

Four-Year Bachelor of Education Degree Supported Teaching in School

SCHOOL PLACEMENT HANDBOOK





The Government of Ghana



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

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Vision for the B.Ed.

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

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

In line with this vision, the Supported Teaching in School (STS) 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.

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The Purpose of this Handbook

This Handbook has been written to support student teachers, their tutors, link tutors, mentors, and District Education Officers (DEOs) in understanding the requirements for, and their roles related to Supported Teaching in School (STS). 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 instead of creating separate handbooks for the various stakeholders (i.e., student teacher, tutors, mentors, DEOs, etc.) This Handbook will provide users with clear guidance on how to address issues related to the National Teacher Education Assessment Policy (NTEAP) as well as cross-cutting themes like Gender Equality and Social Inclusion (GESI) and Information and Communications Technology (ICT).

“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, p....)

Supported Teaching in School 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

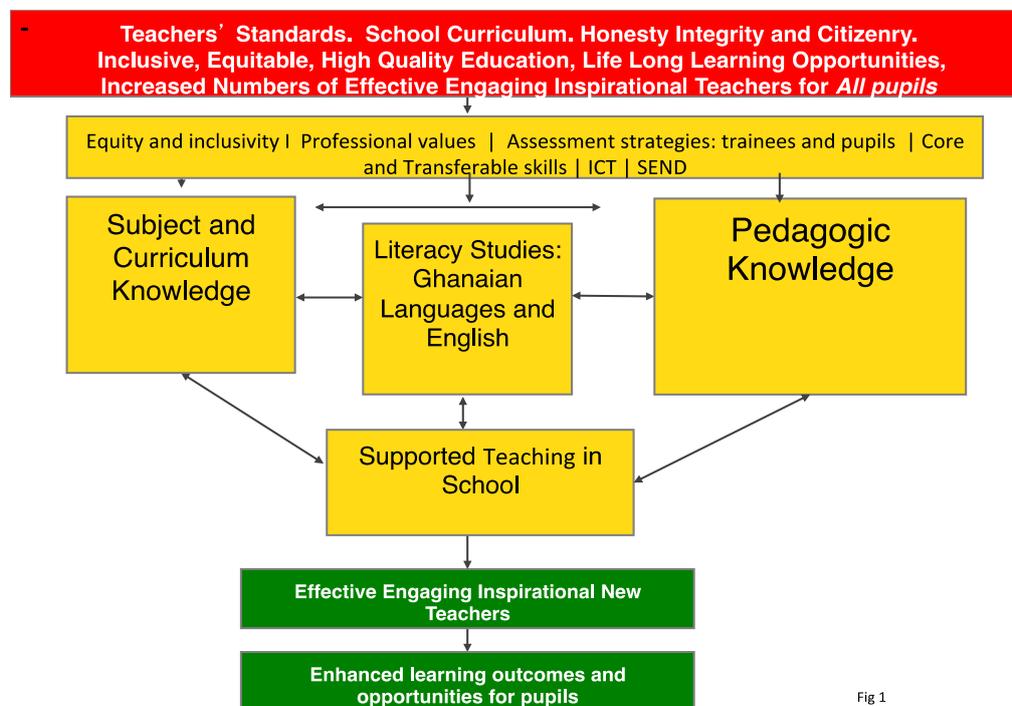


Fig 1

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 emphasizes 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 multigrade 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 Kindergarten (K) to Primary 3, Primary 4 to Primary 6 and Junior High School (JHS) specialisms, this training period will be spent in basic schools with the support of mentors. For TVET, this part of the training will be divided between TVET schools and industry.

Mentors and 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 programmer, regardless of specialism.

Credit weighting for STS across the four years Semester

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 Four

- In Semester 1, the student teacher will spend 12 weeks at the **Partner School 4** of their choice where there are trained mentors, teaching whole class and conducting classroom enquiry. Students will visit the partner schools daily from their homes.
- In Semester 2, the student teacher will spend the entire semester in the ITE institution reflecting on activities undertaken in **Partner School 4** and completing their Professional Teaching Portfolios with guidance from personal tutors. They will also analyse data collected and write a report on the action research conducted.
- Orientation of students into Year 4 STS activities is provided in chapter 6a and 6b of this Handbook.
- Assessment is integrated throughout the activities in this Handbook. Further details of how students will be assessed in Year 4 STS is captured in chapter 12.

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, and demonstrating differentiated instruction strategies for diversity and inclusivity. 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 pupils' progress.
3. **Teaching for inclusion and equity** for all children 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, analyzing 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 reflective journal (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.

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 recognizes that many student teachers will 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 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.

<p>Year One</p> <p>By the end of the beginning placement student teachers will be able to, under the close guidance of a mentor:</p>
<ol style="list-style-type: none"> 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 focusing on English (literacy), mathematics, and science. 3. Undertake child studies focused 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 teacher will begin working towards meeting the NTS. 6. May work towards 10-15% of class responsibility with a small group. <p><i>Duration 32 days: day visit and 4-week placement, in vacation, across 2 semesters.</i></p>
<p>Year Two</p> <p>By the end of the developing placement, the student teacher will be able to, under the close guidance of a mentor:</p>
<ol style="list-style-type: none"> 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 analyses 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 focused 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. <p><i>Duration 32 days: including day visits and across 2 semesters and in vacation.</i></p>

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. intently and independently plan for teaching, 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 organization 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

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STS in Year Four Course Outlines

The course outlines below set out what needs to be covered through STS in Year 4 Semesters 1 and 2.

Course Title	STS: Extending Teaching (Internship)						
Course Code	TSTS 401	Course Level: 400	Credit value: 12	Semester 1			
Pre-requisite	<ul style="list-style-type: none"> • STS: Embedding Teaching • Pedagogic studies in Years 1, 2, & 3 						
Course Delivery Modes	Face-to-face	Practical Activity	Work-Based Learning	Seminar	Independent Study	e-learning opportunities	Practicum [√]
Course Description	<p>Extended Teaching (1) course is a school-based component of the teacher education programme designed to give student-teachers the opportunity to independently plan to teach, motivate and extend teaching. The course, which has a minimum teaching placement of 12 weeks, aims at equipping student-teachers with the skills and competencies to demonstrate through their teaching a comprehensive understanding of the Upper Primary school curriculum. Also, the course aims at equipping student-teachers with the requisite skills to undertake action research to guide and improve their teaching. The course will further equip student-teachers with Upper Primary classroom management and organization skills. They will develop the leaderships skills needed to function effectively in the schools setting and wider school communities as required by the NTS. This course will equip student-teachers with the needed skills to continuously develop their professional teaching portfolio and set targets for improving their lifelong learning skills. Assessment of the course will be by the teaching evaluation, Professional Portfolio and the action research (project work) (NTS, 1b, 1c, 1d, 2b, 2e, 2f, 3b, 3g, & 3f).</p>						

Course Learning Outcomes	OUTCOMES Upon completion of the course, student-teachers will be able to:	INDICATORS
	CLO1. Demonstrate knowledge and skills in planning, teaching, motivating, assessing and extending consistently the learning of all upper primary children whatever their socio-cultural, linguistic background and regardless of age, aptitude and ability, consistently and independently (NTS, 1a, 2f, 3a, & 3f).	<ul style="list-style-type: none"> • Write lesson plans that align content with the appropriate instructional and assessment strategies to meet the needs of students in an inclusive classroom. • Use a variety of appropriate instructional strategies in teaching content planned for lessons • Show records of lessons taught and assessed with diverse learning needs and differentiated learning outcomes in focus • Provide established criteria for assessment of Upper Primary learners' needs. • Show report of small group discussions between mentors & peers about learners' needs and how to motivate the learners of diverse backgrounds.
	CLO 2. Demonstrate through their teaching a comprehensive knowledge understanding of the Upper Primary school curriculum and related expectations before, during and after their specialism (NTS, 2b)	<ul style="list-style-type: none"> • Write lesson plans that align with the key components of the basic school curriculum • Provide lesson plans that reflect diversity in terms of learners' age, grade level, expectations, aptitude and ability • Show that lesson delivery aligns with the components of the lesson plan
	CLO 3. Demonstrate comprehensive skills in conducting action research as project work to support Upper Primary children's learning (NTS, 3b)	<ul style="list-style-type: none"> • Produce action research report using the prescribed format by using appropriate ICT tools
	CLO 4. Demonstrate skills in effective classroom	<ul style="list-style-type: none"> • Display agreed classroom management rules and regulation (e.g. flyers, hand

	management and organization(NTS, 3d)	<p>bills, posters, wall hanging, embossers etc.</p> <ul style="list-style-type: none"> • Provide report of innovative ways of rewarding exemplary behaviours e.g. well-dressed, punctuality, etc.
	CLO 5. demonstrate skills in developing and maintaining positive working relationships with other teachers and school personnel as appropriate as well as interacting with learners, parents/guardians, and the wider school community as guided by the legal and ethical codes of conduct required by a professional teacher (NTS, 1c, & 1e)	<ul style="list-style-type: none"> • Provide record of active participation in school wider activities/meetings, PTA, SMC, CPD, staff and co-curricular activities through field notes and mini reports • Show documentation of professionalism practices recorded in the SRJ
	CLO 6. Demonstrate comprehensive skills in developing professional teaching portfolio (NTS, 1a, 1e, & 1f)	<ul style="list-style-type: none"> • Show professional teaching portfolio with evidence from student-teacher’s observations, teaching and wider school community activities
	CLO7. Demonstrate skills in critical reflection on class teaching, wider school observation and record in students’ reflective journal (NTS, 1a)	<ul style="list-style-type: none"> • Document critical reflections of class teaching and wider school observations in SRJ

Course Content	Unit	Topic:	Sub-topic (if any):	Teaching and Learning Activities (strategies) to achieve learning outcomes:
	1	Teaching	Preparation of lesson plan/notes	<ul style="list-style-type: none"> • Plans lessons using differentiated approaches (content knowledge [CK] and pedagogical content knowledge [PCK]) and considering inclusivity, diversity and equity and

