the enquiry	
	Add on …	

Reflection on artefact

Each item put in the portfolio should be accompanied by a brief written reflection indicating, for example:

- The date;
- What the artefact is;
- Rationale for its inclusion in the portfolio
- How it fits into your view of teaching and learning whole class.
- How each artefact demonstrates teaching competency/knowledge gained about NTS.

REFLECT TOGETHER

Ask the student teacher to compare the portfolio they have developed with that of his/her STS partner as well as years 2 and 2 portfolios. Discuss the differences/similarities and give reasons for their selection of the artefact. How do the artefacts depict their achievements? Remind the student teacher to record in their SRJ all the artefact collected from the school and their reflections on them.

9 DIRECTED SUPPORTED TASKS FOR MENTORS IN SEMESTER 1

TOPIC 9.1.1.: PREPARATION TO TEACH IN SCHOOL 3: INDUCTION

Topic 9.1.1 PREPARATION TO TEACH IN SCHOOL 3: INDUCTION	**Purpose:** In this topic, you are required to support the student teacher to observe, teach and motivate small group of learners (e.g., 6) and be inducted into **School 3.**
Activity 9.1.1.1 Orientation of student teachers on school culture and key education policies using audio visual/tactile analysis/video observation e.g., archival materials (*NTS 2a: Demonstrates familiarity with the education system and key policies guiding it.*)	
Activity 9.1.1.2 Observation, taking field notes (braille or tactile for SEN) on some events such as sporting activities, cultural activities, recording and downloading (audios/videos) of some teachers' behaviours, attitudes, knowledge and practices in the classroom and wider school life. *(NTS 1d: Guided by legal and ethical teacher codes of conduct in their development as a professional teacher)*	
Activity 9.1.1.3 Discussion in small groups (Mentor and the Student teacher) to teach, motivate and manage small group of learners' (e.g., 6) learning with consistency, diversity, inclusivity and equity (NTS 3h: sets a meaningful task that encourages learner corroboration and leads to purposeful learning).	
Learning outcome: When you have supported student teachers to complete Topic 9.1.1 STS activities, they will:	**Indicators**
Demonstrate knowledge, understanding and skills to observe, teach (small group of learners), motivate, manage and extend the learning of all learners in all subjects, with increasing consistency, whatever their socio-cultural, linguistic background and regardless of age, aptitude and ability in School 3.	1 Plan of observation outlined to support the management of small group of learners. 2. Records of specific observations from wider school environment and induction process in school 3. 3.Report of planned activities indicating that the student teacher taught, motivated and managed learners' learning with consistency, diversity, inclusivity and equity.

Activity 9.1.1.1 Mentor support for student teachers to be acquainted with the school culture and key education policies in School 3 Please consider the points made in the student section

PLAN TOGETHER

Before the student teacher starts their observation in School 3, you should organise a formal orientation for them in the school. As the Mentor, discuss with the student teacher the kind of information (e.g., school culture, ethos, key education policies, health and safety issues, GESI related issues, child protection, assessment components in Y3 STS and unwritten rules, example student standing to greet visitors in the classroom) you want them to collect from the school 3 orientation. Discuss with student teacher to take note of the socialization given in the school. Also, discuss with the student teacher other sources of information about the school culture and wider school life (e.g., from audio recordings, tactile analysis, videos, reports, etc.) that could be obtained in the school.

DO

Encourage the student teacher to actively take part in the orientation in the school. Guide the student teacher to use the ideas that were generated during the orientation at the planning stage to prepare a schedule for the orientation in School 3 as shown in Table 9.1.1.1 and use it to gather information about the school culture and key education policies.

Inform the student teachers that the video and audio recordings of past events of the school 3 could be used to familiarize themselves in the school.

Table 9.1.1: Sample schedule for the induction

SN	Item	Whose Responsibility	Remarks
1	Induction package, e.g. • Agenda • Reading written policy documents • Stationery (if available)	School Head/Secretary	
2	Understanding the Culture and Ethos of the school, e.g., Unwritten Rules	Lead Mentor/Head Teacher	
3	Outline of the key priorities for the school e.g. • Compulsory 45 minutes for reading (English Language) for all classes – (7:00–7:45am). • Regularity and Punctuality to classes. • Continuous Professional Development (CPD) and Staff meetings. • Mandatory Post Lesson Observation – between Student Teacher and Mentor.	Curriculum teacher/Leader	
4	Key Education Policies e.g. • FCUBE • Inclusive education policy • Sexual Harassment policy	School improvement support officer/Girls'	

	• School Partnership Policy • Gender Equality and Social Inclusion policy	education officer	
5	Introduction to key school policies and procedures e.g. • Health and Safety • Safeguarding and promoting welfare of children i.e., child protection, anti-bullying, intimate care, internet safety, child sexual exploitation (CSE) • Relevant personnel procedures e.g., disciplinary, grievances, sexual harassment • Use of computers, internet, mobile phones	Lead Mentor	
6	• Speech and Prize giving days • SMC/PTA meetings	Lead Mentor	
7	• Assessment components for Y3S1	Lead Mentor/Mentor	

REFLECT TOGETHER

Ask the student teacher to share with you and the STS partner the information gathered on the following to be included in the orientation agenda as discussed during the planning stage:

1. The school cultures
2. Key education policies in school
3. The wider school life
4. GESI issues
5. Assessments components for Y3S1

Remind the student teacher to record what was learned through the reflection in the SRJ

Activity 9.1.1.2 Mentor support for student teachers in observation and taking field notes (braille or tactile for SEN), of some events and behaviours, attitudes, knowledge, and practices of teachers in the classroom and wider school life. Note: *Obtain permission from your lead mentor and seek the consent of teachers and learners to be involved in the recordings before the event.*

PLAN TOGETHER

In year 2 STS, student teachers might have observed some co-curricular activities performed in School 2. In this activity, you as the mentor will co-plan with the student teacher regarding how to take field notes of some events such as staff, PTA, SMC, CPD meetings. For example, co-plan with the student teacher to acquire writing materials (such as pen, note pad, laptop, phones, tablets etc) and the agenda for the meeting (if possible). Discuss how they should pay attention to the proceeding of the meetings, write down salient points and issues

discussed at the meeting and writing of minutes. Also, co-plan with the student teacher to actively participate in school clubs, sports and games, cultural activities, speech and prize giving days, open days, etc. Co-plan with the student teacher on what to record (audios/videos) about teachers' behaviours, attitudes, knowledge and how they practice in both the classroom and the wider school life. Discuss and support the student teacher with ways in which he/she can conveniently record some of the activities of teachers in the classroom and the wider school life with permission.
Discuss with the student teacher to identify and cover two of the following areas in the classroom.

- a five minutes' coverage of a lesson presentation
- learners' group work
- engaging learners with special needs
- involving boys and girls in lessons
- others

Discuss with the student teacher ways in which you address the needs of learners, particularly those with special learning needs, as well as appropriate representation of boys and girls in the classroom.

DO

As a mentor remind the student teacher to make a list of sporting and cultural activities performed in School 3. Encourage the student teacher to participate actively in sports and games, cultural activities, speech and prize giving days, open days being organised in the school. As the mentor, remind the student teacher to take notes at staff, PTA, SMC, CPD meetings that they will be attending in the school. Also, they should support patrons and take part in all clubs' activities in the school. Guide the student teacher to write down any award the school has received in the past in taking part in activities such as Independence Day march parade, inter-school quiz competition, sporting and cultural activities.
Remind student teachers to record (audios/videos) some teachers' behaviours, attitudes, knowledge and practices in the classroom using appropriate ICT tools (mobile phone, video camera, etc.) and save recordings for reuse. (NB. Seek the consent of the teachers before you record).

REFLECT TOGETHER

Reflect with your student teacher any new ideas they have learnt from the events they participated in the school. Also reflect on the relevance of the events, the competencies and NTS achieved.

Remind the student teacher to record their experiences in their SRJ

Activity 9.1.1.3 Mentor support for student teachers in discussion in small groups on how to teach, motivate and manage small group of learners' (e.g., 6) learning with consistency, diversity, inclusivity, and equity.

PLAN TOGETHER

In activity 7.1.1.1 student teachers may view videos or listen to audio recordings on some of the school culture, key education policies, GESI related issues in the partner school and the

wider school environment provided in the school. Co-plan with the student teachers to access video on classroom teaching from the YouTube and other sources using their phones, laptops, tablets etc. In this activity, you should discuss with the student teacher on how to teach, motivate and manage a small group of learners (example 6) and the mode of assessment (assessment for and assessment as learning) to be used for a lesson. In the discussion with the student teacher co-plan four lessons with one to be taught on each day of visit after the orientation. Discuss with the student teacher how to integrate GESI related issues in the classroom during the small group teaching and learning.

DO

Remind the student teacher to watch the videos they have accessed using their phones, laptops, tablets etc. Encourage student teachers to discuss among themselves the content of the videos regarding pedagogy, subject matter/content knowledge, classroom management and mode of assessment used by the teacher in the videos. Remind the student teacher to use the planned lesson, motivate and manage small group of learners (example 6).

REFLECT TOGETHER

Encourage the student teachers to share with you their experiences gained from the teaching and learning and how they will develop the competencies to achieve at least an aspect of the three domains of the NTS.

Remind student teachers to record the competencies gained and their level of achievements in the three domains of the NTS into their SRJ and inspect

TOPIC 9.1.2 Leadership qualities in the classroom

Topic 9.1.2 Leadership qualities in the classroom	**Purpose:** In this topic, you are asked to support the student teacher to identify and discuss leadership qualities in the classroom setting.
Activity 9.1.2.1 Discussion with your Mentor what classroom setting leadership qualities are, for example: setting classroom routines, devising the duty roster and positive behaviour management rules and regulations set with learners *(NTS 1c: demonstrates effective growing leadership qualities in the classroom and wider school) (NTS. 1d)*	
Activity 9.1.2.2 Active participation in the formulation and display of classroom rules and regulations by the student teacher *(NTS 1c: demonstrates effective growing leadership qualities in the classroom and wider school) (NTS 1a).*	
Activity 9.1.2.3 Exercising Legal and ethical codes of conduct required by the teaching profession in leadership *(NTS 1d: is guided by legal and ethical teacher codes of conduct in his/ her development as a professional teacher) (NTS 1c)*	
Learning Outcome: When you have supported the student teacher to complete topic 9**.1.2** STS activities, they will:	**Learning Indicators**:
Demonstrate skills of identifying leadership qualities and exhibiting them in the classroom setting.	1. List of leadership qualities identified in the classroom setting. 2. Evidence of leadership role played in the classroom setting. 3. Classroom rules and regulations agreed upon with learners and display on wall (NTS. 1c).

Activity 9.1.2.1 Mentor discusses with student teacher what classroom setting leadership qualities are, for example: setting classroom routines, devising the duty roster and positive behaviour management rules and regulations set with learners. (NTS. 1c, 1d)

PLAN TOGETHER

In this activity, you will discuss with your student teacher what classroom leadership qualities are, including the schedules of classroom routine duty roster and positive classroom management and rules and regulations set in the school. You should discuss with your student teachers' issues relating to: marking of class register, formulation of rules and regulations in the classroom, class time tabling, assigning roles and responsibilities in the classroom. Discuss with your student teachers how to plan, manage and assign roles and responsibilities in the classroom and what roles they will have in this.

DO

Go through the class duty roster with the student teacher and guide him /her on how to observe the various leadership qualities and responsibilities in the classroom, for example. goal oriented, hardworking, willing to serve others, a good listener, a good communicator, a good decision-maker and being encouraging. Observe, with them, how the roles and responsibilities contribute to the management of the classroom. Also, guide them to observe

how the rules and regulations in the class contribute to maintenance of law and order and how you, as a mentor, plan, manage and assign roles and responsibilities in the classroom.

REFLECT TOGETHER
Share with the student teacher the list of leadership qualities that exist in the classroom. Discuss the rules and regulations in the classroom with the student teacher, example. asking questions, respecting and listening to the teacher, raising up one's hand to speak, being quiet when the teacher is talking, being quiet when classmates are talking and sharing new ideas.

Let the student teacher record the leadership qualities they value most and state why they value them.

Activity 9.1.2.2 Mentor support for student teachers to actively participate in the formulation and display of classroom rules and regulations (NTS 1c, 1a).

PLAN TOGETHER
Discuss with the student teacher the roles they will play in the formulation of rules and regulations in the class, for example, the role of a Returning Officer during the voting of class prefects, the role of reprimanding those who flout classroom rules and regulations, and the role of counselling those who flout classroom rules and regulation. Support the student teacher to explain how these rules and regulations apply to the class and the consequences for breaking them.

DO
With your support, let the student teacher identify and write down the rules and regulations governing the class on a cardboard, e.g., asking questions, respecting and listening to the teacher, raising up one's hand to speak, being quiet when the teacher is talking, being quiet when classmates are talking and sharing new ideas, and display them on the walls of the class where every learner can see it. Encourage the student teacher to discuss with you their role as a Returning Officer during the voting of class prefects and as a Counsellor for those who flout the rules and regulations.

REFLECT TOGETHER
Encourage the student teacher to share with you at least two roles they can play in the formulation and display of class rules and regulations. Let them state the classroom rules and regulations they wish to have abolished and why.

Let the student teacher record at least two classroom rules and regulations he/she will wish to have been abolished and state why?
SRJ.

Activity 9.1.2.3 Mentor support for student teacher in exercising legal and ethical codes of conduct required by the teaching profession in leadership (NTS 1d,1c)

PLAN TOGETHER

Discuss with the student teacher some of the legal and ethical issues involved in leadership, e.g., goal oriented, hardworking, willing to serve others, a good listener, a good communicator, a good decision-maker and being encouraging. Using ICT, guide them to watch and listen to the code of conduct for teacher in Ghana at https://www.youtube.com/watch?v=DqjPwkS_aSU. Also, refer them to p.4 of *GES Secondary Behavior Policy (2021)* and *g*uide them to familiarize with students' code of conduct. Also with your support, guide the student teacher to examine the implications of breaching any legal and ethical codes of conduct in the teaching profession.

DO

With your support, guide the student teacher to write down some of the legal and ethical issues on code of conduct in the profession in the classroom. Guide the student teacher to add any of the codes of conduct such as conduct and behaviour, attendance, dress and appearance, self-respect and respect for others and respect for property and environment, as enshrined in the GES Secondary Behaviour Policy (2021). Also, ask them to add any of the codes of conduct to the following: doing no harm, making things better, respecting others, being fair and be loving as you watched the video on YouTube. Guide the student teacher to observe learners' conduct considering legal and ethical issues in the classroom while considering the legal and ethical implications of such classroom issue or conduct.