				<p>setting differentiated learning outcomes (NTS.2c. 3a)</p> <ul style="list-style-type: none"> • Plans other out-of-class activities to consolidate and extend Upper Primary pupils' learning (field trips, excursions etc.) (NTS. 3i)
			Preparation of teaching-learning resources	<ul style="list-style-type: none"> • Using appropriate ICT/media tools prepare and produce varieties of TLMs/resources with clear understanding of diverse learning needs of learners (NTS 3.j)
			Instructional delivery	<ul style="list-style-type: none"> • Based on their philosophy, student-teachers teach the appropriate lesson using differentiated approaches and considering inclusivity, diversity and equity and setting differentiated learning outcomes (NTS.3e) • Match teaching and learning activities with resources/media/ICT to support Upper Primary learners in achieving intended learning outcomes and progression in all lesson plans (NTS. 3f; 3j) • Employs instructional strategies that promotes active participation and critical thinking of learners (NTS. 3e. 3h) • Listens to all learners, reflects and provides constructive feedback (NTS. 1a; 3l) • Create a safe and encouraging learning environment appropriate for students from diverse background (NTS.3c)
			Assessment and Motivation of students	<ul style="list-style-type: none"> • Track the planning, teaching and learning of a topic or the development of an essential skill in all subjects to identify students' progress, strengths and weakness (NTS. 3m) • Employs assessment models that critically reflect national and school

				<p>learning outcomes to measure differentiated learning outcomes of learners (NTS. 3k, 3o; 3p)</p> <ul style="list-style-type: none"> • Marks and grades class exercises (NTS.3l) • Provide timely and specific feedback to learners and parents/guardians (NTS.3n.) • Use appropriate and creative means to reward and motivate learners based on their identified unique characteristics (NTS.3p)
	2	Demonstrate understanding of the school curriculum		<ul style="list-style-type: none"> • Plan lessons that align with the key components of the Upper Primary school curriculum (NTS.2b; 2f) • Deliver lessons that reflect diversity differentiated learning outcomes (NTS. 2f)
	3	Action Research		<ul style="list-style-type: none"> • Identify and justify a problem to serve as the purpose of the action research under the guidance of the mentor/tutor • Review literature based on identified problem and interventions to be used • Propose an intervention to address the identified problem in consultation with mentor/tutor • Use appropriate sampling and data collection procedure to carry out proposed intervention. • Adhere to ethical protocols in conducting research • Analyze and discuss data to draw conclusions from findings • Write the action research report using the prescribed format. (NTS. 1d. 2b)

	4	Classroom management and organization		<ul style="list-style-type: none"> • Set classroom management rules and regulations • Discuss rules with students • Adhere to the rules during lesson delivery • Create a safe learning environment and manage behaviour and learning. (NTS. 1c; 1f; 3c)
	5	Effective leadership qualities in wider school life		<ul style="list-style-type: none"> • Access, review and work with school plans, policies, documentation, and resources (NTS. 2a) • Attend, participate, and take field notes, minutes of meetings and artefacts of CPD, PTA, SMC programmers (NTS. 1c.; 1e &1g)
	6	Student Reflective Journal		<ul style="list-style-type: none"> • Demonstrate improved and developed reflective practice skills or skills of critical reflection • Continue to keep a student reflective journal recording important events (NTS. 1a)
	7	Develop professional teaching portfolio		<ul style="list-style-type: none"> • Examine contents of professional teaching portfolios built from previous years to indicate progression • Continue to improve and build upon portfolio/ e-portfolio / guided by mentors (NTS. 1b)
		Targets for Lifelong Learning		<ul style="list-style-type: none"> • Reflect and identify content, pedagogical & PCK 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. • Agree with mentor on completion of targets set and keep copy in portfolio (NTS. 1b)

<p>Course Assessment (Educative assessment: of, for and as learning)</p>	<p>Component 1: Evaluation of teaching (NTS, 1d, 1e, & 1f)</p> <p>Summary of Assessment Method: Formal evaluation of teaching mentor/tutor may include the following:</p> <ul style="list-style-type: none"> • Lesson plan and notes • Teaching and learning resources • Personal teaching philosophy statement • Learner’s marked exercises with comments • Classroom organization and management skills • Understanding of school curriculum • Mentor observation report <p>Weighting: 100% This is assessment of learning and assessment for learning</p> <p>Assesses Learning Outcomes: Plan for, teach, motivate, assess, and extend consistently the learning of all children whatever their socio-cultural, linguistic background and regardless of age, aptitude and ability, consistently and independently. [CLO 1&2]</p>
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	<p>Component 2: Action Research (NTS, 3b)</p> <p>Summary of Assessment Method: Evaluation of a written action research report adhering to the rubrics and criteria which may include:</p> <ul style="list-style-type: none"> • Introduction/Background • Literature Review • Methodology/intervention • Linking findings to improvement in Practice • Conclusion <p>This is: assessment for learning</p> <p>Assesses Learning Outcomes: Undertake action research as project work to support children’s learning [CLO 3]</p> <hr/> <p>Component 3: Professional Teaching Portfolio/e-portfolio (NTS, 1a, 1e, & 1f)</p> <p>Summary of Assessment Method: Well organised and structured, representative, selective and showing creativity and well presented. Contents may include the following: Lesson plans, lesson evaluations, Notes of staff meetings, SMC/PTA/CPD meetings, Learners’ marked exercises with comments, photos, field notes, TLMs, Personal teaching philosophy, child study, SRJ etc.</p>
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	<p>Weighting: 100 % This is: assessment of learning and assessment as learning</p> <p>Assesses Learning Outcomes: Develop a professional teaching portfolio with evidence from student-teacher's observations, teaching and wider school community activities [CLO 6, 7]</p>
Instructional Resources	<ul style="list-style-type: none"> • 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 • Tutor professional development handbook • Samples of feedback instruments
Required Reading List (Core)	<p>Cohen, L.; Manion, L. Morrison, K., & Wyse, D. (2010). <i>A guide to teaching practice</i> (5th ed.) New York: Routledge.</p> <p>McIntosh, P. (2010). <i>Action research and reflective practice: Creative and visual methods to facilitate reflection and learning.</i> London: Routledge.</p> <p>Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., Boddy, J., & Salvi, F.(2003)</p> <p><i>Pedagogy, curriculum, teaching practices and teacher education in developing countries: Education rigorous literature review. Department for International Development: Routledge. Retrieved from www.teachersnetwork.org/tnli/research.</i></p>
Additional Reading lists	<p>Lane, K. L., Carter, E. W., Common, C., & Jordan, A.(2012) . Teacher expectations for student performance: Lessons learned and im-plications for research and practice. In Bryan G. Cook, Melody Tankersley, Timothy J. Landrum (Eds.)</p> <p><i>Classroom Behavior, Contexts, and Interventions (Advances in Learning and</i></p>

Behavioral Disabilities. London: 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.

Course Title	STS: Extending Teaching II (Post Internship Seminar)						
Course Code	TSTS 402	Course Level: 400	Credit value: 3	Semester 2			
Pre-requisite	<ul style="list-style-type: none"> • STS: Extending Teaching 1 						
Course Delivery Modes	Face-to-face✓	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Course Description	<p>This course is a school-based component of the teacher education programme that equips student-teachers with the needed skills to complete building their professional teaching portfolio which they started in Year one and also set targets for their lifelong learning. The course aims at equipping student-teachers with the skills to critically reflect on their teaching experiences throughout their training programme and demonstrate how their experiences have helped them to acquire the qualities and attributes expected of good teachers to fully meet the NTS. In addition, the experience gives them the opportunity to gain a comprehensive understanding of the basic school curriculum. The course will further equip student-teachers with additional leadership skills needed to function effectively in their schools and wider</p>						

	<p>school communities as effective teachers required by law and their professional practice as prescribed by the NTS. Finally, this course will give student-teachers the opportunity to improve upon their presentation skills through the post-intervention seminars.</p> <p>Assessment of the course will be by expert evaluation and feedback from tutors during the post-intervention seminars and presentations of their professional teaching portfolios, SRJs and the reports of their action research which is their project work (NTS, 1b, 1c, 1d, & 2b).</p> <p>The course value is three (3) credit hours.</p>	
Course Learning Outcomes	OUTCOMES Upon completion of the course, student-teachers will be able to:	INDICATORS
	CLO 1. Demonstrate skills in critical reflection on they are meeting the NTS in full and identify targets for further development as reflective practitioners (NTS, 1a)	<ul style="list-style-type: none"> • Show recorded reflections in completed SRJ • Provide checklist of NTS achievement plan agreed upon with and monitored by mentor • Show a plan of targets set for further development as reflective practitioners.
	CLO 2. Demonstrate the qualities and attributes expected of a good teacher that fully meets the National Teachers’ Standards (NTS) (NTS, 1c)	<ul style="list-style-type: none"> • Show completed SRJ showing comments from mentor and tutor about achieved attributes of a good teacher that meet fully the NTS.
	CLO 3. Complete professional teaching portfolio (NTS, 1b)	<ul style="list-style-type: none"> • Produce completed professional teaching portfolio using appropriate ICT to design. • Produce completed professional teaching portfolio showing artefacts & exhibits
	CLO 4. Set targets for lifelong learning and development as reflective practitioners (NTS, 1b)	<ul style="list-style-type: none"> • Show records of sets target for lifelong learning based on post-intervention discussions, (peers, mentor, faculty), teacher evaluation and action research reports. • Provide reports on targets identified and set as discussed with tutor to be areas for

				<ul style="list-style-type: none"> • Discuss the key components of the NTS and its indicators • Discuss and Pair-share with peers and tutors, leadership qualities observed during wider school life and how the qualities would impact their professional practices as stated in the NTS. • Individuals make presentations to tutors
	3	Professional teaching portfolio	Final development of the teaching portfolio	<ul style="list-style-type: none"> • Use appropriate ICT/Media tools to complete building the professional teaching portfolio • Prepare an all-inclusive presentation of the developed professional teaching portfolio • Collect feedback from tutors and peers after presentation
	4	Set targets for lifelong learning	Developmental processes of a Reflective Practitioner	<ul style="list-style-type: none"> • Design an action plan with timelines to set personal and professional targets for future development and progression against the Teachers' standards. • Group/individual presentations to highlight action plans for personal and professional growth in terms of e.g. content and pedagogical knowledge • Student-teachers to identify potential CPD activities for further learning. • Student-teachers identify possible sources of funding for their developmental training.
	5	Reflections on upper primary classroom teaching & wider school life	Continuous reflections on upper primary classroom and wider school life experiences to inform practice.	<ul style="list-style-type: none"> • In groups or whole class discussions/seminar, student-teachers recall experiences from upper primary classroom teaching and learning and lessons/challenges learned from them. • At seminars or whole class discussions, student-teachers

				recall experiences gained from participating in wider school life activities such as: staff, PTA, SMC meetings, morning and closing assemblies, co-curricular activities, CPD training etc. They recount lessons and challenges learned from them and how their future will be informed by those lessons learned.
	<p>Component 1: PROFESSIONAL TEACHING PORTFOLIO/E-PORTFOLIO (NTS, 1a, 1e, & 1f)</p> <p>Summary of Assessment Method: Tutors' evaluation of portfolio contents and giving feedback. [e.g. post-STS seminars and presentations of future professional plans, completed SRJ, action research (project work) report, action plans for lifelong learning and targets set, field notes from wider school life observation and other achievements, artefacts, best lesson plans, learners' marked exercises, test instruments developed with their marking schemes etc.</p> <p>This is assessment of learning and as learning</p> <p>Weighting: 100 %</p> <p>Assesses Learning Outcomes: Completed professional teaching portfolio (CLO, 1, 2, 3, 4, & 5)</p>			
	<p>Component 2: Action Research (NTS, 3b)</p> <p>Summary of Assessment Method: Evaluation of a written action research report adhering to the rubrics and criteria which may include:</p> <ul style="list-style-type: none"> • Introduction/Background • Review of related literature • Methodology/intervention • Linking findings to improvement in Practice • Conclusion <p>This is assessment of learning and assessment as learning</p> <p>Weighting: 100 %</p> <p>Assesses Learning Outcomes: Completed action research as project work to support children's learning</p>			
Instructional materials	<p>Computers, projectors, other resources for seminars and presentations</p> <ul style="list-style-type: none"> • Videos/audio visual/tactile analysis of Classroom teaching & learning • Samples of classroom observation checklists (braille and written) 			

	<ul style="list-style-type: none"> • Samples of professional teaching portfolios • Samples of reflective log/SRJ • Samples of good/bad lesson plans • Samples of Staff/SMC/PTA meeting notes • Tutor professional development handbook • Samples of feedback instruments •
Required Text (Core)	Norton, L.S. (2009). <i>Action research in teaching and learning</i> . New York: Routledge.
Additional Reading List	<p>Existing Teaching Practice Handbooks from Universities and Colleges of Education</p> <p>T-TEL materials from www.t-tel.org</p> <p>TESSA materials from www.tessafrica.org</p> <p>McIntosh, P. (2010). <i>Action research and reflective practice: Creative and visual methods to facilitate reflection and learning</i>. London: Routledge.</p>

7.0.1 PRELUDE

Before you start your teaching in School 4, you will go through a formal briefing on Year 4 Supported Teaching in School activities at the ITE institution by the STS Committee (led by the STS Coordinator), your personal tutor and link tutor. This activity will seek to acquaint you with

1. Reflection into Y3S2 activities
2. Year 4 STS Course Outline
3. The structure of the Semester 1 STS activities at School 4
4. Assessment criteria at Partner School 4
5. Semester 2 activities at the ITE institution
6. Induction at School 4

It is therefore expedient to participate fully in all activities during the session.

Table 7.0.1 Sample of College-Base Orientation Agenda

TIME	ACTIVITY	RATIONALE	FACILITATORS
	Registration, expectations and rules	Getting prepared for the program	STS Committee
	Opening Address	Welcoming student teachers, informing them of the purpose of and the need to participate fully in the orientation.	The Principal/ Vice Principal
	Reflection into Y3S2 activities	To review the competencies achieved and challenges encountered to make suggestions into Extending teaching I.	Committee Member
	Review Of STS Course Outline	To introduce students to the course description, learning outcomes, indicators, structure, content, assessment,	Committee Member

		instructional resources and required text.	
	Developing Professional Teaching Portfolio	To remind student teachers to consciously gather relevant documentations and materials to complete their portfolio.	Committee Member
	Planning, teaching and assessing in School 4	To recap with students, appropriate lesson plans, effective lesson presentations to achieve core competencies and the various forms of assessment as pertains in the STS Year 4 Handbook.	Committee Member
	Leadership Qualities in the Classroom	To instill in student teachers good leadership qualities necessary for collaborative work in the school of practice as well as the classroom.	Committee Member
	Conducting classroom enquiry	To remind student teachers to consciously gather relevant literature and data needed in conducting classroom enquiry and writing the action research requirement.	Project Work Committee Member
	Induction at School 4	To inform student teachers of the need to familiarize themselves with Partner School 4 by participating in the induction activity.	STS Committee Member

	Living in the school and the wider community	Exposing student teachers to life in the new community and for adaptation	Expert in socio-cultural issues
	Implementation Guidelines	Rules and regulations governing Extending Teaching I – documents/resources to be used, dress code, attendance, commitment to duty, etc.	STS Coordinator
	Open Forum	To clear all dark spots	
	Closing Remarks	To close the section	The Vice Principal/STS Coordinator

REFLECT

Reflect on the College based orientation and respond to these questions in your SRJ.

1. What are the salient issues/main content to take note of while I start my extending teaching?
2. What are the likely challenges I will be facing during practice at the partner school?
3. How do I intend to overcome/manage the challenges envisaged?
4. Who are the stakeholders to support my professional development during the period?
5. How useful is the orientation for my professional development during extending teaching?

7.0.2 Induction at school 4

The lead mentor/mentor of your school of practice will organize orientation session(s) for you and other student teacher(s) in the partner school using the sample agenda in Table 7.0.2 as a guide. He/She will take you through the school profile and other educational issues such as school culture, channel of communication, key stakeholders of the school, key education policies, the wider school life and GESI issues. Your lead mentor/mentor will take you through the assessment components of Year 4 Semester 1 STS.

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

Table 7.0.2. Sample school orientation agenda

S/N	Item	Whose Responsibility	Remarks*
1	Induction Pack <ul style="list-style-type: none"> • Agenda • Reading written policy documents (if available) • Stationery • etc. 	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 <ul style="list-style-type: none"> • Regularity and punctuality to classes. • Continuous professional development (CPD) and Staff meetings. • Mandatory post lesson reflection by student teachers supervised by mentor for every lesson. • etc. 	Curriculum Teacher/Leader	
4	Key Education Policies e.g. <ul style="list-style-type: none"> • FCUBE • Inclusive Education policy • Sexual Harassment policy • School Partnership Policy • Gender Equality and Social Inclusion policy • etc. 	School improvement support officers/Girls' Education officers	
5	Introduction to Key School Policies and Procedures <ul style="list-style-type: none"> • 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 • etc. 	Lead Mentor	
6	<ul style="list-style-type: none"> • Graduation Ceremonies • Speech and Prize giving days • SMC/PTA meetings 	Lead Mentor	
7	Assessment Practices <ul style="list-style-type: none"> • Continuous assessment • Test • Examination • etc. 	Lead mentor/mentor	

7.1

DIRECTED SUPPORTED TASKS FOR
STUDENT TEACHERS IN SEMESTER 1

TOPIC 7.1.1: PLANNING, TEACHING, MOTIVATING, ASSESSING AND EXTENDING LEARNING

<p>Topic 7.1.1: Planning, Teaching, Motivating, Assessing and Extending Learning</p>	<p>Purpose: In this topic you will plan, teach, motivate, assess, and extend learning in your area of specialism of the school curriculum taking GESI into consideration.</p>
<p>Activity 7.1.1.1 Planning lessons that align content with the appropriate pedagogical and assessment strategies to meet the needs of learners in an inclusive classroom. (NTEAP 12, p. 4; NTS 2f- <i>Takes account of and respects learners’ cultural, linguistic, socio-economic and educational backgrounds in planning and teaching; 2e, 2b, 3a, 3g, 3f</i>)</p>	
<p>Activity 7.1.1.2 Using a variety of appropriate pedagogical resources in teaching content planned for lessons (NTS 3a -<i>Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching; 3g, 3j</i>)</p>	
<p>Activity 7.1.1.3 Keeping records of lessons taught and assessed with diverse learning needs and differentiated learning outcomes (NTS 3k - <i>Integrates a variety of assessment modes into teaching to support learning; 3a, 3p, 3n</i>)</p>	
<p>Activity 7.1.1.4 Establishing criteria for assessment of learners’ needs (NTS 3p - <i>Uses objective criterion referencing to assess learners.</i>)</p>	
<p>Activity 7.1.1.5 Writing reports of small group discussions between mentors & peers about learners’ needs and how to motivate the learners of diverse backgrounds. (3b - <i>Carries out small scale action research to improve practice; 3e; 1b</i>)</p>	
<p>Learning Outcomes: When you have completed Topic 7.1.1, you will:</p>	<p>Indicators</p>
<p>Consistently and independently plan, teach, motivate, assess and extend the learning of all</p>	<p>1. Lesson plans that align content with the appropriate pedagogical and</p>

<p>learners whatever their socio-cultural and linguistic background, regardless of age, aptitude and ability.</p>	<p>assessment strategies to meet the needs of learners in an inclusive classroom</p> <ol style="list-style-type: none"> 2. A variety of appropriate pedagogical resources in teaching content planned for lessons 3. Records of lessons taught and assessed with diverse learning needs and differentiated learning outcomes in focus. 4. Established criteria for assessment of learners' needs 5. Reports of small group discussions between mentors and peers about learners' needs and how to motivate learners of diverse backgrounds
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Activity 7.1.1.1 Planning lessons that align content with the appropriate pedagogical and assessment strategies to meet the needs of learners in an inclusive classroom

PLAN

In your Year 3 STS activities, you co-planned, co-taught and co-assessed your lessons with your mentor and STS partner. In this activity, you will independently plan lessons and align them with the appropriate pedagogical and assessment strategies to meet the needs of all learners, taking into consideration the cultural, linguistic, socio-economic and educational backgrounds of learners. You will discuss with your mentor whether the strands, sub-strands, content standard and indicators in the learner plan are properly aligned.