REFLECT TOGETHER

Lead the student teacher to reflect on how legal and ethical issues in the class can enhance their professional development. Share with the student teacher at least two ways by which legal and ethical issues can positively influence your leadership style in the class.

Encourage the student teacher to record their findings on how legal and ethical issues can positively influence their leadership styles

TOPIC 9.1.3: ACHIEVE SET TARGETS ON NTS

Topics 9.1.3 Achieve set targets on NTS	**Purpose:** In this topic, you are required to support the student teacher in planning and developing activities that will help them to achieve the set targets for the NTS.
Activity 9.1.3.1 Setting NTS targets and planning activities to meet them with mentor and STS partner (NTS 1b; *Improves personal and professional development through lifelong learning and Continuous Professional Development*, 1a, 1c, 1d, 2a).	
Activity 9.1.3.2 Step by step strategies to develop the NTS on school clubs and co-curricular activities (NTS 1e: *Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice,* 1c,)	
Activity 9.1.3.3 Demonstration of understanding of GESI responsiveness in the classroom (NTS 3f: *Pays attention to all learners, especially girls and students with Special Educational needs, ensuring their progress*, 1a,)	
Learning outcome: When you have supported the student teacher to complete Topic 9.1.3 STS activities on achieving the set targets on the NTS, they will:	**Indicators**
1. Demonstrate knowledge and understanding of the requirements of the National Teachers' Standards with the support from your mentors.	1.1 Written list of NTS targets set 1.2 Planned activities on set targets agreed upon with you. 1.3 Reports (list of activities) on GESI responsiveness in the classroom.
2. Provide evidence on how they are able to meet the requirements of the National Teachers' Standards on leadership with your support.	2.1 Records of class attendance by teachers. 2.2 Portfolio evidence on major policies. E.g. Teacher Ethics, GESI, Sexual harassment policy in the GES. 2.3 Evidence of active participation in co-curricular activities. E.g Parent Teacher Association, School Management Committee

Activity 9.1.3.1 Mentor Support for setting NTS targets and planning activities to achieve them

PLAN TOGETHER

Discuss with the student teacher the three domains and the sub-divisions of the NTS. You, together with the student teacher should set some NTS targets and plan activities that will facilitate the achievement of those targets. Assist the student teacher to acquire an electronic or hard copies of the NTS handbook for the discussion. Guide the student teacher in deciding on the NTS set targets that can be developed within the period of the visit, considering their strengths and areas for improvement and make a list of the targets. Support the student teacher to select activities that can help them develop the agreed NTS targets sets. You may

refer to NTS 1d, 1e, 1f, 2a, 2b for examples of set targets that are achievable within the time frame.

DO

Support the student teacher to discuss the three domains and the sub-divisions in each domain of the NTS. Guide them to observe and make notes on activities and strategies you put in place to achieve the NTS set targets in a lesson you delivered. Permit them to record and take pictures of the lesson delivered so they can play back and make notes on them. Assist them to discuss, with their STS partner, notes they made from the lesson delivered regarding the NTS targets set and strategies used in achieving them. Using the lesson delivered, assist the student teacher to identify and discuss with the STS partner areas they may want to set their NTS targets on and plan activities to achieve them. Sample areas of the discussion can be;

8. How can I maintain consistent punctuality and regularity to school?
9. How do I improve my personal and professional development?
10. How do I implement constructive feedback from my mentors?
11. How do I make my lessons and activities in the school environment more GESI responsive?
12. How can I contribute meaningfully to school meetings?
13. Does my attitude and character in and out of school serve as a good role model for my learners?
14. How can I manage the behaviour of learners in both small and large classes?

There are other areas you and the student teacher can talk about. For instance, to participate in school activities that can help achieve these NTS targets set. Refer to NTS 1d, 1e, 1f, 2a, 2b for examples.

NOTE: Be guided by the areas identified and NTS targets set and plan appropriate strategies to achieve them.

Remember that the NTS cannot be developed in a day's activity, but a lifelong and continual practice therefore have this in mind as you plan your activities.

REFLECT TOGETHER

Discuss with the student teacher what they observed using their field notes and pictures/video/audio recordings. Ask them to brainstorm on why the need to discuss, set NTS targets and plan activities to achieve them. Meet with your mentor and share your findings. Share with your mentor and STS partner the targets you were able to set, and the activities planned to achieve them. Discuss what you were unable to achieve and find out why. Discuss ways of achieving them with your mentor. Let the student teacher record their findings in the SRJ using appropriate electronic device.

Let the student teacher record their findings in the SRJ.

Activity 9.1.3.2 Designing strategies that can encourage the participation in co-curricular activities

PLAN TOGETHER

School clubs and societies as well as other co-curricular activities helps pupils to develop their talents such as leadership, good debaters, footballers whilst in school. You are encouraged to assist the student teacher to acquaint themselves with some activities of school clubs and co-curricular activities so they can develop the NTS on that [Note: NTS 1d, 1e, 1f, 2a, 2b]. Assist the student teacher to get a list of school clubs and co-curricular activities learners normally partake in your school. Assist them to obtain the days of meetings of school clubs and societies. Assist the student teacher to plan on how to visit the clubs and societies, learn their activities and participate in them as well. Their plan may look like Table 1.

Table 9.1.3.2a: Meeting Days of School Clubs and Society

S/N	School Clubs and Society	Day of meeting	Time of Meeting
1	Writers and Debaters Club	Tuesday	2:00 – 2:43
2	Drama and Music Club	Tuesday	2:00 – 2:43
3	Mathematics and Science Club	Wednesday	2:00 – 2:43
4	Creative Arts Club	Tuesday	2:00 – 2:43
3	Sports and Games Club	Friday	1:43 – 2:43
Any other club (Add on)			
6			
7			
8			

Guide the student teacher to learn how the learners behave during school clubs and societies. Encourage the student teacher to participate and observe learners' activities during morning assembly, break time and closing time activities as well. Discuss with the student teacher how staff, PTA and SMC meetings are organised. and what they can learn during such meetings in-line with NTS 1d, 1e, 1f, 2a, 2b. Encourage them to participate in these activities and make some imparts when they are allowed to contribute during discussions. Lastly discuss with the student teacher the demands of the stated NTS [1d, 1e, 1f, 2a, 2b] and how they can develop them. Assist the student teacher in monitoring their involvement in these activities in other to evaluate their performance during the reflection activity. Assist the student teacher to develop a checklist (Table 2) to monitor their performance for this activity. The checklist should be typed and printed.

Table 9.2.1.3b Checklist for Monitoring Examples of the NTS in Action (Please tick (√) appropriately)

S/N	Examples of the NTS in Action	Good	Satisfactory	Needs Improvement	Not observed
1	Shows high levels of attendance and punctuality (1d).				

2	Has high respect for female and males' dignity (1d).				
3	Attends and contributes to school meetings, SMC and PTA meetings as appropriate (1e).				
4	Encourages parents to support their children in their education (1e).				
3	Expresses their own philosophy of what it means to be a teacher (1f).				
6	learners see their teacher as a role model for females and males regardless of the teachers' gender (1f).				
Any other (Add on)					
7					
8					

DO

Encourage the student teacher to participate in morning courtesies such as cleaning, morning assembly and marking of register. Ask them to observe and participate in all other school activities bearing in mind the meeting days of school clubs and societies as prepared in Table 1. Attend club and societies meetings with the student teacher to find out how their activities are conducted and how these activities promote unity themselves. Assist them to identify the clubs and societies that have females their substantive leaders. Encourage the student teacher to give advice where necessary for learners to emulate and see them as their role model? Encourage the student teacher to interact with the learners during other co-curricular activities such as lunch or play time. Also, encourage them to participate and contribute in discussions during PTA, SMC or CPD meetings. Assist the student teacher in monitoring all these activities using the checklist developed.

REFLECT TOGETHER

Hold a reflective meeting with the student teacher to discuss with them how they have developed the stated NTS using the checklist for monitoring examples of the NTS in action using the following questions:

1. What examples of the NTS in action was I able to develop during this activity?
2. Which of the NTS targets set were not develop within the period?
3. What are the NTS in action targets needed improvement?
4. How do I improve in NTS in action targets which needed improvement?

Ask the student teacher to compare their achievement in the NTS with that of their partner.

Encourage the student teacher to record their reflection in their SRJ

Activity 9.1.3.3 Demonstration of understanding of GESI responsiveness in the classroom

PLAN TOGETHER

In this activity, support the student teacher to review their previous knowledge on SEN. Assist them to prepare a guide (checklist) for gathering information on GESI, taking into consideration issues relating to boys and girls, persons with visual and hearing difficulties, physical and emotional challenges and the marginalised. Discuss with the student teacher how these persons can be actively involved in the teaching and learning process.

DO

Ask student teachers to observe your lesson using the checklist you guided them to prepare. Ask them to observe GESI responsiveness in your lesson delivery and appropriately put a tick (**√)** against any item on the checklist that was observed and a cross (**×**) on items not observed during your lesson delivery in line with GESI responsiveness. Task them to observe and record specific opportunities you provided for persons with SEN during the lesson delivered. Guide the student teacher to identify and discuss how else persons with SEN could have been better involved in the lesson observed. Below is the checklist:

Table 9.1.3.3: Checklist to observe GESI Issues in the classroom (place a tick [√] in the appropriate box)

S/N	Item	Observed	Not observed
1.	Equal opportunity is given to persons with SEN to ask and answer questions in class		
2.	Ensures equal participation of females and males during role play		
3.	Pays attention to the composition of learners with diverse needs during group work and assigns females leadership roles.		
4.	Mentor is patient with females and males who may be shy or afraid to speak.		
3.	Mentor checks to see if both females and males understand the lesson.		
6.	Mentor checks to see if both the brilliant and weak learners understand the lesson.		
7.	Constructive/positive verbal feedback is to both females and males in class.		
8.	Females have equal access to teaching and learning resources during lessons.		
9.	Body language does not exclude girls or shows preferential treatment to boys		
10.	Females and males are mixed in classroom seating arrangement so that pupils who need more support sit at the front.		
12	Teaching and learning resources are devoid of gender biases.		

13	Learner with physical challenge is called to work examples on the board		
14	Learner low/no vision is supported brailed device		
13	Teacher speaks to make learners with hearing difficult to read their lips		
16	Marginalised learners are encouraged to work with peers		
Others if any.			
17			
18			
19			
20			

Source: The Gender Handbook for Teaching Practice Mentors (page 12).

REFLECT TOGETHER

Discuss with the student teacher the extent to which they have achieved the target set through what was observed from the lesson using the GESI checklist. What specific opportunities were provided by the mentor for persons with SEN during the lesson delivery? Ask student teachers the "why" and "how" questions. E.g., why did the mentor choose a particular seating arrangement? How can the mentor ensure that a learner with socio-emotional challenges also fully benefit from the lesson delivered? What specific activities will they use to prepare a GESI responsive lesson when they have the opportunity?

Encourage the student teacher to record in their SRJ what they will do differently to make the lesson more GESI responsive for learners if they could teach. Again, encourage them to record how they are achieving the NTS targets set.

9.2 DIRECTED SUPPORTED TASKS FOR MENTORS IN SEMESTER 2

TOPIC 9.2.1: TEAM TEACHING: CO-PLAN, CO-TEACH, AND CO-ASSESS

<table>
<tr><td>Topic 9. 2.1: Team Teaching: Co-Plan, Co-Teach, and Co-Assess</td><td>Purpose: In this topic, you are required to support the student teacher to acquire knowledge and skills of co-planning, co-teaching, and co-assessing sequences of lessons across all required subjects of the school curriculum and with regards to cross cutting issues including issues of Gender Equality and Social Inclusion (GESI). This will be assessed through practical teaching activities, entries made in the reflective journal and collection of artefacts in the professional teaching portfolios (Also see chapter 12 of this handbook for NTEAP assessment grid)</td></tr>
<tr><td colspan="2">Activity 9.2.1.1: Co-planning of schemes of learning
(NTS 2f: Takes accounts of and respects learners' cultural, linguistic, socio-economic, and educational backgrounds in planning and teaching; 3a, 3f)</td></tr>
<tr><td colspan="2">Activity 9.2.1.2: Co-teaching and co-assessing lessons in the classroom
(NTS 3a: Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching; 3p, 3k, NTEAP pages 7&8)</td></tr>
<tr><td colspan="2">Activity 9.2.1.3: Holding post-teaching conference (reflections)
(NTS 1a: Critically and collectively reflects to improve teaching and learning).</td></tr>
<tr><td>Learning outcome: When you have supported the student teacher to complete Topic 9.2.1. STS activities, they will:</td><td>Indicators</td></tr>
<tr><td>Exhibit knowledge and skills of co-planning a co-teaching and co-assessing sequences of lessons across all required subjects of the school curriculum with regard to cross cutting skills and issues of GESI.</td><td>1. Prepared Scheme of learning indicating roles of mentor and student teacher
2. Prepared lesson plans showing cross cutting skills and issues, equity, and inclusivity; and roles of mentor/student teacher clearly defined
3. Class exercises/assignments showing differentiation in teaching and intended outcomes
4. Marked exercises and score sheets of learners under the supervision of mentor
5. Record of reflection session held</td></tr>
</table>

Activity 9.2.1.1: Mentor support for student teacher in Co-Planning of schemes of learning

PLAN TOGETHER

The student teacher has been exposed to the preparation of scheme of learning in their pedagogy lesson at college/university. In this activity, you will co-plan with the student teacher and their STS partner, schemes of learning for the subject(s) that they will be teaching. Discuss with the student teacher what goes into a scheme of learning. Guide the student teacher and their STS partner to choose the subject(s) you are going to co-plan, co-teach and co-assess with them. Guide the student teacher to select appropriate ICT tools to be integrated into the teaching and learning process.

DO

You, the student teacher and their STS partner should select the strand, sub-strands, content standards and indicators to be used in the preparation of the schemes of learning. You, the student teacher and their STS partner should arrange and order the strands, sub strands, content standards and indicators sequentially indicating the TL resources (ensure that TL resources address GESI, individual differences and abilities) and other cross cutting issues like ICT that will be needed. You could use table 9.2.1.1 as a guide.

Table 9.2.1.1: Template for writing the scheme of learning for a given Semester/Term

Week	Strand	Sub-Strand	Content Standard	Indicators	Resources
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

REFLECT TOGETHER

Allow the student teacher and their STS partner to share with you some of their experiences during the preparation of the schemes of learning. Ask the student teacher to share with you the new teacher competences they have learnt.

Guide the student teacher to record their reflections in the SRJ

Activity 9.2.1.2: Mentor support student teacher in co-planning, co-teaching, and co-assessing lessons in the classroom

PLAN TOGETHER
Discuss with the student teacher and their STS partner the topic(s)/performance indicators to be taught and how to prepare the lesson plan. Agree with the student teacher and their STS partner the parts of the lesson (phase 1: starter, phase 2: main, phase 3: plenary/reflections) each of you will teach bearing in mind cross cutting issues of equity and inclusivity. Plan with the student teacher and STS partner, how to match the teaching and learning activities, with appropriate TL resources that are ICT to support the teaching and learning. Discuss with the student teacher and STS partner how to assess learners using differentiated assessment bearing in mind GESI (individual differences and abilities) and cross cutting issues.

DO
Guide the student teacher and their STS partner to prepare a lesson plan. Co-teach the lesson with the student teacher and their STS partner with one of you handling phase 1(starter), another for phase 2(main), and the other phase 3 (plenary/reflections), as agreed at the '**plan together'** stage. Ensure that teaching and learning activities are aligned with appropriate TL resources that are ICT to support diverse learning needs and help in achieving intended learning outcomes. Assist the student teacher and their STS partner to record the lesson using ICT tools such as camera, phone, and tablet. Ensure all legal and ethical protocols are duly observed before recording. Guide the student teacher and STS partner to use differentiated assessment approaches to assess the learners. Guide the student teacher to mark and grade class exercises (if any).

REFLECT TOGETHER
Guide the student teacher and their STS partner to share with you the following:

1. Challenges they encountered during the lesson.
2. How they resolved the challenges encountered.
3. New teacher competences they learnt.

Guide the student teacher to record their responses in the SRJ

Activity 9.2.1.3: Mentor support student teacher in holding post-teaching conference (Reflection Sessions)

PLAN TOGETHER
Arrange with the student teacher and STS partner a scheduled time for post lesson reflections. Remind the student teacher to bring a recording device to record the session bearing in mind legal and ethical issues.

DO
You, the student teacher, and their STS partner should hold a frank discussion on the lesson co-taught, highlighting on what went well, needs improvement, lessons learnt, and challenges encountered. Assist the student teacher to record (video or audio) this session and keep a copy in their portfolio. Guide student teacher to complete Table 9.2 under the appropriate headings and record in their SRJ.

Table: 9.2.1.3: Reflection Guide

S/No.	What went well?	What needs improvement?	Lessons learnt	Challenges (if any)
1.				
2.				
3.				
4.				
5.				
6.				
7.				

REFLECT TOGETHER

Guide the student teacher and their STS partner to reflect on the following:

1. Why it is important to hold post-lesson conference.
2. How they benefitted from this session.
3. How they wish to improve given another opportunity.

Guide the student teacher to record their reflection in the SRJ

This topic (9.2.2) Teaching learners with diverse background is a built-on on the previous topic 7.2.1 (Team Teaching: Co-planning, Co-teach, and Co-assess)

TOPIC 9.2.2: TEACHING LEARNERS WITH DIVERSE BACKGROUND

<table>
<tr><td>Topic 9.2.2: Teaching learners with diverse background</td><td>Purpose: In this topic, you are required to support the student teacher to acquire knowledge and skills of how to teach, motivate, manage, and extend the learning of all learners, with increasing consistency, whatever their socio-cultural, linguistic background and regardless of age, aptitude, and ability. This will be assessed through practical teaching activities, entries made in the reflective journal and collection of artefacts in the professional teaching portfolios (Also see chapter 12 of this handbook for NTEAP assessment grid)</td></tr>
<tr><td colspan="2">Activity 9.2.2.1. Identification of learners learning needs, differentiated learning and interventions to address the learners needs in classroom.
(NTS 2e: Understands how children develop and learn in diverse contexts and applies this in his or her teaching; 2f, 3c, 3e, 3m)</td></tr>
<tr><td colspan="2">Activity 9.2.2.2 Plan and teach lessons integrating appropriate ICT tools with comments from lead mentor/mentor addressing consistency, diversity, and inclusivity
(NTS 2f: Takes accounts of and respects learners' cultural, linguistic, socio-economic, and educational backgrounds in planning and teaching; 3c 3g, 3j, 3k)</td></tr>
<tr><td colspan="2">Activity 9.2.2.3 Plan out-of-class activities to consolidate and extend pupils' learning (field trips, excursions etc.)
(NTS 2e: Understands how children develop and learn in diverse contexts and applies this in his or her teaching; 3e)</td></tr>
<tr><td>Learning outcome: When you have supported the student teacher to complete Topic 9.2.2 STS activities, they will:</td><td>Indicators</td></tr>
<tr><td>Demonstrate knowledge and skills of how to teach, motivate, manage, and extend the learning of all learners, with increasing consistency, whatever their socio-cultural, linguistic background and regardless of age, aptitude, and ability.</td><td>1. Lesson plans with appropriate comments from lead mentor/mentors on consistency, diversity, and inclusivity.
2. List of learners' needs and differentiated learning identified and compiled
3. Written reports of interventions that addressed learners' needs identified in the classroom.
4. Established Criteria for assessment of learners' needs
5. Records on out-of-class learning activities</td></tr>
</table>

Activity 9.2.2.1: Mentor support student teacher in the Identification of learners' learning needs, differentiated learning and interventions to address the learners' needs in the classroom

PLAN TOGETHER

In year 2, the student teacher identified four learners with learning needs in the classroom. Discuss with the student teacher, learning needs of learners and ways of identifying them. Guide the student teachers to plan and prepare questions to guide them carry out the study (use Table 9.2.2 as a guide). Discuss with the student teacher appropriate interventions that can be used to address the identified learning needs. Prepare the student teacher to use ICT (phone, iPad, tablet, laptop etc.) to make a list of learners with diverse needs.

DO

When the student teacher is teaching, assist them use the questions they have prepared with their STS partner to identify learners learning needs employing ICT (Microsoft word or excel). Table 9.2.2 is a guide for the student teacher to record learners' needs identified. Guide them to tick (**√)** the appropriate column if the learning need is present or absent. Assist them to use the interventions identified in addressing learning needs as in Table 9.2.3. Co-handle with student teacher learners' needs using differentiated approaches. Assist them to write a report including videos or pictures of interventions used to address the learners needs and include the report in the portfolio.

Let them keep a list of identified learner needs and interventions used in their SRJ.

Table 9.2.2.1a: Sample of questions of learning needs

Learning needs	Present	Absent
Are there learners who have difficulties in …		
8.1 seeing from some directions and locations in the learning environment?		
8.2 hearing from some directions and locations in the learning environment?		
8.3 in sitting?		
8.4 movement?		
8.5 working with numbers?		
8.6 working with calculations?		
9. reading?		
10. writing?		
11. exhibiting self -esteem?		
Any other		
12.		
13.		

Table 9.2.2.1b.: Learning needs and suggested interventions

S/No.	Learning Needs	Suggested Interventions
1.	Difficulty in seeing	Relocation/ referral to assessment centre/ write boldly/ use more illuminated rooms
2.	Difficulty in hearing	Relocation/referral to assessment centre/ speaking louder/ encourage lip reading
3.	Difficulties in movement or sitting	Buddy assistance/ use of assistive devices
Add on		
4.		
5.		
6.		

REFLECT TOGETHER
Discuss with the student teacher some of the learning needs identified and how successful the interventions were.

Assist the student teacher to record in SRJ the learning needs identified and the successful interventions.

Activity 9.2.2.2: Mentor Support student teacher to plan and teach lessons with appropriate comments from the lead mentor/mentor addressing consistency, diversity, and inclusivity

PLAN TOGETHER
During the semester, the student teacher co-planned, co-taught and co-assessed lessons with you. They also prepared a scheme of learning with you. Discuss with the student teacher more/other topics to be taught, TL resources to be used, bearing in mind diversity and inclusivity.

DO
Assist the student teacher to use the ideas from your discussions to prepare a lesson plan. You and the lead mentor should vet and show comments on the prepared lesson plan. Help them to use the vetted lesson plan to teach the lesson. Let them use relevant ICT tools (video, simulations etc.) to enhance their teaching. Remind them to consider learners with diverse learning needs.

Let them keep the vetted lesson plan in the portfolio.

Assist them to record the comments from the lead mentor in their SRJ.

REFLECT TOGETHER
Let student teacher share with you how they handled learners with learning needs during the lesson. Discuss with the student teacher how they would have handled learners with similar or different needs. Remind them to record a 2-minute video of their reflection and keep it in their portfolio.

Assist the student teacher to record their response of how they would have handled learners with similar or different needs in the SRJ

Activity 9.2.2.3: Mentor support student teacher to plan out-of-class activities to consolidate and extend pupils' learning (field trips, excursions etc)

PLAN TOGETHER
The student teacher has just finished teaching a lesson on a selected topic. Plan with them an out-of-class activity to be embarked upon. Prepare the student teacher with consent and permission to undertake the activity if necessary. Let them make available devices (recorder, phone, camera, tablet, etc) that would help them to record the activities.

DO
Assist the student teacher to take learners out of the class to extend their learning on the topic treated. For example, after a lesson on,

1. ***B4. 1.2.1.1: Discuss the effects of human activities on the environment (RME B4),*** guide the student teacher to take the learners out into the community to observe the human activities ***(poor waste management/the filth of plastic bags***) and how they affect the environment.
2. ***B5.2.1.1.2 Describe some ancient towns in Ghana (History, B5),*** arrange for them to take the learners on an excursion to one of the ancient towns learnt **(*the one nearer*)** for them to extend their learning.
3. ***B7.3.4.1.1.3: Discuss the characteristics of the different farming systems in Ghana (Integrated Science, JHS 1),*** arrange for them to take the learners to nearby farms to extend their learning on the characteristics of different farming systems.
4. ***B1.1.4.2.1.1: State the similarities and differences between the communities where learners live (History B1),*** arrange for and guide the student teacher to take the learners to historical sites in the town e.g., an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc. to extent their learning.

Bearing in mind the legal and ethical issues, seek permission for them to record the activities.

Let the student teacher keep records of the activities in their portfolio.

REFLECT TOGETHER
Let them share with you, aspects of the lesson that indicated extended learning among learners. Ask them to share with you their experiences on the out-of-class activities.

Remind the student to record their reflections in the SRJ.

9. MENTORS SUPPORT TASKS FOR STUDENT TEACHER(S)

TOPIC 9.2.3 CLASSROOM ENQUIRY: TEACHING AND LEARNERS' LEARNING

<table>
<tr><td>TOPIC 9.2.3 Classroom enquiry: teaching and learners' learning</td><td>PURPOSE: In this topic, you are required to support the student teacher(s) to conduct a small-scale classroom enquiry on teaching and learners' learning. You should remind the student teacher(s) of the expectations for the classroom enquiry project for this semester, including the assessment criteria. Chapter 12 contains details of Assessment Criteria and guidance on the enquiry project.</td></tr>
<tr><td colspan="2">Activity 9.2.3.1 Identification of learners' learning needs regarding teaching and learning interaction in the classroom keeping in mind GESI and collection of data to justify the learners' learning need(s) identified. (NTS 1a: Critically and collectively reflect to improve teaching and learning) NTS 3b,</td></tr>
<tr><td colspan="2">Activity 9.2.3.2 Proposing of intervention(s) to remedy the learners' learning needs. (NTS 3m: identify and remediate learners' difficulty or misconceptions, referring learners whose needs are outside the competency of the teacher)</td></tr>
<tr><td colspan="2">Activity 9.2.3.3 Collection of post intervention data, analysing and drawing conclusions and recommendations with the aid of appropriate ICT. (NTS 3j: produces and uses variety of teaching and learning resources that enhance learning including ICT) 3m</td></tr>
<tr><td colspan="2">Activity 9.2.3.4 Write report on the enquiry undertaken. (NTS 3b: carry out small scale action research to improve practice)</td></tr>
<tr><td>Learning Outcomes: When you have supported the student teacher(s) to complete topic 9.2.3 of the STS activities in School 3, he/she will:</td><td>Indicators</td></tr>
<tr><td>Demonstrate knowledge and understanding on how to conduct a classroom enquiry on teaching and learners' learning.</td><td>1. List of teaching and learners' learning needs identified in the classroom.
2. Designed instruments used for data collection.
3. List of interventions used to solve the problem(s) identified.
4. Data on teaching and learners' learning needs analysed.
5. Final report on teaching and learning needs identified, analysed and conclusions drawn with recommendations to improve teaching in the classroom under the supervision of mentor.</td></tr>
</table>

Activity 9.2.3.1 Mentor support for the student teacher(s) in identification of learners' learning needs regarding teaching and learning interaction in the classroom keeping in mind GESI and collection of data to justify the learners' learning needs identified.

PLAN TOGETHER

In your Year 2 STS you supported the student teacher(s) to undertake a small-scale classroom enquiry with 4 leaners on their learning and progress. The student teacher(s) also learnt about the learning needs of learners in the classroom during their inclusive school-based inquiry course in Year 1 Semester 1. In year 3 semester 1, the student teacher(s) undertook a course on classroom enquiry as part of his/her Pedagogic Studies. In this STS you should support the student teacher(s) to apply what he/she learned in conducting a small-scale classroom enquiry. As a mentor, you are required to co-plan with the student teacher(s) to carry out another classroom enquiry regarding teaching and learning in a whole class.

You should support the student teacher(s) to read to refresh the mind on teaching and learners' learning needs from your Year 1 Inclusive School-based enquiry course materials and the Classroom Enquiry Course from Y3S1. Also guide the student teacher(s)to read up on action research from various sources such as the internet, books, and academic journals.

As a mentor, co-plan with the student teacher(s) on how to include learners with different learning abilities, how to encourage purposeful group talk and use of ICT in lesson delivery e.g., use of power point presentation considering the need of a visually impaired person (if any in the class). Co-plan with the student teacher(s) on the resources that will be required to undertake the enquiry.