First, refer to the Basic School Curriculum and refresh your mind on the appropriate instructional strategies (for example: interactivity, ICT mediated pedagogies, peer learning, gamification, etc.) that will suit the learners with varied backgrounds and discuss this with your mentor.

Second, refer to the Basic School Curriculum and refresh your mind on the appropriate assessment strategies (observation, quizzes, tests, assignments, projects, etc.) that will suit the learners with varied backgrounds and discuss this with your mentor.

DO

Teach lessons using appropriate instructional strategies (interactivity, mobile learning, peer learning, gamification, etc.) and assessment strategies (observation, quizzes, tests, assignments, projects, etc.).

Also, take into account the learners with varied backgrounds (age, linguistic, cultural, socio-economic, etc.). Be guided by the following principles:

- a. Use appropriate pedagogical strategies during lesson delivery.
- b. Use appropriate assessment strategies during lesson delivery. For example, Assessment as Learning (AaL), Assessment for Learning (AfL), Assessment of Learning (AoL).
- c. Create a welcoming and inclusive environment for all learners.
- d. Avoid stereotyping.
- e. Be approachable and available.
- f. Motivate all learners.
- g. Add on...

REFLECT

Reflect on your teaching and seek feedback on your reflection from your mentor as appropriate.

Use the following questions to guide you in your reflection:

1. How did my teaching conform to the basic features (strands, sub-strands, content standard and indicators) in the Basic School Curriculum?
2. Did I use the appropriate pedagogical strategies during lesson delivery? How?
3. Which appropriate assessment strategies did I use during the lesson delivery?
4. How did I create a welcoming and inclusive environment for all learners during lesson delivery?
5. What provision did I make for all groups of learners; for example, slow and fast learners, girls and boys, SEN learners, etc?

Record your responses in your SRJ



Activity 7.1.1.2 Using a variety of appropriate instructional resources in teaching content planned for lessons

PLAN

In your Year 3 STS activities, you with the help of your STS partner and mentor discussed how to match teaching and learning activities with appropriate ICT tools and teaching and learning resources to support teaching and learning at the appropriate age levels.

In this activity, you will independently plan and decide on appropriate ICT tools (mobile phones, laptops, projectors, audios and audio-visuals materials, etc.) and other teaching and learning resources (curriculum pack, flip charts, textbooks, visuals, braille and tactile materials, etc.) that you can use to facilitate your lesson delivery.

You will also need to pre-test the teaching and learning resources to ensure their efficacy and reliability before the actual lesson. Consult resource persons (SpEd teachers, IT experts, community resource persons, etc.) prior to the lesson, if need be.

Consider teaching and learning resources that will not be bias and can help all learners, regardless of their backgrounds (age, grade level, expectations, aptitude and ability, etc.) to easily understand the lesson.

DO

Teach a lesson, using appropriate teaching and learning resources that will help all learners, regardless of their background. All teaching and learning resources should be easy for all learners, regardless of their background (age, grade level, expectations, aptitude and ability, etc.) to manipulate and interact with for easy understanding of the lesson. Use appropriate ICT tools (mobile phones, laptops, projectors, audios and audio-visuals materials, etc.) and other teaching and learning resources (curriculum pack, flip charts, textbooks, visuals, braille and tactile materials, etc.) that can facilitate your lesson delivery. For example, writing boldly and legibly on the board for all learners to see clearly.

REFLECT

Reflect on the lesson taught by answering the following questions:

1. Which meaningful TLRs did I set to encourage learners' collaboration which led to purposeful learning?
2. How friendly were my Teaching and Learning Resources?
3. How did the TLRs used in my teaching encourage learner participation and critical thinking?
4. How effectively or appropriately did my use of the TLRs influence mixed ability, multi-lingual and multi-age in the class?
5. How appropriate did the teaching and learning resources used arouse and sustain the interest of all learners, especially girls and learners with Special Educational Needs?

Record your responses in your SRJ



Activity 7.1.1.3 Keeping records of lessons taught and assessed with diverse learning needs and differentiated learning outcomes

PLAN

In your Year 3 STS activity on collection, compilation and filing of artefacts in the student's portfolio, you discussed with your mentor and STS partner ways of keeping records such as (filing of pictures, videos, audios and other teaching and learning resources) in the portfolio. In this activity, you are independently required to plan how to keep records of lessons taught and assessed with diverse learning needs and differentiated learning outcomes in focus. You are to plan, taking into consideration the Basic School Curriculum, and learners with diverse learning needs such as slow and fast learners, SpEd learners (gifted and talented, intellectually disabled, emotionally disturbed, physically challenged), including the number of boys and girls and how to keep meaningful records of their assessment (marked exercises, projects, tests,

observations, presentations and other related group and individual activities, etc.), ensuring the use of criterion referencing to assess learners.

Based on the gathered assessment records, plan how to communicate learners' progress or otherwise to the learners themselves, their parents and guardians and school Guidance and Counselling coordinators verbally and through terminal report cards, electronic mails, text/SMS, etc.

DO

Independently, and in line with the Basic School Curriculum, conduct School Based Assessments (SBA): class exercises weekly tests, class presentations, quizzes, assignments, projects, etc.

Mark, score and record learners' feedbacks in line with the basic school assessment criteria, taking into consideration learners with diverse learning needs such as, slow and fast learners, Sp.Ed learners (gifted and talented, intellectually disabled, emotionally disturbed, physically challenged, etc.), including number of boys and girls with such needs.

Keep meaningful records of learners' assessment (marked exercises, projects, tests, observations presentations and other related group and individual activities), bearing in mind the use of criterion referencing to assess learners.

Based on gathered assessment records, communicate learners' progress or otherwise to the learners themselves, their parents, guardians and school Guidance and Counselling coordinators verbally, through terminal report cards, electronic mails, text/SMS, etc.

REFLECT

Reflect on your assessment and record keeping processes on learners' with diverse needs, with reference to the following questions:

1. How did I keep records of lessons taught?
2. How comfortable were learners with my assessment strategies?
3. How did I consider inclusivity in my assessment strategies?
4. Were my assessment strategies in line with the Basic School Curriculum Assessment scheme?
5. What ICT tools did I use in keeping assessment records on my learners?

Record your reflections in your SRJ



Activity 7.1.1.4 Establishing criteria for assessment of learners' needs

PLAN

In your Year 3 STS activities on classroom enquiry, you and your STS partner undertook a small-scale classroom enquiry with 6 learners on their learning and progress, based on the set criteria for their assessment.

In this activity, you are required to independently plan how to establish criteria for assessment of learners' needs, in line with the Basic School Curriculum and the SBA. In your planning, you are expected to consider the strategies (quizzes, assignments, observation

checklist or field notes, etc.) you can employ to identify the various learners' needs in the classroom.

Also, consider assessment strategies such as, "assessment for", "assessment of" and "assessment as" learning to assess learners, in addressing common issues of misunderstanding and misconceptions that hinder learners' progress.

Again, consider the use of objective criterion referencing, establishing clear standards that define what they should know (for example, giving 20 multiple choice test items to learners and clearly indicating that a score of 10 out of 20 is a pass mark) to assess learners.

DO

Independently craft the assessment items (class tests, class assignments, projects, observation checklist or field notes, etc.) that will help you identify the various learners' needs.

First, conduct 'assessment for' to check the entry behaviour or RPK of learners; second, conduct 'assessment of' to check progress of learners; and third, conduct 'assessment as' to check knowledge and skills acquired by learners in a given period (e.g., term, year).

Due to the formative nature of SBA, use the 'assessment for' and 'assessment of' to assess learners' needs.

Also, ensure that you establish clear standards that define what the learners should know using the objective criterion referencing.

REFLECT

Independently reflect on the criteria for establishing assessment of learners' needs based on the following:

1. How did my assessment criteria help in supporting learners' learning needs?
2. Did I consult the Basic School Curriculum and the SBA in establishing criteria for my assessment? How effective was it?
3. How varied were my assessment strategies in meeting the needs of learners?
4. How appropriate were the criteria for measuring standards of learners' learning?

Record your responses in your SRJ



Activity 7.1.1.5 Writing reports of small group discussions between mentors & peers about learners' needs and how to motivate learners of diverse backgrounds

PLAN

In your Year 3 STS activities, you together with your STS partner and mentor planned to teach, motivate and manage small group of learners.

In this activity, you are required to plan how to write reports of small group discussions between mentors & peers about learners' needs and how to motivate learners of diverse backgrounds.

As you plan, consider the timelines for the report writing, review of the report and submission of final report as well as the ICT tools (phones, cameras, recorders, projectors and laptops, etc.) that will be used.

Plan how you will use diverse motivational strategies (claps, thumbs-up, standing ovation and privileges, etc.) to encourage learners of diverse backgrounds. Also discuss with your mentor expectations of the findings of the enquiry and draw conclusions with recommendations to be included in the report.

DO

Write reports of small group discussions between your mentor and peers about learners’ needs (difficulty in reading, speaking, listening, and writing, inability to socialise and difficulty in calculations, etc.).

Adopt motivational strategies such as claps, thumbs-up, standing ovation and privileges that will help the learners to overcome their respective learner needs. Also, discuss with your mentor findings of the enquiry and draw conclusions on them. Write your recommendations to be included in the report and discuss that with your peers or mentor.