Co-plan with the student teacher(s) to identify learners with learning needs in the classroom for example those having difficulties in understanding certain topics and concepts in some subject areas, learners with different learning abilities e.g., slow pace learners in class. In identifying the learner's learning needs keep in mind GESI. For example, considering representation of boys and girls as appropriate. You should co-plan with the student teacher(s) to prepare data collection instruments such as an observation checklist and observation guide to collect initial data on learners' learning needs in the classroom. Co-plan with the student teacher(s) to select one of the learning needs of the learners observed in the classroom for the purposes of the inquiry. For instance, selecting learners showing difficulties working with numbers/calculation. Then co-plan with the student teacher(s) to develop interview guide to collect data to diagnose the learners' learning needs of difficulties working with numbers/ calculation. The data will justify the learners' learning needs identified under your guidance. As a mentor, co-plan with the student teacher(s) on how he/she should examine the learners' class performance from the marked class exercises and tests to collect more data and present as pre-intervention data to justify the reality of the learners' learning needs identified. Co-plan with the student teacher(s) on how to analyse and present the initial data collected in the enquiry. Use tables 9.3.1a, 9.3.1b, 9.3.1c and .3.1d as a guide.

DO

Remind the student teacher(s) to observe the entire class during lesson deliveries and closely take note of learners with special learning needs using observation guide they have designed. Encourage the student teacher(s) to record sessions using their phones, tablets, writing pad etc. with permission from the lead mentor and learners. Guide the student teacher(s) to use the interview guide they have designed to elicit information from the learners on the selected

learning needs. Encourage the student teacher(s) to use the information elicited to diagnose the causes of the learning need identified.
In addition, guide the student teacher(s) to examine the marked class exercises, tests, etc. of the learners, record the performance scores, analyse, and present as evidence to justify the learners' learning needs identified. Encourage the student teacher(s) to use their digital literacy devices such as camera, phones, and laptops to collect data on learners with learning needs identified in the classroom. Remind the student teacher(s) to use ICT tools (e.g., Microsoft excel, Microsoft word) to store the data collected.

Table 9.3.1a Sample observation guide to collect data on learners during lesson delivery

Learning Needs of Learners	Tick if Presence	Cross if absence
learners show difficulty in oral expressions/spoken language		
learners show difficulty in reading the age-appropriate book		
learners show difficulty in writing		
learners show difficulty in working with numbers/ calculation		
learners show difficulty in creative work		
learners show difficulty in solving problems		
learners show difficulty in meeting curriculum content standard		

NB: Add other relevant learners' learning needs.

Table 9.2.3.1b Sample interview guide to diagnose Learners' learning needs of difficulty in working with numbers/calculations

S/N	Question	Learner's response
1	What subject do you like best in the class?	
2	Why do you like that subject?	
3	Do you have difficulty in working with numbers/calculations?	
4	Which area(s)/aspect(s)/ topic(s)/strand(s) do you find very difficult to understand in mathematics?	
5	Why do you find the area(s)/aspect(s)/ topic(s)/strand(s) very difficult to understand?	
6	How have you been performing in mathematics	

NB: Add other relevant questions that can help you elicit important information

Table 9.2. 3.1c Sample pre-intervention data on learners' performance score from marked exercises and tests.

	Learners' Scores						
S/N	LEARNER'S NAME	Class Exercises 20 marks	Assignments/ Homework 20 marks	Project Work 20 marks	Class Tests 40 marks	TOTA 100% marks	REMARKS
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

Table 9.2. 3.1d Sample Pre-intervention template for collecting test data on Learner's performance score from marked exercises and tests.

S/N	LEARNER'S NAME	TOTAL (100%)	REMARKS
1		60	
2		55	
3		50	
4		45	
5		35	
6		35	
7		45	
8		50	
9		50	
10			
11			
12			
13			
14			
15			
16			

REFLECT TOGETHER
Encourage the student teacher to compare with their STS partner (if any) the learners and their learning needs they have identified and share with you. Remind the student teacher to note the differences and similarities in what they identified. Remind the student teacher to explain how GESI related issues were addressed.

Task:

- Remind the student teacher to write down at least four of the learners' learning needs they identified in the class.
- Remind the student teacher to make a list of references of the material read to refresh their mind.

Encourage the student teacher to keep record of the reflection in the SRJ.

Activity 9.2.3.2 Mentor support the student teacher(s) in proposing of intervention(s) to remedy the identified learners and their learning needs(s)

PLAN TOGETHER
Discuss with the student teacher(s) to refer to their enquiry focused courses and read more on classroom enquiry (action research) from books, academic journals etc. and watch videos from YouTube on classroom enquiry using phone, laptops, tablets, iPad etc. and other relevant materials for deeper understanding.
Having guided the student teacher(s) to identify and diagnose learners learning need and the causes, now co-plan with the student teacher(s) to out with two objectives they want to achieve in the enquiry. Co-plan with the student teacher(s) to formulate two research questions to guide the enquiry and look for information on possible classroom interventions from various sources.
Co-plan with the student teacher(s) to propose relevant interventions based on the diagnosis. For instance, remedial lessons. The interventions will be used to remedy the learning needs of the learners the student teacher(s) have identified. As a mentor, discuss with the student teacher(s) the steps and the duration to be used to implement the proposed interventions. Co-plan with the student teacher(s) to design an interview guide to collect data on the objectives formulated.

DO
Remind the student teacher(s) to list the proposed relevant interventions to remedy the learners' learning needs identified in the classroom with your support.
Remind the student teacher(s) to implement the proposed interventions (for example remedial lesson) step-by-step and within the duration as planned to remedy the learning needs identified taking note of possible challenges that may emerge and how they address the challenges. Also, remind the student teacher(s) to record events using your phones, note pad, laptop, tablets etc.
Remind the student teacher(s) to use the interview guide they have designed to collect data on the objectives formulated, analyse and discuss the data collected taking note of the findings.

REFLECT TOGETHER
Encourage the student teacher(s) to share with you the challenges they encountered during the implementation of the proposed interventions and how they addressed the challenges.

Task:
As a mentor ensure that the student teacher(s) write the following in their SRJ

- A list of references of the material read to refresh their mind
- A list of the interventions used.
- A list of the challenges encountered in implementation of the interventions

Activity 9.2.3.3 Mentor support for the student teacher(s) in collection of post intervention data, analysing and drawing conclusions and recommendations with the aid of appropriate ICT.

PLAN TOGETHER
In year 2 STS, the student teacher(s) were supported to carry out a small-scale classroom enquiry with 4 learners and in the study, data were collected, analysed and interpreted. Also, in Year 1 inclusive school-based enquiry course and Y3S1 Classroom Enquiry Course the student teacher(s) were taken through data collection approaches, analysis and interpretation. Student teachers having implemented the proposed intervention (for example remedial lesson) in activity 2 of Year 3 semester 2, now co-plan with the student teacher(s) to give exercise and test to the learners in order to evaluate the effectiveness of the intervention they have implemented. Also, discuss with the student teacher(s) how they will mark the learners exercise and test, compile the scores and present the data as the post-intervention results using table 8.2.3.3a as a guide. In the planning with the student teacher(s), discuss how they will compare, present and interpret the pre-intervention and post-intervention data to see whether the learners' learning needs identified have been addressed. Use table 8.2.3.3b and its interpretation as a guide.

DO
Remind the student teacher(s) to give exercise and test to the learners, mark the exercise and test, compile the scores, analyse and present the results using ICT such as Microsoft excel and word. Remind the student teacher(s) to compare the pre-intervention and post-intervention data to see whether the learning needs identified have been addressed. Encourage the student teacher(s) to present the two results obtained using appropriate formats, e.g., tables, graphs, etc. and interpret the results.

RFEFLECT TOGETHER
Encourage the student teacher(s) to reflect on the results obtained and discuss the following with you: 1. the findings, 2. whether the learners' teaching and learning needs identified have been addressed with evidence.

Task: Remind the student teacher(s) to write their findings in the SRJ and inspect

Table 9.2.3.1a Sample post-intervention data on Learner's performance score from marked exercises and tests.

S/N	LEARNER'S NAME	TOTAL (100%)	REMARKS
1		90	
2		90	
3		87.5	
4		75	
5		85	
6		72.5	
7		67.5	
8		90	
9		80	
10			
11			
12			
13			
14			

Table 9.2.3.3b: A sample guide to comparing the Pre- and Post-intervention Tests Results

S/N	Name of learner	Pre-Intervention Test Results (100)	Post-Intervention Test Results (100)	Difference	Percentage (%)
1		60	90	30	50
2		55	90	35	64
3		50	87.5	37.5	75
4		45	75	30	67
5		35	85	50	143
6		35	72.5	37.5	107
7		45	67.5	22.5	50
8		50	90	40	80
9		50	80	30	60

Interpretation the of Pre-Intervention and Post Intervention Test Results

By inspection from table 8.2.3.3a, it can be seen that there has been a remarkable improvement in the learners' performance as a result of the implementation of the intervention activities. For instance, serial numbers 5 and 6 had over hundred percent that is 143 and 107 respectively. The least score of increase is 50% and only two learners had that. The rest scored over 50% increment. It is therefore clear that there has been a positive transformation in the knowledge and understanding of the learners in working with numbers and calculations. It can also show that more learners scored higher marks in the post-intervention test than in the pre-intervention test.

Activity 9.2.3.4 Mentor support for the student teacher to write a Report on the Enquiry Undertaken.

PLAN TOGETHER

In Year 2 STS the student teacher was supported to conduct small-scale classroom enquiry with 4 learners and wrote a report on the enquiry they carried out. In Year 3 semester 2 activity, co-plan with student teacher on how they should communicate the results of the enquiry carried out in written form using appendix 1 as a guide. In the planning, discuss with the student teacher the timelines for the report drafting, review, corrections, and submission of final report as well as the resources that will be required including ICT tools in writing the report. Discuss with the student teacher the findings of the enquiry and draw conclusions with recommendations to be included in the report.

DO

Remind the student teacher to mobilise the resources for the report writing e.g., Laptop, printer, A-4 paper, and notepad. Remind the student teacher to use the agreed format/template as in appendix 1 to write the report on the study undertaken. Encourage the student teacher to work according to the agreed timelines for the draft, review, corrections, and submission of the final report.

Supervisor the student teacher to draft a report of between 2500-3000 words on the enquiry they carried out using the template as well as ICT such as phones, laptop, tablet and note pad.

Review the draft report of the student teacher. Ensure that the student teacher effect all corrections and suggestions made to the draft report before final submission.

Remind the student teacher to submit final report in the prescribed format to you, mentor/lead mentor and add a copy to their portfolio as per the agreed deadlines /timelines.

REFLECT TOGETHER

Ask the student teacher to orally share with you how the enquiry was conducted, findings, conclusions and recommendations made. Also, ask the student teacher to share with you the core competencies developed and NTS achieved during the enquiry.

APPENDIX 1

PROPOSED TEMPLATE FOR THE WRITING OF THE REPORT ON CLASSROOM INQUIRY CARRIED OUT

Topic (carved out of the Problem identified to work on. Note: Action Research Topics often depict the Problem and the Intervention at the same time)

BACKGROUND TO THE STUDY.

Introduction

This should include

- How the problem was identified
- Conduct pre-intervention class exercise, test etc and mark for evidence that the problem existed in the classroom
- Diagnosis of the problem

-Description of the study area

Statement of the problem

Purpose [It should seek to bring about a change]
Objective(s) of the study
Research Questions
Scope of the study/Delimitation of the study
Limitations of the study (challenges faced)

LITERATURE REVIEW (The readings that they were tasked to do should be geared towards this)

METHODOLOGY

Design of the study
Population of the study
Sample size and sampling technique
Data collection instrument(s)

- observation
- interview guide
- document analysis

Intervention

- Description of step-by-step implementation of the intervention
- Description of period of implementation

Post-intervention

- Description of Post intervention data collection
- Analysis and discussion of post-intervention data collected
- Conducting post-intervention class exercises, tests, etc and marking. Examination of marked post-intervention marked class exercises, tests, etc and collating results and presenting

Comparing Post and Pre- intervention results and interpretation

FINDINGS, CONCLUSION AND RECOMMENDATIONS

- indicate the findings of the study
- draw conclusions
- make recommendations
-

TOPIC 9.2.4. Leadership qualities in the wider school community

Topic 9.2.4 Leadership qualities in the wider school community.	**Purpose:** In this topic, you are required to support the student teacher to exhibit leadership qualities in the wider school setting.
Activity 9.2.4.1 Discussion with student teachers the wider school community routine, rules and regulations set in the school *(NTS 1c: demonstrates effective growing leadership qualities in the classroom and wider school) (NTS 1d)*	
Activity 9.2.4.2 Supporting student teachers to exhibit leadership qualities in the wider school setting, guided by the legal and ethical codes of conduct required by the profession. *(NTS 1d: Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher)*	
Activity 9.2.4.4 Supporting student teachers to actively participate in PTA, SMC, and general staff meetings. *(NTS 1e: Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations, and wider public as part of a community of practice) (NTS 1a)*	

Learning Outcome: When you have supported student teachers to complete topic **9.2.4** STS activities, they will:	**Indicators:**
Demonstrate knowledge and skills of leadership qualities and exhibit them in the wider school community.	Evidence of support to patrons and participation in co-curricular activities. Record of attendance at PTA, SMC, CPD and staff meetings. Evidence of participation in morning and closing assemblies and lunch time activities (NTS. 1c; 1e)

Activity 9.2.4.1 Mentor ddiscussion with student teachers, the wider school community routine, rules and regulations set in the school (NTS. 1c, 1d)

PLAN TOGETHER

In year 2 School 2, the student teacher interacted and participated in the routines, rules, and regulations in the classroom. In this current activity, you will discuss with him or her the wider school community routines, rules, and regulations. Plan with your student teachers the role they will play in the school community routines, rules and regulations, for example, as a safe-guard and co-implementor of the rules and regulations in the wider school community, during school assemblies, tidying up of school compound, break time activities, sporting and cultural activities taking into consideration the rules and regulations governing these activities. Support them to identify ICT tools (Video recorders, cameras, smart phones, etc.) they can use to watch and compare how morning and closing assemblies are conducted in different schools and countries with their school. Discuss with the student teacher the roles of parents, teachers, and community members in these co-curricular activities, for example, supplying the school with sports equipment, furniture, and release of land for developmental projects.

DO

Encourage the student teacher to discuss with you his/her role as a safe-guard and co-implementor of the rules and regulations in the wider school community. Discuss with them their role in ensuring rules and regulations are followed during morning and closing assemblies, during tidying up of school compound, break time activities, sporting and cultural activities taking into considerations the rules and regulations governing these activities. Encourage him/her to write down how rules and regulations on sweeping and weeding of plots are implemented taking GESI into consideration. Encourage him/her to use available ICT tools (video recorders, cameras, smart phones etc.) and watch how morning and closing assemblies are organised in other schools and countries and compare them with how they are carried out in their school. With your assistance, guide the student teacher to identify some leadership qualities that they that they have observed in the wider school community and those that they can exhibit. Example, goal oriented, hardworking, willing to serve others, a good listener, a good communicator, a good decision-maker and being encouraging.