REFLECT

Use the following set of questions to reflect on the activity:

1. What details did I capture in my report on learners’ needs? Does the report include the salient issues emanating from the small group discussions? Could I have added and or omitted any issue?
2. Did I provide enough motivational strategies to help my learners develop interest in the lesson? What strategies did I use? And how did I go about them?
3. What are the key findings identified in my report? What can I do to improve upon them?



TOPIC 7.1.2: DEMONSTRATING UNDERSTANDING OF THE BASIC SCHOOL CURRICULUM

<p>TOPIC 7.1.2: Demonstrating understanding of the Basic School Curriculum</p>	<p>PURPOSE: In this topic, you will demonstrate, through teaching, understanding of the Basic School Curriculum and related expectations.</p>
<p>Activity 7.1.2.1 Preparing learner plans aligned with the key components of the Basic School Curriculum (NTS 2a - <i>Demonstrates familiarity with the education system and key policies guiding it.</i> 2f)</p>	
<p>Activity 7.1.2.2 Planning lessons that reflect diversity in terms of learners’ age, grade level, expectations, aptitude and ability (NTS 3f - <i>Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress;</i> 3g)</p>	

Activity 7.1.2.3 Delivering lessons that align with the components of the learner plan, taking into consideration GESI (NTS 3e - *Employs a variety of instructional strategies that encourages students' participation and critical thinking; 3g*)

Learning Outcome: When you have completed Topic 7.1.2, STS activity, you will:	Indicators
Demonstrate through teaching a comprehensive understanding of the Basic School Curriculum and related expectations, taking into consideration learners' age and grade levels, before, during and after each lesson.	<ol style="list-style-type: none"> 1. Learner plans aligned with the key components of the Basic School Curriculum 2. Learner plans reflecting diversity in terms of learners' age, grade level, expectations, aptitude and ability 3. Lessons delivered in line with the components of the lesson/learner plan

Activity 7.1.2.1 Preparing learner plans aligned with the key components of the Basic School Curriculum

PLAN

In Years 1 and 2 STS activities, you observed the key components of the Basic School Curriculum. You also observed your mentor teach using a learner plan prepared from the Basic School Curriculum. In Year 3 STS activities, you co-planned the lessons with your mentor and STS partner. In this activity, you will prepare your own learner plans (refer to Table 7.1.2a) aligned with the key components of the Basic School Curriculum . Go through your portfolio to refresh your memory on the key components of the learner plan such as class, strand, sub-strands, content standard and the indicators. Consult your mentor for clarifications.

To ensure effective work, you will need to assemble the Basic School Curriculum, scheme of learning, teacher and learner resource packs and appropriate textbooks. You will also need to consider teaching strategies (small group discussions, large group discussions, demonstrations, flipped classroom techniques, etc.) that will be appropriate for delivering your lesson and harnessing core competencies.

DO

Select the strand, sub-strands, content standard and the indicators to be used in the preparation of your learner plan based on the scheme of learning. Arrange and order them sequentially indicting the Teaching Learning Resources (TLRs). Ensure that the TLRs do not perpetuate traditional gender roles but give equal opportunities to both boys and girls (eg. boys being medical doctors and girls being nurses, secretarial work for girls and farming for boys, etc.). Again, ensure the inclusion of ICT tools (mobile phones, laptops, projectors, audios and audio-visuals materials, etc.) at the appropriate phases of your lesson.

Submit your lesson/learner plan for vetting by your mentor and further to your lead mentor for endorsement.

Table 7.1.2a: Sample Template for Daily Lesson/learner Plan

Date: _____ Period: _____		Subject: _____	
Time: _____		Strand: _____	
Class: _____ Class size: _____		Sub-Strand: _____	
Content Standard	_____	Indicator: _____	Lesson 1 of 2
Performance Indicator: _____		Core Competencies and Subject Specific Practices: _____	
Key words: _____			
References: _____			
Phase/Duration	Learner activities	Resources	
Phase 1: Starter (preparing the brain for learning) 10 minutes			
Phase 2: Main (new learning including assessment) 40 minutes			
Phase 3: Plenary/ Reflections (Learner and teacher) 10 minutes			

REFLECT

Share some of your experiences during the preparation of the lesson/ learner plan with your mentor. What new things have you learnt?



Activity 7.1.2.2 Planning lessons that reflect diversity in terms of learners’ age, grade level, expectations, aptitude and ability

PLAN

In Year 3 STS activities, you had discussions with your mentor, STS partner and personal tutor on how to teach, motivate, and manage small group of learners with diversity, inclusivity and equity issues. In this activity, you will plan lessons that will reflect diversity in learners in terms

of their age, grade level, expectations, aptitudes and abilities in learning. Discuss with your mentor how you will plan lessons to meet learners' age, grade level, expectations, aptitudes and learning abilities in connection with the following:

- ❖ Classroom management
- ❖ Collaborative learning in class
- ❖ Class groupings
- ❖ Differentiated instructions
- ❖ Differentiated assessments, etc.

You will again demonstrate in your lessons a clear understanding of the Basic School Curriculum for the years appropriate to multi-grade classes; showing good knowledge of how to teach learners at the respective grade levels bearing in mind the use of one Ghanaian Language (L1) as medium of instruction to cater for diversity. You will also show in your lessons clear understanding of how learners learn in diverse contexts and different situations and incorporate them in your lesson preparation and teaching. For example, using the L1 to explain concepts where applicable, selecting of local and environmentally friendly teaching learning resources to facilitate lessons, giving all illustrations and examples in lesson from the local environment, using probing questions to guide slow learners to understand concepts and facts, using appropriate motivational strategies for learners, etc.

DO

In your plan, cluster your learners into small groups during lessons, taking into consideration, appropriate grouping of boys and girls, slow and fast learners, SpEd learners, etc. Ensure that each small group is made up of learners with varied backgrounds.

Assign tasks and teach these groups based on the Basic School Curriculum. Consider how the class will be managed; for example, how boldly and legibly you write on the board, how you position the visually and hearing impaired to afford them the opportunity to see clearly on the board or hear what is being discussed in the classroom. Also consider appropriate spaces in and outside the classroom for easy movement of the physically challenged.

Consider how you will supervise each group to ensure that every member is equally involved in all activities, exercises, projects and decision-making processes in the classroom.

Demonstrate in your lesson plan a clear understanding of the Basic School Curriculum taking into consideration learners' ages appropriate to multi-grade classes (for example, age 6+ for grade 1, 7+ for grade 2, 8+ for grade 3, etc.); showing good knowledge of how to teach learners at the various grade levels, bearing in mind the use of one Ghanaian Language (L1) as medium of instruction to cater for diversity where appropriate.

Show in your lesson clear understanding of how learners learn in diverse contexts and incorporate them in your lesson facilitation processes. For example, using L1 to explain concepts and facts to learners during lessons where applicable, selecting local and environmentally friendly teaching learning resources to facilitate teaching and learning, giving all illustrations and examples in lesson from the local environment, using of probing questions to guide slow learners to understand concepts and facts, adopting appropriate and varied motivational strategies to cater for learners' diversity.

REFLECT

Let the following questions guide you to reflect on the activities you undertook in activity 7.1.2.2:

1. How did I effectively involve learners of varied backgrounds in the lesson plan?
2. Did I create a conducive and enabling environment for all learners, regardless of their backgrounds to actively take part in the lesson? How did I do it?
3. Which aspects of the lesson never catered for diversity in learners?
4. How do I intend to overcome this in my subsequent lessons?

Record your responses in your SRJ



Activity 7.1.2.3 Delivering lessons that align with the components of the lesson plan taking GESI into consideration

PLAN

In Year 3 Semester 2 STS activities, you co-planned and co-taught lessons to small group of learners (6) with your mentor and STS partner. You also co-planned with your STS partner how to access videos on classroom teaching from YouTube, using ICT tools such as mobile phones, video recorders, laptops, cameras, tablets, projectors, etc. In this STS activity, you will deliver a well-prepared lesson in your area of specialism that aligns with the components of the learner plan, taking GESI into account. Discuss with your mentor how you will integrate GESI related issues during lesson delivery with special reference to the following areas as guide:

- Using gender friendly Teaching Learning Resources (TLRs).
- Paying attention to the uniqueness of all learners.
- Involving all learners in all lesson activities
- Ensuring fair distribution of questions among all learners (boys and girls, slow and fast learners' and SpEd).
- Assigning equal leadership roles to all learners.
- Giving special preferences to SEN learners especially girls.
- Ensuring mixed ability groupings during lessons.
- Ensuring fair distribution of TLRs to all learners.
- Ensuring GESI friendly language during teaching.

DO

In the delivery of the lesson, consider Teaching and Learning Resources (TLRs) that can support easy understanding of the lesson by all learners, regardless of their background. This means your teaching and learning resources should be relevant to the topic being taught, large enough to be seen, touched and felt by all learners, and should be meaningful and serve a useful purpose to the cognitive level of the learners. Use TLRs that are not gender bias (eg. boys being medical doctors and girls being nurses, secretarial work for girls and farming for boys, etc.).

In your lesson delivery, give equal attention to all learners and support as and when the need arises. Involve all learners in your lesson and make sure questions are distributed fairly, taking into consideration boys and girls and learners with varied backgrounds such as SEN.

In assigning leadership roles to learners, consider GESI (debunk the archaic mentality of “cupboard boy, office girl, class prefect being a boy, etc.). Avoid assigning roles that suggest that certain duties are strictly for boys or girls. Also ensure mixed ability grouping in your lesson delivery processes. Be as democratic as possible by allowing learners to join small groups of their choice.

REFLECT

Reflect on the activities using the following questions:

1. In what ways did I consider GESI in assigning leadership roles to learners in the classroom?
2. How did I take GESI related issues, including the choice and use of TLRs into account during my lessons?
3. Which area of GESI related issues do I hope to improve on in my subsequent lessons?



TOPIC 7.1.3 ACTION RESEARCH TO SUPPORT LEARNERS’ LEARNING.

Topic 7.1.3 Action research to support learners learning	Purpose: In this topic, you will continue to practice and undertake action research to support learning.
Activity 7. 1.3.1 Identifying learning needs of learners in the classroom that require attention for inquiry and collecting baseline data to justify such problems, bearing in mind GESI (NTS 1a: <i>Critically and collectively reflects to improve teaching and learning. 2e, 2f, 3h</i>)	
Activity 7.1.3.2 Reviewing literature based on identified problem and interventions that could be used (NTS 3i: <i>Explains concepts clearly using examples familiar to students, 2c, 1a</i>)	
Activity 7.1.3.3 Proposing appropriate intervention based on problems identified (NTS 3m: <i>Identifies and remediates learners’ difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.</i>)	
Activity 7.1.3.4 Designing appropriate research instruments for data collection (NTS 3b: <i>Carries out small-scale action research to improve practice. 3p</i>)	
Activity 7.1.3.5 Carrying out interventions and collecting data with the help of ICT tools bearing in mind ethical protocols in conducting research. (NTS 3b: <i>Carries out small-scale</i>	

<i>action research to improve practice. 3p)</i>	
Learning Outcomes: When you have completed Topic 7.1.3 STS activities, you will:	Indicators
Demonstrate knowledge and understanding of the critical steps in conducting classroom enquiry, action research and its execution.	<ol style="list-style-type: none"> 1. List of learners' learning needs identified in the classroom. 2. Outline of literature reviewed 3. List of interventions proposed to address the problem identified 4. Designed instruments for data collection. 5. Statement of ethical considerations. 6. Evidence of data collected to be analysed.

NB: Prepare to analyse the data with the help of ICT tools and write the report in the second semester

Activity 7. 1.3.1 Identifying learning needs in the classroom that require attention for inquiry and collecting baseline data to justify such problems, bearing in mind GESI PLAN

In Year 3 Semester 2 you carried out classroom enquiry and action research regarding teaching and learning in a whole class. In this STS activity you will apply the knowledge and skills you gained in conducting action research as a project work. Read to refresh your mind on Year 3 Semester 1 action research in your pedagogic course/study and from sources such as the internet, books, and academic journals.

Plan how you are going to identify learning needs of learners in the classroom that require attention for inquiry and collect baseline data to justify such problems, bearing in mind GESI. Identify the resources that will be required to collect data such as ICT tools and how you will acquire them.

Identify learners with specific learning needs in the classroom, for example those having reading and writing difficulties, those having a variety of learning disabilities in mathematics, and learners with different learning abilities. It is important that you keep in mind the issues relating to representation of boys and girls as appropriate, as well as learners with different socio-economic and cultural backgrounds as you identify learners' learning needs.

Focus on one of the learning needs of the learners you identified in the classroom for the purpose of the action research. You may seek the support of your mentor, personal tutor or any other person if you find it necessary.

Design instruments for the collection of baseline data to justify the problem identified. These instruments may include an observation checklist, interview guide, class test, and document analysis. Use Tables 7.1.3.1a and 7.1.3.1b as guides. Consider ethical protocols (Such as seeking permission from the appropriate authorities, parental consent, and anonymity of participants) in the baseline data collection. Strategize on how you will present the pre-

intervention data to justify the reality of the learners’ learning needs identified for the action research. Use Tables 7.1. 3.1c and 7.1.3.1d as guides.

DO

Observe the entire class during lesson delivery and carefully take note of learners with learning needs that require attention for your classroom enquiry and action research. Examples of such problems may include reading and writing difficulties, learning disabilities in mathematics, and different learning abilities.

Use the instrument designed to collect baseline data on the specific problem you have identified in the classroom considering ethical protocols such as seeking permission from appropriate authorities, parental consent, and anonymity of participants.

Organize the baseline data collected and present them as the pre-intervention data to justify the reality of the learners’ learning needs identified for the action research.

Use the resources you have acquired including ICT tools such as phones, tablets and stationery to help you gather the baseline data and present.

Collecting Baseline Data to Justify Problems Observed

Table 7.1.3.1a is a Sample observation guide to collect baseline data on learners during lesson delivery to justify problem identified

Table 7.1.3.1a Sample Observation guide/checklist

S/N	Learning Needs of Learners	Tick if Present	Cross if absent (x)
1	Learners show difficulty in oral expressions/spoken language		
2	Learners show difficulty in reading the age-appropriate book		
3	Learners show difficulty in writing		
4	Learners show difficulty in working with numbers/ calculation		
5	Learners show difficulty in creative work		
6	Learners show difficulty in solving problems		
	Learners show difficulty in meeting curriculum content standard		

7	Learners show difficulty in computations		
8	Learners show difficulty in appreciating place value of numbers		
9	Learners show difficulty in concentrating on tasks		
10	Learners show difficulty in completing tasks		

NB: Add other relevant learners' learning needs.

Collecting data to diagnose learners' learning needs of difficulty in working with numbers/calculation to justify problems identified and to propose interventions.

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

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/science or the specialism	

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

Collecting data from documents and analysis of learners' performance score from marked exercise and class test to justify the identified problem

Table 7.1.3.1c a sample of data from document analysis on learners' performance score from marked exercises and class tests.

Learners' Scores							
S/N	Learner's Name/Code	Class Exercises 20 marks	Assignments/ Homework 20 marks	Project Work 20 mks	Class Tests 40	TOTAL 100% mks	REMARKS
1							
2							
3							
4							
5							
6							
7							
8							

Collecting pre-intervention data on learners' performance score from pre-intervention class test

Table 7.1.3.1d Sample of pre-intervention template for collecting class test data on learners' performance score.

S/N	LEARNER'S NAME	TOTAL (100%)	REMARKS
1			
2			
3			

4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

REFLECT

Reflect on the learning needs you have identified in the classroom and data collected and seek feedback on your reflections from your mentor. You may use the following questions to guide your reflection.

1. What are the key learning needs you have identified in your classroom?
2. Which of the identified learning needs were GESI related?
3. How did I identify the learning needs which were GESI related?

Record your responses in your SRJ



Activity 7.1.3.2 Reviewing literature based on identified problem and interventions that could be used

PLAN

In Year 3 Semester 1 action research course in your pedagogic study, you were exposed to how to review literature from sources such as books, and academic journals. In this STS activity, you will review literature on the problems you identified in the classroom and interventions that have been used before. Be conscious of the fact that literature review is not a collection of loosely related studies in an area but rather your careful interpretation and synthesizing of research developments related to a specific research problem and objectives. Plan to organise the problems identified under appropriate themes based on your research objectives and interventions that could be used for your project work.

Decide on the scope of your literature review and the sources of literature you will have to review. Consider the recency, relevance and context of the documents you will be reviewing. Again, consider the databases you will use to conduct your searches for the literature to be reviewed. Examples of the databases are ERIC, ScienceDirect, Scopus, JSTOR, DOAJ, PubMed. Be cautious, because not all databases are credible. Therefore, you may consult your mentor and other persons who could be helpful in this area. You may visit websites such as: <https://www.researchgate.net>. Do not forget to look at books both hardcopies and e-books as a source of literature for review.

Finally, plan on a general pattern of organizing literature to be reviewed following the prescribed writing format such as in-text referencing styles, annotations and general writing style.

DO

Conduct your searches and find the literature by writing the key terms that are related to your themes you have organised in the databases you are using.

Read the abstracts of the articles you find carefully, to give you an idea of what the article is about for you to be able to judge its relevance and context a bit more quickly.

Write down the materials you have searched so that you do not lose them.

Do a thorough reading of the materials you have found through your searches. As you read keep careful notes of critical issues that will help you in the writing of the literature review. These include what the authors were trying to find in their studies, the methodologies, the results and the conclusions as well as conflicting studies that you may come across.

Write the literature reviewed under themes you have organised. Use direct quotations sparingly and in situations where you paraphrase, ensure as you use your own words, they will still accurately represent the author's opinion; summarize and synthesize what the sources present within each paragraph.

REFLECT

You may use the following questions to guide your reflection.

1. How has the literature review been organized around themes relating directly to the research problem being studied?

2. How has the literature review synthesised results into summary of what is known and what is not yet known?
3. How has the literature reviewed helped to identify areas of controversy in the literature?
4. How is the literature is reviewed in line with both the problem identified and the probable interventions to be used to solve the problem?

Record your responses in your SRJ



Activity 7.1.3.3 Proposing appropriate intervention based on problems identified

PLAN

In Activity 7.1.3.2 you reviewed literature on the problem identified for your action research. In this review of literature, you came across a variety of interventions that could be employed to provide solutions to the learning needs identified. In this activity, you are to consider the various interventions to remedy the problem identified through diagnosis of the problem. Carefully consider the intervention you will implement to remedy the problem you have identified. Examples are, remedial teaching, change of teaching methodology. Also consider your population and sample size as well as the sampling techniques you are going to use for the study to plan the resource you would need for the implementation of the interventions.

DO

List the interventions you have proposed to remedy the learning needs you have identified in the classroom. Write down the strategies you are going to use in the interventions. [insert Steps to follow for implementation]

Identify the population, sample size and the sampling techniques to use for the study.

List the resource need for the implementation of the interventions such as laptop, tablets, audio and video recorders, stationery etc.

REFLECT

Reflect on this activity using the following questions?

1. How well does the intervention fit the problem identified the classroom?
2. What challenges do I anticipate in the implementation of the intervention?
3. How do I intend to address the anticipated challenges?

Record your responses in your SRJ



Activity 7.1.3.4 Designing appropriate research instruments for data collection

PLAN

In your Year 3 Semester 1 pedagogic study on action research, you were exposed to various instruments for data collection. In this STS activity, you will apply the knowledge and skills

gained to design appropriate research instrument(s) to collect data on the problem you identified in your classroom for your project work. Read your action research course materials on data collecting instruments to refresh your mind. You can also visit <https://kstatelibraries.pressbooks.pub/gradactionresearch/chapter/chapt5/> for further reading on instruments for data collection in the classroom.