REFLECT TOGETHER

Discuss with the student teacher the rationale for the establishment of school rules and regulations, routine activities and how they positively influence the smooth administration of the school. Example, to:

1. guide behaviour
2. ensure uniformity
3. ensure law and order
4. promote effective teaching and learning

Let the student teacher record the findings on the rationale of school rules and regulation in the SRJ

Activity 9.2.4.2 Mentor support for student teachers to exhibit leadership qualities in the wider school setting, guided by the legal and ethical codes of conduct required by the profession. (NTS 1d)

PLAN TOGETHER

In year 3 Semester 1, the student teacher had the opportunity to exhibit leadership qualities of leading a meeting, deciding on options of ideas presented, etc. regarding legal and ethical codes of conduct. In this activity, you will support the student teacher to exhibit similar leadership qualities in the wider school community. Encourage the student teacher to observe leadership qualities that members of the school community, example, teachers, parents and committee members exhibit and emulate those leadership qualities. Discuss with them the composition of SMC and PTA and how GESI plays a role in forming these committees. Encourage them take note of the number of females in each of these committees and their roles. Find out from them the leadership qualities observed from the PTA and SMC meetings such as leading a discussion, assigning responsibilities, hardworking, willing to serve others, a good listener, a good communicator, a good decision-maker and being encouraging, that they will like to emulate and exhibit.

DO

Task the student teacher to write down the leadership qualities that he/she has observed being exhibited by people who are holding responsible positions in the school community,

example, teachers, parents and committee members. Encourage him or her to explain how he or she will exhibit such leadership qualities. Also, help him or her to explain to you the composition of the various identified committee members and ask him or her to indicate the role GESI plays in these committees.

REFLECT TOGETHER
Find out from student teachers their experiences they gathered from the rationale for, example. sharing ideas, concerns and experiences from parents, teachers and committee members and their contributions to the development of the school. Also, let them share the leadership qualities, example. goal oriented and hardworking, that they have observed and written down during active participation in the wider school activities.

Let the student teacher record the leadership qualities discussed into the SRJ

Activity 9.2.4.3 Mentor support for the student teacher to actively participate in PTA, SMC, and general staff meetings. (NTS 1e, 1a)

PLAN TOGETHER
In Year 3 Semester 1, you exposed the student teacher to the roles she/he will play in the formulation of classroom rules and regulations, the various leadership responsibilities in the classroom as well as some legal and ethical issues involved in leadership in the classroom. In this activity, guide the student teacher to show evidence of active participation in morning and closing assemblies, play/lunch time activities and other co-curricular activities in the wider school setting.

Ask the student teacher to select specific wider school activities and capture scenes (taking photographs, videos and writing reports) of his/ her involvement in them. Discuss these activities with special reference to morning and closing assemblies, lunch times, staff meetings, sports and cultural activities and gardening.

DO
Guide the student teacher to actively participate in wider school activities and use ICT tools (mobile phones, videos, recorders, etc.) to record scenes of his/her involvement in school assemblies, lunch time activities, Staff Meetings, PTA, and SMC meetings in the wider school settings. She/he should save the recordings, pictures, and videos for future reference. Encourage them to write down the leadership qualities they have acquired on the basis of their involvement in the PTA, SMC and general Staff meeting activities, for example, goal-oriented qualities, hardworking leadership qualities and decision-making qualities.

REFLECT TOGETHER
Ask student teacher to share at least any three wider school activities that she/he actively participated in with recordings or picture(s). Find out from the student teacher if at least two of their colleagues have similar recordings of active involvement in school activities. Discuss with them any remedial activities you will recommend to ensure active participation in all school activities.

Guide the student teacher to electronically record instances of his/her active participation in PTA, SMC, general staff meetings for future reference

TOPIC 9.2.5: Meeting the National Teachers' Standards

Topics 9.2.5 Meeting the National Teachers' Standards	**Purpose:** In this topic, you are required to support the student teacher to provide evidence of how they are able to meet the NTS.
Activity 9.2.5.1 Identifying and selecting standards that are achievable within the six-week period (NTS 2*f. Takes account of and respects learners' cultural, linguistic socioeconomic and educational backgrounds in their planning and teaching)*	
Activity 9.2.5.2 Developing an action plan and specific tasks to achieve the set NTS targets. (NTS 1b, 2b: *Improves personal and professional development through lifelong learning and Continuous Professional Development*).	
Activity 9.2,5.3 Preparing gender responsive scorecards under the supervision of mentor [NTS. 3f] (NTS 3f: *Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress*)	
Learning outcome: When you have supported the student teacher to complete Topic 9.2.5 STS activities on meeting the NTS, they will:	**Indicators**
1. Demonstrate knowledge and understanding of strategies to achieve specific standards of the NTS with the support from their mentor.	1.1 Activities on set targets achievable within the six weeks. 1.2 Portfolio evidence with reports from mentors and lead mentors on how set targets agreed upon with mentor and STS partner have been achieved. 1.3 Repots (list of activities) that achieve specific standards on the NTS,
2. Provide evidence on how they are able to meet the requirements for gender responsiveness with the support from their mentor.	2.1 List of major policies that relate to GESI in the classroom. 2.2 Portfolio evidence on how GESI was incorporated in your classroom activities. Gender Scorecard.

Activity 9.2.5.1 Identifying and selecting standards that are achievable within the six-week period

PLAN TOGETHER

In the first semester of year 3, you assisted the student teacher in discussing the domains and the sub-divisions of the NTS. You provided support in setting some NTS targets and planned activities that helped in achieving the targets set. In this activity, guide the student teacher to identify and select the NTS targets that can be achieved within the six-week visit. Review with them the set targets they worked on in the first semester of Year 3, their strengths and areas for improvement and assist them to make a list of their new NTS targets. Guide them to

include the selected NTS standards as you co-plan lessons with them. Also, assist them in the preparation of a checklist to reflect the selected NTS set targets.

DO

Deliver lessons and engage in other classroom practices for the student teacher to observe activities and strategies you put in place to achieve the set targets on the NTS in your co-planned lessons. Demonstrate the NTS set targets in your lesson delivery and assessment and ask them to do same when they have the opportunity to teach their part of the lesson.
Guide them to use the prepared checklist of the NTS set targets selected to observe you and their STS partner's lessons. Use the checklist in observing the student teacher while delivering their part of the co-planned lesson. Below is a sample checklist.

Table 9.2.5.1: Sample checklist on NTS set standards

S/N	NTS SET TARGETS IN ACTION	Tick (√)	Cross (×)
1	Delegates roles to females and males equally. (NTS 1c)		
2	Teacher investigates and take notes of each learner's background. (NTS 2f)		
3	The teacher's subject knowledge goes beyond what is contained within the curriculum and textbook (NTS 2c)		
4	Attends and contributes to school meetings, PTA, SMC, etc. (NTS 1e)		
5	The teacher has long term objectives of what and how learners learn, clear lesson objectives, etc. (NTS 3a)		
6	Teacher maintains high expectations for all learners (NTS 3o)		
7	Add on		
8			
9			
10			

REFLECT TOGETHER

Reflect with the student teacher to using the following questions:

1. How did the NTS set targets influence your co-planning?
2. How did the NTS set targets influence your co-teaching?
3. How did your NTS set targets influence your co-assessment?
4. How did the NTS set targets help you cater for the diverse learning needs among learners?
5. Why do you need to plan, deliver and assess lessons based on targets on the NTS?

Record the outcomes from your reflection in the SRJ

Activity 9.2.5.2 Developing an action plan and specific tasks to achieve the NTS set targets.

PLAN TOGETHER

In this activity, discuss with the student teacher to their strengths and areas for improvement from the NTS set targets they worked on. Assist them to develop an action plan on specific tasks they can engage in to consolidate their gains. The action plan will consider the NTS targets they agreed upon with the mentor, those they were able to achieve, those they were not able to achieve, the specific tasks they engaged in to achieve them and what they can do to sustain the activities that helped with the achievement of the set NTS targets.

DO

Task the student teacher to make a list of the NTS targets set and agreed upon. Assist them to design a table to separate the targets achieved from those that were not achieved. Support them to determine how they were able to achieve some targets and why others were not achieved. Task the student teacher to incorporate ICT and GESI issues in the achievement of the NTS set targets. Assist them to identify ways by which they can sustain the activities they engaged in to achieve the set targets and what they can do to improve on those they could not achieve.

Table 9.2.5.2. Sample table on set NTS targets and their status

S/N	NTS Set Targets	Achieved	Not Achieved	Reasons
1.	Delegates roles to females and males equally. (NTS 1c)			
2	Teacher investigates and take notes of each learner's background. (NTS 2f)			
3.	The teacher's subject knowledge goes beyond what is contained within the curriculum and textbook (NTS 2c)			
4.	Attends and contributes to school meetings, PTA, SMC, etc. (NTS 1e)			
5.	The teacher has long term objectives of what and how learners learn, clear lesson objectives, etc. (NTS 3a)			
6.	Teacher maintains high expectations for all learners (NTS 3o)			
7.	**Add on**			

REFLECT TOGETHER

In your reflection with the student teacher, guide them to use the following questions:

1. How happy I am with the plan I have put up to achieve the set NTS targets?
2. How can I continue to sustain the gains I have made in achieving the targets set on the NTS?
3. What other activities can I engage in to ensure successful achievement of the targets sets in NTS?
4. Add on

Record your findings in the SRJ

Activity 9.2.5.3 Preparing gender responsive scorecards under the supervision of mentor

PLAN TOGETHER

The student teacher learnt about individuals with Special Educational Needs (SEN) in their Inclusive School-Based Inquiry course in Level 100. In Level 300 Semester 1, they prepared a guide for gathering information on GESI and discussed with their mentor how boys and girls, persons with visual and hearing impairment, physical and emotional challenges and the marginalised were actively involved in the teaching and learning process.

In this activity, assist the student teacher to understand what Gender Responsive Scorecard (GRS) is. (A "GRS" is a standardized assessment of gender mainstreaming practices, which is designed to foster adherence to minimum standards for gender equality processes across institutions and serve as an accountability framework for assessing the effectiveness of gender mainstreaming.) Also, co-plan a lesson with them and guide them to use the gender responsive checklists/guide to gather information on how issues of GESI are considered in your lesson delivery. Use the checklist to observe the student teacher as they deliver their part of the lesson. Support them to compare the current checklist to the earlier one they prepared in Semester 1, find out similarities, differences, and prepare a comprehensive gender responsive scorecard. Recommend the reading of the following books to the student teacher: 1. *A Gender Responsive Pedagogy: A Toolkit for Teachers and Schools 2. Gender Responsive Pedagogy: A Teacher's Handbook. 3. The Gender Handbook for Teaching Practice Mentors* and any other relevant material. Below is a sample GRS.

DO

Guide the student teacher to prepare Gender Responsive Scorecard (GRS). Task them to use the scorecard to observe theiryour lesson and tick appropriately. Task them to deliver their part of the planned lesson for you to use the scorecard for them. Encourage them to make a recording of the lesson they delivered with the help of ICT tools (e.g., your phone, a video camera, an audio tape recorder). Below is a sample scorecard:

Table 9.2.5.3: Sample Gender Responsive Scorecard

Which area of your finding interests you most and why?
Do you disagree with any part of the actions/strategies? Why?
Which actions/strategies do you think will be most helpful? Why?
Which actions/strategies do you think will be most difficult to implement? Why?
What

REFLECT TOGETHER

Lead the student teacher to use the following questions to reflect:

What can everyone do to address the challenges?

Task them to compare how they were able to incorporate GESI in the lesson they delivered in semester one and the one they delivered in Semester 2. Are there improvements in how you incorporated GESI in the Semester 2 lesson delivery? What new areas did you identify?

Use the feedback from your reflections to prepare a comprehensive Gender Responsive Scorecard (GRS) and record it in your SRJ.

TOPIC 9.2.6: Action plan for lifelong learning

<table>
<tr><td>Topics 9.2.6 Action plan for lifelong learning</td><td>Purpose: In this topic, you are required to develop an action plan of continuous personal and professional development which emphasizes on pedagogical knowledge, pedagogical content knowledge and content knowledge student teacher</td></tr>
<tr><td colspan="2">Activity 9.2.6.1: Designing a personal action plan for lifelong learning (NTS 3j: Produces and uses a variety of teaching and learning resources that enhance learning, including ICT, 1b, 3e, 2c).</td></tr>
<tr><td colspan="2">Activity 9.2.6.2: Review and identify your pedagogical knowledge, pedagogical content knowledge and content knowledge needs with your mentor (NTS 1b: Improves their personal and professional development through lifelong learning and continuous professional development 2b, 2c, 3e, 3h).</td></tr>
<tr><td colspan="2">Activity 9.2.6.3: Evaluate the successful completion and achievement of the targets set for lifelong learning with your mentor (NTS 1a: Critically and collectively reflects to improve teaching and learning, 1b,).</td></tr>
<tr><td>Learning outcome: When you have assisted the student teacher to complete Topic 9.2.6 STS activities on setting targets for lifelong learning, they will:</td><td>Indicators</td></tr>
<tr><td>Demonstrate knowledge and skill in identifying gaps in personal and professional development and designing action plans to address them.</td><td>1. List of gaps in personal knowledge and skills
2. Personal action plan to address gaps
3. List of resources and sources of resources to address the gaps identified.
4. Evidence of reading of literature on how to address similar gaps</td></tr>
</table>

Activity 9.2.6.1 Designing a personal action plan for lifelong learning

PLAN TOGETHER

In Year 2 STS activities, you assisted the student teacher to study activities leading to teacher professionalism. Having a personal action plan is the hall mark of every individual who wants to develop in their chosen profession. In this activity, you will assist the student teacher to design a personal action plan for their personal professional development in their teaching carrier.

Discuss with the student teacher the stages in the development of an action plan. The discussion can centre on the following question;

1. What goals (NTS) do I want to achieve?
2. Which strategies can help me achieve the goals?
3. When do I start the implementation of the strategies?
4. Who will monitor me to ensure the achievement of the implemented strategies?