Plan the appropriate instrument(s) you will use to collect data for your project work. In your choice of instrument to be used, consider the type of data you want to collect and the nature of your participants. Some of the instruments you can use include interview guides, questionnaires, observation guide, checklist, class tests, analysis of learners' marked exercises and terminal reports, etc. In your planning, focus on the most appropriate instrument(s) to design for your data collection.

You can consult your mentor, or project work supervisor at the College and any other person to guide you in the design of the instrument(s) where necessary. Also, plan how you will organize, present and interpret the data you will collect. You may use ICT tools such as excel spreadsheets to design charts for presentation.

DO

Design the instrument(s) you have planned to use for the data collection. Discuss it/them with your mentor for feedback for improvement on the design.

REFLECT

Reflect on the experiences you gained in the instrument(s) you designed. Share your experiences with your mentor and record the experiences in the SRJ.

Record your responses in your SRJ



Activity 7.1.3.5 Carrying out interventions and collecting data bearing in mind ethical protocols in conducting research.

PLAN

In the Year 3 Semester 2 STS activities, you conducted a classroom enquiry on teaching and learners' learning. In that activity, you proposed some interventions to remedy problems you identified in the classroom and implemented the intervention you proposed to remedy the problem. In this STS activity, you are going to apply the knowledge and skills gained to implement the interventions you have proposed in Activity 7.1.3.3

Carefully, consider the steps you are going to use to implement the interventions you have proposed. The interventions will be used to remedy the learning needs of the learners you have identified. Expect some challenges and plan how you will address the challenges. Also, plan the duration to be used for the implementation of the proposed interventions.

Indicate how you will collect post-intervention data using the instruments you have designed in Activity 7.1.3.4. In your planning, consider how you will address issues on ethical protocols (such as seeking permission from the appropriate authorities, parental consent, and anonymity of learners and many more) in conducting research and also how you will present and interpret the data collected as your post-intervention data.

DO

List the proposed relevant interventions to remedy the learners' learning needs you have identified in the classroom. Implement the proposed interventions step-by-step as planned to remedy the learning needs identified taking note of possible challenges that may emerge and address them. Carry out the intervention within the planned duration and record events using your phones, note pad, laptop, tablets etc.

Use the designed instruments to collect your post-intervention data for analysis, presentation and interpretation of the results. Pay attention to ethical protocols such as seeking permission from the appropriate authorities, parental consent, confidentiality and anonymity of participants in your data collection process.

REFLECT

Reflect on your learning experiences from the implementation of the intervention and data collection process. The following questions will help you in your reflection:

1. In carrying out interventions and collecting data, what new experiences have I learnt from this activity compared to the experiences in Year 3 Semester 2?
2. What challenges did I encounter in carrying out interventions and collecting data?
3. How did I address the challenges I encountered in carrying out interventions and collecting data?

Record your experiences in your SRJ



TOPIC 7.1.4: EXHIBITING CLASSROOM MANAGEMENT AND ORGANIZATION STRATEGIES

TOPIC 7.1.4: Exhibiting Classroom Management and Organization Strategies	Purpose: In this topic, you will be exhibiting classroom management and organization strategies with the assistance from your mentor
Activity 7.1.4.1 Setting and displaying agreed classroom management rules and regulations (e.g. flyers, handbills, posters, wall hanging, embossers etc.). (NTS. 1c: <i>Demonstrates effective growing leadership qualities in the classroom and wider school, 1f; 2a; 3c</i>)	
Activity 7.1.4.2 Discussing and adhering to the established rules and regulations in the classroom with learners. (NTS. 3d: <i>Manages behaviour and learning with small and large classes, 1c; 1d; 1f</i>)	
Activity 7.1.4.3 Exhibiting innovative ways of rewarding exemplary behaviours e.g. well dressed, punctuality, etc. (NTS. 3c: <i>Creates a safe, encouraging learning environment, 1c; 1f; 3e</i>)	
Learning outcome: When you have completed Topic 7.1.4 STS activities, you will:	Indicators

<p>Demonstrate knowledge and attitude of classroom management and organizational strategies with the support from your mentor</p>	<ol style="list-style-type: none"> 1. A display of agreed classroom management rules and regulation (e.g., flyers, handbills, posters, wall hanging, embossers etc.). 2. A report of adherence to established rules and regulations during lesson delivery. 3. A report of innovative ways of rewarding exemplary behaviours e.g., well-dressed, punctuality, etc.
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Activity 7.1.4.1 Setting and displaying agreed classroom management rules and regulations.

PLAN

Classroom management rules and regulations are the foundation for a functional and successful classroom in any setting. That is why in your Year 3 Semester 1, you, your STS partner and your mentor discussed positive classroom management rules and regulations and how these rules and regulations can be formulated in the classroom. You also observed how the already existing rules and regulations contribute to maintenance of law and order in the classroom. In this activity, you, with the support from your mentor (if needed) will review the existing classroom management rules and regulations and set new ones or add to the existing ones. For example, taking turns in performing activities, respecting individual's views, not littering the classroom and the compound, etc. Plan to involve *all* the learners in setting the rules and ensure that the rules are not discriminatory in any form to a minority group (such as ethnic, religious, socio-economic [as the case may be in your classroom]). You will also design flyers, handbills, posters, wall hanging, embossers and any other appropriate material; using ICT tools (videos, still pictures, braille etc.) for the display of the classroom management rules and regulations.

DO

Together with your learners, review the existing classroom management rules and regulations with support from your mentor (if needed) to identify the gaps in them, amend them and set new/additional ones. Consider the following rules: taking turns in performing activities, respecting individual's views, not littering the classroom and the compound, as example and you may refer to **Table 7.2.1.1b, page 26** in your Year 3 STS Handbook for more examples of classroom rules and regulations. Use ICT tools to design flyers, handbills, posters, wall hanging, embossers and any other appropriate material to contain the set classroom management rules and regulations and display them at appropriate places in and around the classroom.

REFLECT

1. What gap did you identify when reviewing the existing rules and regulations?
2. What additional classroom management rules and regulations did I introduce with learners?
3. How did I manage the challenges I faced when making the rules and regulations visible to all in the classroom?

Record your responses in your SRJ



Activity 7.1.4.2 Discussing and adhering to the established rules and regulations in the classroom with learners.

PLAN

With the support from your mentor, you will discuss the set classroom management rules and regulations with the learners. Plan to consider how the rules and regulations apply to the class and agree on the consequences for violating each of the rules and regulations. You will also guide learners through a discussion to accept that adhering to classroom management rules and regulations are for their own good. For example, being respectful of your classmates, teachers and property in the class earns you respect in return, following instructions and directions prevents injury, taking turns to speak or carry out an activity prevents chaotic situations. You will again discuss with your learners how you can break down the rules into “easy to remember” phrases and acronyms.

DO

Together with your learners, discuss the classroom management rules and regulations, how they apply to the class and the consequences for violating them. Assist them to identify ways by which adhering to these classroom management rules and regulations benefit them and how they can be negatively affected if they violate the rules and regulations. Outline strategies to facilitate easy remembrance of and adherence to the rules and regulations. For example, keep rules and regulations in simple sentences and form acronyms from the sentences. For instance, *do not talk in class when not given the opportunity* (DTC), *keep your classroom clean* (KCC), *do not tease others*.

REFLECT

1. Which classroom management rules and regulations did you and the learners find more comfortable adhering to?
2. How did I encourage learners to adhere to the classroom management rules and regulations?
3. How did the strategies work and why?
4. What other ways can I encourage learners to adhere to the classroom management rules and regulations?

Record your responses in your SRJ



Activity 7.1.4.3 Exhibiting innovative ways of rewarding exemplary behaviours

PLAN

In your previous STS activities, you have been involved in managing the classroom to create a serene environment for learning. In this current activity, let your mentor assist you (if appropriate) to identify innovative ways of rewarding learner behaviours that are exemplary. In your plan, make a list of behaviours to be considered exemplary, how these behaviours should manifest themselves and the reward to be considered appropriate for these behaviours. Exemplary behaviours may include punctuality, regularity, appropriate dressing, comportment in class, willingness to provide assistance, when need be, obeying set rules and regulations in the classroom, etc. The reward can range from giving a hand clap or a thumbs up, mentioning the name of the learner and the exemplary behaviour exhibited in the presence of peers, displaying an outstanding exercise/project/activity at a vantage point in the classroom and giving a star to such a learner.

DO

Make a list of behaviours to be considered exemplary, how those behaviours should manifest themselves and the reward deemed appropriate for those behaviours. Exemplary behaviours include punctuality, regularity, neatly dressed, comportment in class, willingness to provide assistance, when need be, and obeying set rules and regulations in the classroom. The reward can range from giving a hand clap or giving thumbs up, mentioning the name of the learner and the exemplary behaviour exhibited in the presence of peers, displaying an outstanding exercise/project/activity at a vantage point in the classroom and giving a star to such a learner.

REFLECT

1. How easy or difficult were you able to match an exemplary behaviour to a reward and why?
2. How else do you think you could have identified an exemplary behaviour and what reward could you have provided for the behaviour?
3. How did you use ICT in rewarding exemplary behaviours?
4. In what ways did you incorporate/consider GESI issues in rewarding exemplary behaviours?