Guide the student teacher to jot the answers to these questions and any other ones you may add and assist them to use in their action plan preparation. The goals student teachers set must come from the NTS for Ghana taking into consideration student teachers' pedagogical knowledge (PK), pedagogical content knowledge (PCK) and content knowledge (CK) needs.

DO

Using the areas you discussed with the student teacher during the planning stage, guide the student teacher to prepare their action plan. Ask the student teacher to set their goals, strategies for implementation and the timelines as well. You can assist the student teacher to make their action plan using ICT tools in a table form and it may look like Table 9.1.

Table 9.2.6.1: Student Action Plan

S/N	Goals	Implementing Strategies	Start Date	End Date	Monitoring Officer (s)
1	Write lesson notes with varied teacher/learner activities	Consulting the curriculum and co-planning with mentor			Tutor/Lecturer or Mentor
2	Introduce lessons by reviewing learners' RPK and linking it up with new topic	Observe mentor and continual practice			Mentor
3	Identify classroom management procedures on discipline	Read school rules and regulations			Lead mentor/Mentor
4					
5					
6					
Add on					

REFLECT TOGETHER
Organise a meeting with the student teacher to reflect on the action plan you assisted them to prepare. Guide student teachers to compare their action plan with their STS partner and find out if they have the same number of goals and implementing strategies. Find out from the student teacher if they have the same timelines and the feasibility of the timelines set. Find out also the reasons for their similarities and or differences. Encourage the student teacher to record their reasons for choice of goals and implementation strategies in their SRJ.

Encourage the student teacher to keep a record of their reflections in their SRJ

Activity 9.2.6.2 Review and identify your pedagogical knowledge (PK), pedagogical content knowledge (PCK) and content knowledge (CK) needs with your mentor.

PLAN TOGETHER
The student teacher has learned how learners respond differently to teachers' approaches to teaching in Inclusive-Based Enquiry courses in Year 1. The student teacher also observed you as their mentor deliver series of lessons using different teaching strategies. In this study you will assist the student teacher in a discussion on their PK, PCK and CK needs. You will also guide them to prepare a checklist of teaching approaches to commensurate with their PK, PCK and CK needs.
Hold a discussion with the student teacher on strategies teachers use in lesson delivery and what informs the choice of those strategies. Ask the student teacher to share with you what will influence their choice of a teaching strategy. Co-plan a lesson in a subject and grade specific with the student teacher for delivery.

DO
Ask the student teacher to deliver the lesson they co-planned with you whilst you observe the lesson using the Assessment Form A as a checklist with emphasis on PK, PCK and CK. Assist the student teacher to get a third person to record the lesson so you can discuss with them and give feedback.

NOTE: Consider ethical issues during the recording.

REFLECT TOGETHER
Lead the student teacher to reflect on the lesson they delivered with you and the STS partner. Ask the student teacher to answer the following questions:

1. What went well during the lesson delivery?
2. Were there areas the student teacher did not do well?
3. What should the student teacher do differently if given the chance to deliver the same lesson again?

Share with the student teacher the areas you identified as strength and the areas for improvement taking into consideration their PK, PCK and CK needs. Ask the student teacher to record the reflections in their SRJ.

Encourage the student teacher to keep a record of their reflections in their SRJ

Activity 9.2.6.3 Evaluating the successful completion and achievement of the targets set for lifelong learning with your mentor

PLAN TOGETHER

Share with the student teacher how you have achieved your professional development goals over the years. Let the student teacher to share with you the NTS they have developed over the weeks of their school visit. Assist the student teacher to obtain an electronic or hard copies of the NTS handbook for discussion with you in this activity. Ask the student teacher to present the action plan they prepared for this activity as well. Discuss with the student teacher the ways of monitoring their progress in the teaching profession.

DO

Share with the student teacher the competencies you observed them exhibit within the weeks they have worked with you by stating specific examples of some indicators of teacher's performance in the NTS handbook. Let the student teacher compare what you discussed with them using the action plan they prepared and if possible, tick the ones they have achieved. Share the areas you believe the student teacher needs improvement with them as well. Lastly, discuss with the student teacher their successes and or failures based on the action plan they prepared.

REFLECT TOGETHER

Lead the student teacher to reflect why they were able to achieve the set targets and or why they failed in achieving some the targets set. Let the student teacher tell you what interventions can make them successful in their quest for professional development. Encourage the student teacher to record their findings into their SRJ.

Encourage the student teacher to keep a record of their reflections in their SRJ

TOPIC 9.2.7: DEVELOPMENT OF PROFESSIONAL TEACHING PORTFOLIO

Topic 9.2.7 Development of Professional Teaching Portfolio	Purpose: In this topic, you are asked to the support the student teacher continue to develop and build a professional teaching portfolio.
Activity 9.2.7.1 Discussion and review of personal teaching philosophy with tutors, mentors and STS partner (*NTS1f: Develops a positive teacher identity and acts as a good role model for learners*)	
Activity 9.2.7.2 Development of template for a professional teaching portfolio, (Considering inclusivity and diversity) *(NTS1g: Sees his or her role as potential agent of change in the school, community and country.) (NTS 1f)*	
Activity 9.2.7.3 Collection, compilation and filing of artefact, such as pictures, videos, audio tapes, reports from whole class reviewed personal teaching philosophy, entries in the SRJ etc. (*NTS1f*)	
Learning outcomes: When you have supported the student teachers to complete Topic 9.2.7 STS activities on the development of professional teaching portfolio, they will:	**Indicators**
1. Demonstrate a better understanding of a personal teaching philosophy.	1.1 State your beliefs of teaching and learning. 1.2 Review Personal Teaching Philosophy statement.
2. Demonstrate knowledge and skills in developing a Professional Teaching Portfolio with evidence from a selection of artefacts from classroom observations, wider school life, whole class enquiry and small group learners learning needs.	2.1 Provide reports from observation on learners' needs compiled in a developing professional teaching portfolio. 2.2 Make a presentation on differentiated approaches used on learners according to needs. 2.3 Provide records in SRJ. 2.4 Develop the Portfolio/e-Portfolio.

Activity 9.2.7.1 Mentor support on discussion and review of personal teaching philosophy
PLAN TOGETHER
In Year Two STS activities, you assisted the student teacher to review his/her personal beginning teaching philosophy statement in year one. In this activity, discuss with the student teacher additional beliefs, values and understandings regarding teaching and learning that could result in a change in a personal teaching philosophy.

DO
Discuss with the student teacher, their beliefs, values and understandings with respect to teaching and learning. Use the following questions (or their variants) as a guide in the discussion to improve their teaching philosophy.

- What is my role as a teacher in the classroom?
- What qualities do I believe an effective teacher should have?
- Under what conditions do learners learn best?
- What do I owe my learners?
- What approaches should I adopt to suit the learning needs of my learners?
- How do I address GESI issues in the learning environment?
- What is my overall goal as a teacher?

Discuss with the student teacher how you developed your teaching philosophy. Indicate whether your philosophy has changed over time, giving reasons. Guide the student teacher to review their personal beginning teaching philosophy statement if the need be.

REFLECT TOGETHER

Discuss with the student teacher their reviewed teaching philosophy statements identifying any similarities and differences among their reviewed personal teaching philosophy statements. Give reasons for the differences.

Encourage the student teacher to write their reviewed personal teaching philosophy in the SRJ

Activity 9.7.2.2 Mentor support in development of a template for building a professional teaching portfolio (considering GESI issues and the use of ICT tools)

PLAN TOGETHER

In year 2 STS activities, the student teacher learned the relevance of developing a professional teaching portfolio and built improved teaching portfolio. In this activity, share with the student teacher the importance of developing a template for a professional teaching portfolio. Discuss GESI issues that are likely to show up in the development of teaching portfolio and encourage the student teacher to use ICT tools when developing their teaching portfolio. Remind the student teacher to refer to the chapter on assessment of this handbook (i.e. Assessment of STS) including NTEAP (6.4 & 7.7) for guidance on how to present their teaching philosophy

DO

Assist the student teacher to prepare a template for building a professional teaching portfolio using the ideas that were generated at the planning stage. Guide them to add to the list in Table 9.2.7.2 and record in their SRJ

Table 9.2.7.2: Content of a Professional Teaching Portfolio

SN	Components of Artefact	Details
1	Profile	
2	Career Objectives	
3	Personal Data	
4	Educational Qualifications	
5	Personality Attributes	
7	Technical Competencies	
7	Wider school artefact e.g.	

	• trophies • certificates • pictures of events	
	Add on …	
8		
9		

REFLECT TOGETHER

Discuss with the student teacher their professional teaching portfolio templates identifying any similarities and differences among them. Give reasons for the differences (if any). Guide the student teacher to record in their SRJ what they learned from the sharing of professional teaching portfolio templates.

Encourage the student teacher to record findings in the SRJ

Activity 9.2.7.3 Mentor support on the collection, compilation and filing of artefacts, using ICT such as pictures, videos, audio tapes, reports from whole class enquiry, reviewed personal teaching philosophy, entries in the SRJ etc.

PLAN TOGETHER

At college, tutors have explained to the student teacher what goes into developing a professional teaching portfolio. In this activity, plan and discuss with the student teacher some of the artefact required for developing a professional teaching portfolio. Guide the student teacher to make list of the artefact they learned in their college and find out how these artefacts could be collected from the school using ICT tools.

DO

Assist the student teacher to collect artefact, select key ones that are representative of knowledge gained or depicting something unique. Encourage the student teacher to start the development of their professional teaching portfolio. Guide the student teacher to record the artefact collected. Table 9.7.2 may serve as a guide.

Table 9.2.7.3: Examples of contents in a Professional Teaching Portfolio

SN	Artefact in trainees' Professional Teaching Portfolio	Remarks
1	Personal Teaching Philosophy	
2	Student Reflective Journal	
3	Scheme of Work or Plan for whole class teaching	
4	Lesson plans for whole class teaching	
5	Lesson evaluations from whole class teaching	
7	Samples of learners' work/exercises the student teacher has graded, showing their comments	
7	Assessment instruments created by the student teacher with marking scheme and explanation of how effective or ineffective they were.	
9	Whole class Enquiry	
10	Directed work/task sheets set by mentors and undertaken by	

	trainees.	
12	University supervisor's/link tutor's assessment comments	
13	Minutes of meetings e.g., with mentor/lead mentor	
	Add on ...	

Reflection on artefact

Each item put in the portfolio should be accompanied by a brief written reflection indicating, for example:

- The date;
- What the artefact is;
- Rationale for its inclusion in the portfolio;
- How it fits into your view of teaching and learning whole class.
- How each artefact demonstrates teaching competency/knowledge gained about NTS.

REFLECT TOGETHER

Ask the student teacher to compare the portfolio they have developed with that of their STS partner as well as with the one they developed in Year One and Two. Discuss the differences/similarities (if any) and give reasons for their selection of the artefact. Guide the student teacher to record in their SRJ all the artefact collected from the school and their reflections on them.

Encourage the student teacher to record findings in the SRJ

10 STUDENT REFLECTIVE JOURNAL

STUDENT REFLECTIVE JOURNAL
YEAR THREE SCHOOL OBSERVATION AND TEACHING

SCHOOL PROFILE

Name of school

_____

Name of lead mentor

_____

Name of mentor

_____

Number/names of other staff members

_____

_____

_____

_____

_____

_____

_____

Enrolment by class and sex:

Class	Boys	Girls	Total	Number with Disabilities

School facilities (e.g., football field, toilet, office space, tennis court, buildings, etc.)

_____

_____

_____

_____

_____

_____

_____

_____

Brief history of the school.

_____

_____

_____

_____

_____

_____

_____

Stakeholders collaborating with the school

_____

_____

_____

_____

_____

_____

TOPIC 10.7.1.1: Preparation to Teach in School 3: Induction

Day of visit_____

Date of visit_____

- Record your reflections on the following:

1. School culture

_____
_____
_____
_____
_____

2. Key education policies

_____
_____
_____
_____
_____

3. The wider school life

_____
_____
_____
_____
_____

4. GESI issues

_____
_____
_____
_____
_____

5. Integration of ICT by teachers

_____
_____
_____
_____
_____

6. Assessment component of the Year 3 STS

_____
_____
_____
_____
_____

What knowledge have you learned from the Induction regarding GESI and the integration of ICT into teaching and learning?

_____
_____
_____
_____
_____

Topic 10.7.1.2: Leadership Qualities in the Classroom

Day of visit _____

Date of visit _____

1. What leadership qualities have I observed in the classroom?

_____
_____
_____
_____
_____
_____

2. How have the classroom rules and regulations been implemented ?

_____
_____
_____
_____
_____

3. What knowledge have you learned from leadership in the classroom?

_____
_____
_____
_____
_____

4. How will I apply this new knowledge in my teaching/class?

_____
_____

_____
_____
_____
_____
_____

Topic 10.7.1.3: Achieve Set Targets on NTS

Day of visit _____

Date of visit _____

1. Make a list of 5 different NTS targets that you are required to achieve in Year 3 Semester 1

_____
_____
_____
_____
_____
_____
_____
_____

2. How can I achieve these targets a) on my own and b) with the help of others?

_____
_____
_____
_____
_____
_____
_____
_____

3. What knowledge have I learned from setting targets for a) myself and b) for others

_____
_____
_____
_____
_____

4. How will I apply the new knowledge in GESI responsiveness in my teaching/class?

_____
_____
_____
_____
_____
_____

Topic 10.7.2.1: Team Teaching: Co-plan, Co-teach, and Co-assess

Days of visits_____

Dates of visits _____

- Exhibit knowledge and skills of co-planning, co-teaching, and co-assessing by answering the following questions:

1. Which new teacher competences (aspects of the NTS) have I learnt or developed further in the course of co-planning, co-teaching, and co-assessing the lesson?

_____
_____
_____
_____
_____
_____
_____
_____

2. Which of the three aspect, co-planning, co-teaching, and co-assessing a lesson did I find most challenging and why?

_____
_____
_____
_____
_____
_____
_____
_____

3. How did I overcome any challenges I encountered in the course of co-planning, co-teaching, and co-assessing a lesson?

_____
_____
_____
_____
_____

4. How will I apply new knowledge I got in co-planning a lesson?

_____
_____
_____

_____
_____
_____
_____
_____

TOPIC 10.7.2.2: Teaching Learners with Diverse Background

Days of visits _____

Dates of visits _____

Demonstrate knowledge and skills of how to teach, motivate, manage, and extend the learning of all learners irrespective of their background by answering the following questions:

1. How can I ascertain that a lesson is GESI responsive?

_____
_____
_____
_____
_____
_____
_____
_____

2. How can I identify learners' learning needs in a GESI responsive way?

_____
_____
_____
_____
_____
_____
_____
_____

3. How can I tell if a GESI responsive intervention has worked?

_____
_____
_____
_____
_____
_____
_____
_____

Topic 10.7.2.3: Classroom Enquiry: Teaching and Learners' Learning

Days of visits _____

Dates of visits _____

- Demonstrate knowledge and understanding on how to conduct a classroom enquiry on teaching and learners' learning by answering the following questions:

1. How can I collect accurate data on how different learners learn?

_____
_____
_____
_____
_____
_____
_____
_____

2. How can I use learners' assessment scores to identify their learning needs?

_____
_____
_____
_____
_____
_____
_____
_____

3. How do I know which intervention for addressing learners' needs is most appropriate?

_____
_____
_____
_____
_____
_____
_____

4. How will I apply new knowledge I got in identifying and addressing learner learning needs?

_____
_____
_____
_____
_____
_____
_____

TOPIC 10.7.2.4 Leadership Qualities in the Wider School Community

Days of visits_____

Dates of visits_____

_____
_____
_____
_____
_____
_____

1. How do I assess the importance of co-curricular activity to me as a student teacher?

_____
_____
_____
_____
_____
_____
_____

2. Why should I know about the activities of PTA, SMA and other relevant education stakeholders?

_____
_____
_____
_____
_____

What new knowledge have I learned from participating in co-curricular activities in my training school?

_____
_____
_____
_____
_____

TOPIC 10.7.2.5: Meeting the National Teachers' Standards

Days of visits_____

Dates of visits_____

1. How can I identify the NTS targets I need to achieve?

_____
_____
_____
_____
_____
_____
_____
_____

2. How can I achieve these targets a) on my own b) with the help of others?

_____
_____
_____
_____
_____
_____
_____

3. How do I know which gender responsive cards are relevant in a lesson?

_____
_____
_____
_____
_____

4. How can I assess the impact of gender responsive cards on a lesson?

_____
_____
_____
_____
_____

TOPIC 10.7.2.6: Action Plan for Lifelong Learning.

Days of visits _____

Dates of visits_____

- Reflect on the following and record your responses:

1. How can I prepare a lesson plan that will help meet whole class learner needs and adequately promote GESI

_____
_____
_____
_____
_____

2. How do I incorporate the appropriate ICT tools and activities in my lesson planning and teaching?

_____
_____
_____
_____
_____

3. How can I use ICT tools and approaches to address GESI issues in the classroom?

_____
_____
_____
_____
_____

What new knowledge have I learned from the use of videos in lessons?

_____
_____
_____
_____
_____
_____
_____

Topic 10.7.2.7: Professional Teaching Portfolio Development

Day of visit _____

Date of visit _____

- Reflect on the following questions and record your responses:

1. How do I draw a link between a professional teaching portfolio and STS professional teaching portfolio?

_____
_____
_____
_____
_____
_____

2. How do I know what items should be put into STS portfolio and what items to put in a general professional teaching portfolio?

_____
_____
_____
_____
_____
_____

3. How can I assess the gaps in my content knowledge and pedagogical content knowledge?

_____
_____
_____
_____
_____

Explain at least two key things you have learned in this topic

_____
_____
_____
_____

11 GUIDELINES FOR SCHOOL IMPROVEMENT SUPPORT OFFICERS

11.0 Prelude

These guidelines for School Improvement Support Officers (SISO) will help you in your role of supporting student teachers during their Supported Teaching in School (STS). The guidelines align with the student teacher handbook, tutor handbook and mentor handbook which you should become familiar with.

Your role as a School Improvement Support Officer requires you to work closely with other colleagues to share responsibilities and where necessary to support lead mentors, mentors and student teachers to improve STS (NTS 1c, 1e). As a professional educator you will also have certain key attributes which will help you in your roles and responsibilities (NTS 1f, 1g). These include the following exemplars:

- ✓ Empathy
- ✓ Showing respect for colleagues and learners (NTS 1f)
- ✓ Negotiating and developing team building skills-(NTS 3h)
- ✓ Listening to learners and subordinates and gives constructive feedback (NTS 3l)
- ✓ Able to understand the needs of student teachers in particular
- ✓ Affable
- ✓ Knowledgeable and understanding of adult learning (NTS 2c)
- ✓ Good communication skills and a role model (NTS1f)
- ✓ Very tolerant
- ✓ Facilitator and mediator of learning
- ✓ Able to make fair judgments
- ✓ Gender responsive and inclusive (NTS 3f)

11.1 Purpose of the Guidelines

The purpose of the guidelines is to clarify the School Improvement Support Officer's roles and responsibilities in supporting student teachers **before, during and after** their STS, and helping them improve their STS at partner schools in line with NTS.

11.2 General roles/Actions

Below are the general actions/roles to be undertaken by School Improvement Support Officers.

Attend an orientation meeting organised by the College (TPSISO/SPAs) on new approaches to STS.

The STS programme is a transformational one. There is, therefore, the need for all key stakeholders to go through orientation in order to be acquainted with the set goals that are to be achieved. As a School Improvement Support Officer your orientation will include your responsibilities towards implementation of the programme.

Before School Visits: Prepare an itinerary for monitoring and supporting STS schools & seek DDE approval.

Ideally every official visit you make to partner Schools must be discussed with your DDE/MDE. Therefore, it will be necessary to prepare an itinerary, which you will discuss for approval and support before you implement your school support visits.

Visit each school at least twice during the STS.
The School Improvement Support Officers' routine is visiting schools in a circuit and supporting Teaching/Learning. The STS approach is transformative and will link you better with the college of education tutors who work with mentors whom you will support through monitoring.

During School Visits
One of the key functions of a School Improvement Support Officer is to help improve classroom teaching by encouraging learner-centred approaches in teaching, using a variety of teaching and learning strategies and appropriate technology. While in the school, show keen interest in what student teachers are doing and how the school is supporting them. For example, where appropriate observe lessons with the mentor, participate in post-lesson discussions and reflections, give feedback, and share your findings with the lead mentor. In order for the District Director to give feedback on your visit to the college of education, you are required to report your findings to them after every visit.
As a guide, some of the strategies the SISO is required to look for in a lesson are provided below: (Refer to table)

Arrange for the replacement of relevant resource materials such as syllabuses, textbooks or TLMs if possible, where there might be shortages
Sometimes relevant resource materials go scarce in certain schools. As a School Improvement Support Officer, one of your responsibilities will be to ensure that learners are given the right content for learning. The district stores, invariably, keep some books as buffer stock. You as a School Improvement Support Officer can recommend, through the District Director, to get replacements to learners wherever available.

Ensure cooperation among the Lead Mentor, Mentor and Student Teachers
In order for a student teacher's observation/ practice experience to be a positive one, it is necessary for those who support them to work in a collaborative and cooperative manner. As a School Improvement Support Officer one of the key responsibilities will be to ensure that the collaboration and cooperation occur and have a positive impact on the observation/practice experience.

Ensure punctuality and regular attendance of mentors in STS partner schools
Absenteeism and lateness have been reported as one of the key issues for the ineffectiveness of the STS experience. As School Improvement Support Officer, another responsibility will be to ensure that those who support student teachers understand their roles and responsibilities and that they attend regularly, are punctual and supportive.

Table 11.1: **Sample checklist for observing lesson sequence, classroom management strategies and learners' assessment**

SN	Item	NTS	Exceeded expectation 4	Met expectation 3	Partially met expectation 2	Not met 1
	Lesson planning					
1	Learning outcomes					
2	Pedagogical content knowledge					
3	Teaching and Learning strategies					
4	Resources including ICT					
5	Assessment strategies in plan					
	Lesson introduction					
6	Reviews learners' RPK	3a				
7	Links RPK to new topic	3a				
8	Shares learning objective with learners	3a				
9	Makes Introduction captivating	3a				
Lesson development						
10	Ensures TLAs are sequential and logical	3a				
11	Uses varied methods or pedagogical skills e.g., at least one of these: whole class dialogue, small group discussion, games.	3e				
12	Pays attention to learners (boys, girls, learners with special needs)	2f, 3f				
13	Explains concepts clearly	3i				
14	Uses varied TLMs including ICT in lesson	3j				

Classroom management						
15	Establishes a good learning environment	3c				
16	Manages seating arrangements	3f				
17	Considers individual learner's social and learning needs/abilities	2f				
18	Handles learners' behaviour appropriately	2d				
Assessment						
19	Uses variety of assessment modes	3k				
20	Allows wait time for learners to respond to questions	3l				
21	Gives constructive feedback to learners	3l				
22	Distributes questions evenly and fairly in class	3k, 3p				
23	Uses techniques of assessment that are formative, summative	3k				
Lesson closure						
24	Summarises key points of lesson along instructional outcomes	3a				
25	Uses question and answer strategies to end the lesson.	3a				

12 ASSESSMENT OF STS ACTIVITIES

Introduction

This chapter sets out the assessment components and criteria for assessing the student teacher's STS against the outcomes for year three of the B.Ed. programme. The criteria are derived from the NTEAP requirements and as set out in the NTEAP Toolkit, which guided the writing of the Year Three STS Handbook to ensure alignment with the NTEAP.

Each Year of the B.Ed., STS has three components:

A. STS Professional Teaching Portfolio (STSPTP)
B. Classroom Practice, student teachers' performance and behaviour in school (CP)
C. Classroom Enquiry and Action Research (CEAR)

- Overview of the weighting and timing of STS assessment components for Year Three

Year / semester	Credit weighting	STS PTP	CP	CEAR	Total %
Y3S1	**3**	**50 % (1.5 Credits)**	**50% (1.5 Credits)**	**0**	**100%**
Y3S2	**9**	**20% (2.5 Credits)**	**50 % (4.5 Credits)**	**30 (3 Credits)**	**100%**

- There is flexibility in how ITEI providers operate STS
    - The numbers of days or weeks set out in each year represents a *minimum entitlement* for student teachers time in school. ITEI providers may provide additional school experience
    - When the STS placements take place. For Year three semester two it is important to leave time after the STS to prepare student teachers for their residential placement in year four, including their Classroom Enquiry, Action Research Project
    - Student teachers may be in schools in pairs, groups or as individuals, the ITEI provider needs to plan their work accordingly with the partner school. Student teachers may collaborate on STS assessment components.
- To guide assessment and support consistency, those assessing student teachers should refer closely to NTEAP Toolkit: *Annex 1 – Model of Progress Grid and Annex 2 – NTS Grade Descriptor.*

By the end of the embedding placements in Year Three Semester, with guidance and support from mentors and their ongoing presence in the classroom, the student teacher will be able to:

1. Teach, motivate, manage, and extend the learning of small groups and whole classes, with increasing consistency and independence
2. Be GESI responsive in their teaching and relationships including all students whatever their socio-cultural or linguistic background, gender, aptitude, and ability.
3. Plan for and teach sequences of lessons across all required subjects with regard for cross-cutting and transferable skills, including ICT.

4. Demonstrate emerging leadership qualities in the classroom and contribute to wider school life, being guided by the ethical and legal codes of conduct required by the professional teacher.
5. Provide evidence and discuss how, with support from their mentor, they can meet the NTS through much of their teaching and all of their professional conduct. They will be able to agree and act on targets to further improve their teaching.
6. By the end of the semester two, work towards 50-60% of class responsibility with agreed classes and periods in accordance with placement requirements.

Reaching the Final Summative Assessment of STS

- **The final summative assessment is based on the outcomes of each of the three STS assessment components using the weighting from NTEAP for each semester**

The requirements for final judgement grading are:

1. To be **outstanding,** the student teacher must be at least outstanding in all three domains.
2. To be **good,** all domains must be at least good.
3. To be **minimum level of practice**, the student teacher requires improvement in any one of the three domains to be good.
4. A student teacher is deemed to have **been inadequate** if any one domain is Inadequate.

Year Three Semester One: minimum of 6 days in school

A. Professional Teaching Portfolio

Name of student teacher_____ Index No_____

Name of Mentor/Tutor_____ Date:_____

Notes on assessing the year three semester 1 portfolio

The sections in the portfolio for each year are aligned to the outcomes for each year of the B.Ed. (NTEAP Toolkit Annex 1 Model of Progress in B.Ed.).

	Contents	Comments	NTS	Mark

1.	**Personal teaching philosophy statement**
	Student teacher revises and further develops their one-page statement to describe
	• their reviewed personal beliefs and values about teaching and learning
	• why they want to be teachers
	• what they understand the needs of diverse learners are, and how those needs can be addressed during teaching.
	• The statement
	  ○ identifies how past and current teaching experiences have informed their desire to be a teacher.
	  ○ reflects the student teachers' beliefs and goals relating to their specialism
			1f, 1b,2d, 2e, 2f	**Max 10**

	○ their developing understanding about teaching and learning			
2	**a. Observation and reflections: on** • students' learning • teachers' teaching and assessment • classroom organization and management • classroom leadership and inclusion **b. Collaborative working co-plan, co-teach, co-assess** Student teacher reflects on and provides evidence of ability to • collaborate with mentor and/ or other student teachers to co-plan lessons • collaborate with mentor and /or other student teachers co-prepare TLM / media /ICT matching these teaching and learning activities • co-teach lessons with mentor and/ or other student teachers as agreed in lesson plan • 1st marks and grades class exercises under the guidance of the mentor • engage in post-teaching conference with mentor to obtain feedback. • Demonstrates the high standards of professional conduct and values		1a, 1e, 1f, 2f, 3d, 3f	**Max 30**
3	**Reflective Journal** • Student teacher demonstrates growing skill and techniques of evaluation, analysis, and critical reflection to show their developing understanding of the NTS in their own practice towards them achieving the outcomes for year three • They identify artefacts and evidence from their work in school and discuss these to demonstrate their growing understanding of and practice relating to the NTS. • They identify specific incidents from their and others teaching and consider what they have learned from them; what are the strengths and weaknesses and what can be strengthened/consolidated, what innovative ways can be used for improvements		1a1b	**Max 30**
4	**Targets for year three semester two STS** • Student teacher demonstrates skills of critical analysis and reflection to identify personal and professional developmental		1a,1b,1e	**Max 20**

	needs, agrees with mentor/ link tutor to select NTS targets to be achieved in year three semester two. • They design a personal action plan with targets and timelines to build capacity in PK and PCK/CK and across the NTS for their progression • These are agreed with the mentor and or tutor/lecturer			
5	**Organisation and Presentation of portfolio** • Uses appropriate written language and grammar (spellings, punctuations etc.) defines terminologies • well-structured and organized • creative in appearance orderly presented contents • Comprehensive		3n	**Max 10**

B Classroom Practice: Student Teachers' Performance and Behaviour in School, Year 3 Semester one

Name of student teacher_____Index No_____

Name of Mentor/Tutor_____Date:_____

Guidance for the STS Classroom Practice

- It is expected that the mentor will be present and provide necessary support and guidance in all the student teacher's lessons.
- Aspects of the NTS in *italics* in the STS CP Report for Year Three are not an expectation in Year Three; the aspects of the NTS in **bold** are an expectation.
- To guide assessment and support consistency, those assessing student teachers should refer closely to NTEAP Toolkit *Annex 1. Model of Progress Grid and Annex 2 – NTS Grade Descriptor Grid.*

National Teachers' Standards:	Assessment Commentary.	Outst-anding	Good	Min	Inade-quate
1. Professional Values and Attitudes					
Professional Development, the student teacher, with mentor guidance: **a) Critically and collectively reflects to improve teaching and learning.** **b) Improves personal and professional development through lifelong learning and Continuous Professional Development.**					
Community of Practice, the student teacher, **c) Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher.** d) **Engages positively with colleagues, learners, parents,** *School Management Committees, Parent-Teacher Associations, and wider public as part of a community of practice*. **e) Develops a positive teacher**					

identity and acts as a good role model for students ***f)*** *Sees their role as a potential agent of change in the school, community, and country.*					
2. Professional Knowledge					
Knowledge of Educational Frameworks and Curriculum, the student teacher: **a) Demonstrates familiarity with the education system and key policies guiding it.** **b) Has** *comprehensive* **knowledge of the official school curriculum, including learning outcomes** **c) Has** *secure* **content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.** d) **At pre-primary and primary the (student) teacher knows the curriculum for the years appropriate to multi-grade classes; has** *good*					

knowledge of how to teach beginning reading and numeracy and speaking, listening, reading, and writing, and to use at least one Ghanaian language as a medium of instruction.					
Knowledge of students, the student teacher: **e) Understands how children develop and learn in diverse contexts and applies this in their teaching.** f) **Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching**.					
3. Professional Practice					
Managing the learning environment, the student teacher: **a) Plans and delivers** *varied and challenging* **lessons, showing a** *clear* **grasp of the intended outcomes of their teaching. (in collaboration)** **b) Carries out small-scale action**					

research to improve practice. **c) Creates a safe, encouraging learning environment.** d) **Manages behaviour and learning** *with small and large classes.*					
Teaching and learning, the student teacher: e) **Employs a variety of instructional strategies that encourages student participation and critical thinking.** **f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.** *g) Employs instructional strategies appropriate for mixed ability, multi-lingual and multi-age classes* **h) Sets meaningful tasks that encourage learner collaboration and leads to purposeful learning** **i) Explains concepts clearly using examples familiar to learners**					

j) **Produces and uses a variety of teaching and learning resources that enhance learning, including ICT**					
Assessment, the student teacher: **k) Integrates** *a variety of* **assessment modes into teaching to support learning.** **l) Listens to learners and gives constructive feedback.** *m)* **Identifies** *and remediates* **learners' difficulties or misconceptions,** *referring learners whose needs lie outside the competency of the (student) teacher.* *n) Keeps meaningful records and communicates student progress regularly to learners and parents* *o) Demonstrates awareness of national and school levels of attainment of learners* p) *Uses objective criterion referencing to assess learners.*					

Year Three Semester Two: minimum 6 weeks in school

A. Professional Teaching Portfolio

Name of student teacher_____Index No_____

Name of Mentor/Tutor_____Date: _____

Notes on assessing the year three portfolio

The sections in the portfolio for each year are aligned to the outcomes for each year of the B.Ed. (NTEAP Toolkit Annex 1).

S/N	Contents	Comments	NTS	Mark
1.	**Personal teaching philosophy statement** Student teacher revises and further develops their one-page statement to describe • their reviewed personal beliefs and values about teaching and learning, • why they want to be teachers • what they understand of the needs of diverse learners are, and how those needs can be addressed during teaching. • The statement also identifies how past and current teaching experiences of others have informed their desire to be a teacher. • The statement reflects the student teachers' beliefs and goals relating to their specialism • It reflects their developing understanding about teaching and learning for both small groups and whole classes		1f, 1b,2d, 2e, 2f	**Max 10**
2.	**Teach small groups and whole classes with increasing consistency and independence,** student teachers reflect on and provides evidence of their ability to • teach, motivate, manage and extend the learning of small groups and whole classes whatever their socio-cultural, linguistic background and regardless of age, aptitude and ability – within their specialism *NB This involves co-planning, co-teaching and co-assessment with mentors and their ongoing presence in the classroom* • plan and teach sequences of lessons across all subjects required by their specialism • use differentiated approaches to teaching		1a,1d, 1e, 1f,2b,2c, 2d,2e, 2f, 3a, 3c, 3d, 3e, 3f, 3g, 3h, 3j 3k, 3i, 3m, 3n,3o,	**Max 20**

	and assessment and focusing on integration of content knowledge [CK], pedagogical content knowledge [PCK]) and pedagogical knowledge [PK]. • They demonstrate ability to prepare and use TL resources with clear understanding of diverse learning needs of learners, as well as appropriate ICT/media tools to teach lessons to small groups taking note of diversity. • demonstrate skills to assess learners and plan out-of-class activities such as field trips, excursions to consolidate and extend learning. • That with the support of the mentor they can demonstrate that they are able to demonstrate most of the skills, knowledge and understanding required to meet the NTS			
3.	**Leadership in school** Student teacher reflects on and provides evidence that demonstrates their emerging leadership qualities in the classroom, this includes ability to: • set classroom rules and regulations, • actively participates in school clubs, co-curricular activities, staff, PTA, SMC, CPD meetings • co- leads morning and closing assemblies and are part of play/lunch time activities.		1c,1d, 1e,1f	**Max 10**
4.	**Team teaching: Co-plan, co-teach, co-assess** Student teacher reflects on and provides evidence of ability to • collaborate with mentor to co-plan sequences of lessons/scheme of work across all required subjects, • co-prepare individual lessons and setting differentiated learning outcomes, matches teaching and learning activities with resources/media/ICT, • co-teach lessons with mentor as agreed in lesson plan and reflect together, • marks and grades class exercises under the guidance of the mentor, • engage in post-teaching conference with mentor to obtain feedback.		1a, 1e, 1f, 2f, 3d, 3f	**Max 10**

5.	**Reflective Journal** • Student teacher demonstrates growing skill and techniques of evaluation, analysis and critical reflection to show their developing understanding of the NTS in their own practice towards them achieving the outcomes for year three • They identify artefacts and evidence from their work in school and discuss these to demonstrate their growing understanding of and practice relating to the NTS. • They identify specific incidents from their and others teaching and consider what they have learned from them; what are the strengths and weaknesses and what can be strengthened/consolidated, what innovative ways can be used for improvements • The evidence, incidents and artefacts will be selected by student teachers over time in school (with mentor support), they may come from work already included in the portfolio and can include lesson plans, examples of students' work, photographs, lesson observations, resources and TLMs, lesson evaluations, assessment records • In the conclusion to the journal the student teacher, with the mentor and or tutor, o identifies implications of what they have done for year four o they provide evidence and discuss how with the support of their mentor they can meet all the NTS through much of their teaching and all their professional conduct		1a1b	**Max 20**
6.	**Targets for Lifelong Learning** • Student teacher demonstrates skills of critical analysis and reflection to identify personal and professional developmental needs, agrees with mentor to select NTS targets to be achieved in year four. • They design a personal action plan with targets and timelines to build capacity in PK and PCK/CK and across the NTS for their progression and • These are agreed with the mentor and or tutor/lecturer as is timing of monitoring &		1a,1b,1e	**Max 20**

	completion of targets set.			
7.	**Organisation and Presentation of portfolio** • Uses appropriate written language and grammar (spellings, punctuations etc.) defines terminologies • well-structured and organized • creative in appearance orderly presented contents • Comprehensive		3n	**Max 10**

B Classroom Practice: Student Teachers' Performance and Behaviour in School, Year 3 Semester 2

Name of student teacher_____Index No_____

Name of Mentor/Tutor_____Date:_____

Guidance for the STS CP

- It is expected that the mentor will be present and provide necessary support and guidance in all the student teacher's lessons.
- Aspects of the NTS in *italics* in the STS CP Report for year three semester two ARE NOT an expectation in year three; the aspects of the NTS in **bold** ARE AN expectation.
- To guide assessment and support consistency, those assessing student teachers should refer closely to NTEAP Toolkit *Annex 1. Model of Progress Grid and Annex 2 – NTS Grade Descriptor Grid.*

National Teachers' Standards:	**Assessment Commentary.**	**Outst-anding**	**Good**	**Min**	**Inade-quate**
4. Professional Values and Attitudes					
Professional Development, the student teacher, with mentor guidance: **a) Critically and collectively reflects to improve teaching and learning.** **b) Improves personal and professional development through lifelong learning and Continuous Professional Development.** **c) Demonstrates effective growing leadership qualities in the classroom** *and wider school*					
Community of Practice, the student teacher,					

d) Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher. **e) Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations** *and wider public as part of a community of practice*. **f) Develops a positive teacher identity and acts as a good role model for students** *Sees their role as a potential agent of change in the school, community and country.*					
5. Professional Knowledge					
Knowledge of Educational Frameworks and Curriculum, the student teacher: **a) Demonstrates familiarity with the education system and key policies guiding it.** **b) Has** *comprehensive* **knowledge of the official school curriculum, including learning outcomes** **c) Has** *secure* **content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.** **d) At pre-primary and primary the (student) teacher knows the curriculum for the years appropriate to multi-grade classes; has** *good* **knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian**					

language as a medium of instruction.					
Knowledge of students, the student teacher: **e) Understands how children develop and learn in diverse contexts and applies this in their teaching.** **f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching**.					
6. Professional Practice					
Managing the learning environment, the student teacher: **a) Plans and delivers** *varied and challenging* **lessons, showing a** *clear* **grasp of the intended outcomes of their teaching.** **b) Carries out small-scale action research to improve practice.** **c) Creates a safe, encouraging learning environment.** d) **Manages behaviour and learning** *with small and large classes.*					
Teaching and learning, the student teacher: e) **Employs a variety of instructional strategies that encourages student participation and critical thinking.** **f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.** *g) Employs instructional strategies appropriate for mixed ability, multi-lingual and multi-age classes* **h) Sets meaningful tasks that encourage learner collaboration and leads to**					

purposeful learning **i) Explains concepts clearly using examples familiar to learners** j) **Produces and uses a variety of teaching and learning resources that enhance learning, including ICT**					
Assessment, the student teacher: **k) Integrates** *a variety of* **assessment modes into teaching to support learning.** **l) Listens to learners and gives constructive feedback.** **m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the (student) teacher.** **n) Keeps meaningful records and communicates student progress regularly to learners and parents** *o) Demonstrates awareness of national and school levels of attainment of learners* p) *Uses objective criterion referencing to assess learners.*					

C Classroom Enquiry and Action Research: year 3 (only in semester 2)			
Assessed separately from the portfolio. Assessed out of 100 %			
Small scale action research	**Comment**	**NTS**	**Mark**
Student teacher demonstrates skill in identifying problem(s) during teaching and learning interactions, collects data to relating to the identified problem, uses simple descriptive analysis to analyse data collected and uses appropriate tools, including ICT, to structure findings and propose solution/intervention to the identified problem. They write a brief report on the enquiry.		1a,1b,1d, 3b + NTS covered though the research focus	

(Note: report should indicate student teacher's knowledge and understanding of inclusivity and diversity)			

Final Overall Assessment of the Student Teacher Year Three STS	**Final Grading**	**NTS Level**		**Mark Band**
Final Assessment Commentary				

13 INSTRUCTIONAL RESOURCES, READINGS AND MATERIALS FOR STS YEAR THREE

Instructional resources	• National Teaching Standards (NTS) • National Teacher Education Curriculum (NTECF) • B.Ed. Curriculum • National Teacher Education Assessment Policy • Gender Handbook for Teaching Practice Mentors • Tutor professional development handbook • Samples of feedback instruments • T-TEL materials from www.t-tel.org • TESSA materials from www.tessafrica.org • Teaching Practice Handbooks from Universities and Colleges of Education • Teaching practice handbook • Videos/audio visual/tactile analysis of mentoring and coaching • Videos/audio visual/tactile of Classroom teaching & learning • Samples of classroom observation checklists (braille and written) • Samples of professional teaching portfolios • Samples of reflective log/SRJ • Samples of good/bad lesson plans • Samples of Staff/SMC/PTA meeting notes
Core Texts	Cohen, L.; Manion, L. Morrison, K., & Wyse, D. (2010). *A Guide to Teaching Practice* (5th Ed.) New York: Routledge. McIntosh, P. (2010). *Action Research and Reflective Practice: Creative and visual methods to facilitate reflection and learning.* Lond Cohen, L.; Manion, L. Morrison, K., & Wyse, D. (2010). *A Guide to Teaching Practice* (5th Ed.) New York: Routledge. Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., Boddy, J., & Salvi, F. (2013). *Pedagogy, curriculum, teaching practices and teacher education in developing countries. Education rigorous literature review*. Department for International Development on: Routledge.www.teachersnetwork.org/tnli/research
Additional Reading List	Conn, K. (2014). *Identifying Effective Education Interventions in Sub-Saharan Africa: A meta-analysis of rigorous impact evaluations* (Doctoral dissertation, Columbia University). Lane, K. L., Carter, E. W., Common, C., and Jordan, A. (2012), Teacher Expectations for Student Performance: Lessons Learned and Implications for Research and Practice. In Bryan G. Cook, Melody Tankersley, Timothy J. Landrum (Eds.) Classroom Behavior, Contexts, and Interventions (Advances in Learning and Behavioral Disabilities, Volume 25) Emerald Group Publishing Limited, pp. 95-129. Ormrod, J.E. (2014). *Educational psychology: Developing learners.*Pearson: Boston.

	The Sabre Charitable Trust, (2017). *Assessment manual*. Accra: Conker House Publishing Ltd. Vavrus, F., & Bartlett, L. (2013). Testing and teaching. In: F. Vavrus & L. Bartlett (Eds.), *Teaching in tension: International pedagogies, national policies, and teachers' practices in Tanzania (93-114).* Rotterdam: Sense.

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