Record your responses in your SRJ



TOPIC 7.1.5: EFFECTIVE LEADERSHIP QUALITIES IN THE CLASSROOM AND THE WIDER SCHOOL LIFE

Topic 7.1.5: Effective Leadership Qualities in the Classroom and the Wider School Life	Purpose: In this topic, you will demonstrate effective leadership qualities in the classroom and the wider school life taking into consideration GESI issues
Activity 7.1.5.1: Accessing, reviewing and working with school plans, policies, documentation, and resources (NTS 2a: <i>Demonstrates familiarity with the education system and key policies guiding it; 2b</i>)	
Activity 7.1.5.2: Attending, participating, and taking field notes, minutes, and artefacts at CPD meetings (NTS 1c: <i>Demonstrates effective growing leadership qualities in the classroom and wider school; 1g;1b</i>)	
Activity 7.1.5.3: Attending, participating, taking field notes, and minutes of PTA, SMC, and staff meetings. (NTS 1e: <i>Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice; 1g</i>)	
Activity 7.1.5.4: Exhibiting effective leadership qualities in the classroom during teaching and learning process (NTS 1c: <i>Demonstrates effective growing leadership qualities in the classroom and wider school; 1g</i>)	
Learning outcome: When you have completed Topic 7.1.5 STS activities, you will:	Indicators
Demonstrate the effective, growing leadership qualities in the classroom and in the wider school community which are guided by the legal and ethical codes of conduct required by a professional teacher	<ol style="list-style-type: none"> 1. Record of active participation in the classroom and wider school activities/meetings, PTA, SMC, CPD, staff and co-curricular activities through field notes and mini reports 2. Documentation of the application of professional practices recorded in the SRJ

Activity 7.1.5.1: Accessing, reviewing and working with school plans, policies, documentation, and resources

PLAN

In Year 3 Semester 1, you gathered information on the key educational and school policies during induction in school 3. Decide on the school plans, policies, documentations, and resources to be accessed. Ask your mentor or lead mentor for these school plans, documents and resources. You could also access some of these policies/plans/ resources online. You can use Table 7.1.5.1, as a guide. Tick (✓) if available and cross (✗) if not available.

Table 7.1.5.1: List of School Plans, Policies, and Resources

S/N	School Plans/Policies/Resources	Availability
1.	Scheme of learning	
2.	Timetable	
3.	Duty Roaster	
4.	School Performance Improvement Plan	
5.	Academic Calendar	
6.	Sexual Harassment Policy	
7.	Code of Conduct for Teachers	
8.	Constitution of Ghana	
9.	CPD Policy	
10	CPD Manuals	
11	Teachers' Resource Pack	
12	Basic School Curriculum	
13	ICT Policy	
	Add on	

DO

Review the school plans, policies, documents and resources you have accessed bearing in mind the focus of the resources/policies/plans. The following questions could be a guide in your review.

- a. What is the focus the resource/policy/plan accessed? For example, the Time Table is to guide the daily activities of the school
- b. How does the school plans/policies/resources impact your professional practices? For example, the impact of CPD is to ensure lifelong learning "Once a Teacher, always a Learner!"
- c. Is the school plan/ policy/document, GESI responsive? For example, Duty roaster is designed taking into consideration learners' gender.
- d. Who is/are the user(s) of the School Plan/Policy/Resource accessed? For example, code of conduct for teachers are for teacher's/student teachers

Ensure that you use the school plans/policies/resources effectively in your practice in the classroom and the wider school life. You can consult your mentor/ lead mentor for guidance during the review and use of the documents.

REFLECT

1. Which school plans, policies, documentation, and resources did you review?
2. How will the reviewed plans/policies/resources inform you on GESI issues in the classroom and the wider school life?
3. How will the reviewed plans/policies/resources enhance your professional practice?

Record your responses in your SRJ



Activity 7.1.5.2: Attending, participating, and taking field notes, minutes, and artifacts of CPD

PLAN

Inquire from your mentor/lead mentor CPD meeting schedules for the term/semester and ask permission to attend. You may also request for CPD manuals if available. Make available devices (recorders, phones, cameras, notepads, tablets, laptops etc.) that would help you take notes, minutes, and record the activities of the CPD. Decide on the information to be collected during the meeting such as GESI issues, leadership qualities exhibited, and others cross cutting issues.

DO

Attend CPD meetings as scheduled by Metropolitan/Municipal/District Education Offices (MMDEO). Take along devices (recorders, phones, cameras, notepads, tablets, laptops etc.) to take notes, minutes and record the meeting. Make sure you participate and contribute to the meeting. Data to be collected during the meeting should include GESI issues, leadership qualities exhibited, and others cross cutting issues. Ask your mentor/lead mentor for support if the need be.

REFLECT

Use the following questions to reflect on the CPD meeting:

1. What emerging issues from the CPD meeting did you take note of?
2. How were GESI and ICT integrated into the CPD meeting?
3. What were some of the leadership qualities exhibited in the CPD meeting?
4. How does the CPD meeting enhance your professional practice?

Record your responses in your SRJ



Activity 7.1.5.3: Attending, participating, taking field notes, and minutes of PTA, SMC, and staff meetings

PLAN

In Year 3 Semester 2, you participated in PTA, SMC, and/or Staff Meetings in school 3. In this activity, you will consolidate your knowledge on leadership qualities by further participation in PTA, SMC, and/or Staff Meetings in your new school. Inquire from your mentor/lead mentor PTA, SMC, and/or Staff Meetings schedules for the term/semester and ask permission to attend. Make available devices (recorders, phones, cameras, notepads, tablets, laptops

etc.) that would help you take notes, minutes, and record the activities of the PTA, SMC, and/or Staff Meetings. Through your mentor/lead mentor ask for permission to record and/or take pictures of the meeting proceedings. With the support of your mentor identify information to be collected at the meeting such as GESI issues, leadership qualities exhibited, and others cross cutting issues.

DO

Attend PTA, SMC, and/or Staff Meetings as scheduled by the school. Take along devices (recorders, phones, cameras, notepads, tablets, laptops etc) to take notes, minutes and record the meeting. Make sure you participate and contribute to the meeting. Use the devices to collect data such as GESI issues, leadership qualities exhibited, and other cross cutting issues. Ask your mentor/lead mentor for support if the need be.

REFLECT

Use the following questions to reflect on the PTA, SMC, and/or Staff Meetings meeting:

1. What were the key issues discussed at the meetings you participated in?
2. How were GESI and ICT integrated into the meeting you participated in?
3. What were some of the leadership qualities exhibited in the meeting?
4. What are some of the new things you learnt from the meeting and how can enhance your professional practice?

Activity 7.1.5.4: Exhibiting effective leadership qualities in the classroom during teaching and learning process

PLAN

In Year 3 STS activities, you observed and identified various leadership qualities in the classroom and the wider school life. In this activity you will exhibit and consolidate leadership qualities in the classroom such as being punctual, regular in class, honest, approachable, trustworthy, accountable, caring, attentive, good listener, fair and firm. Ask support from your mentors on how to exhibit these qualities if necessary.

DO

Throughout your STS activities, ensure that you are always punctual and regular in class. Allow learners to freely ask questions in class and be attentive to their concerns. Give exercises, mark them and return them to the learners for corrections. Ensure that learners abide by all rules and regulations in the classroom without fear or favour. Ensure that learners with Special Educational Needs and Disabilities (SEND) are cared for. For example, relocation of learners with sight and hearing difficulty, giving “Buddy” assistance to learners with moving or sitting difficulties etc. Ask support from your mentor when necessary.

During group work in the classroom assist learners to select group leaders ensuring gender and social inclusion.

REFLECT

Reflect on the following questions:

1. How did you exhibit your leadership qualities in solving difficult situation in the classroom?
2. What challenges related to gender and social inclusion did you face?
3. How did you handle challenges related to gender and social inclusion?

Record your responses in your SRJ



TOPIC 7.1.6 DEVELOPING PROFESSIONAL TEACHING PORTFOLIO

TOPIC 7.1.6: Developing Professional teaching portfolio	Purpose: In this topic you will continue to develop and build your professional teaching portfolio with support from your mentor and personal tutor
Activity 7.1.6.1 Examining the contents of the professional teaching portfolios built from Level 100 to date to show progression (NTS 1b: <i>Improves their personal and professional development through lifelong learning and continuous professional development, 2a</i>)	
Activity 7.1.6.2 Continuing to improve and build upon portfolio/e-portfolio guided by mentors and personal tutors (NTS 2a: <i>Demonstrates familiarity with the education system and the key policies guiding it</i>).	
Learning outcome: When you have completed Topic 7.1.6 STS activities, you will:	Indicators
Demonstrate knowledge, understanding and skills of developing professional teaching portfolio with the support from your mentor.	<ol style="list-style-type: none">1. Comprehensive contents of the professional teaching portfolio developed.2. Improved portfolio/e-portfolio built with guidance from mentors.

Activity 7.1.6.1. Examining the contents of professional teaching portfolios built from Level 100 up to date to indicate/show progression

PLAN

You have been building your professional teaching portfolio since Level 100. It is anticipated that at each level, you expanded the content of the portfolio by introducing new items. In this activity, you will plan with the support of your mentor to examine the content of your teaching portfolio built from level 100 to date. Your professional teaching portfolio is in two parts (STS portfolio which will be 30% and subject portfolio, 70% [**Refer to Annex 4 of NTEAP**]). You will also make a list of all the items that are supposed to be in your professional teaching portfolio according to the **NTEAP Activity 3.2.4** and compare it to the list of items in your current portfolio.

Prepare a list specific of items in your professional teaching portfolio that indicate a progression of the portfolio building process. Ensure that your portfolios are representative, selective, and well organized with a brief justification write-up for on all the items. [Ref. to NTEAP Toolkit page 71, Rubrics for Portfolio assessment in Year 1-4].

DO

Examine the content of your teaching portfolio built from Level 100 to date. Make a list of all the items that are supposed to be in your professional teaching portfolio, in Year 4 Semester 1 according to the NTEAP and compare it to the list of items in your current portfolio. You can use Table 7.1.6.1 as a guide to give the progress made. With the help of ICT tools, internet (laptop, smart phone, camera, etc.), make a list of specific items in your professional teaching portfolio that indicate a progression of the portfolio building process.

Table 7.1.6.1: Content of Year 4 Semester 1 Portfolio

S/N	Content of Portfolio	Progress Made
1	Teaching philosophy statement	
2	Report or evidence on teaching whole class with consistency and independence	
3	Evidence of leadership in school	
4	Student Reflective Journal (SRJ)	
5	Evidence of targets set for lifelong learning	

REFLECT

Use the following questions to reflect on this activity.

1. What was/were the differences and or similarities between the content of the professional teaching portfolio (PTP) as prescribed by the NTEAP and what you have in your PTP?
2. In your estimation, what might have accounted for the similarities and or the differences?
3. What progression have you seen in the building of your portfolio from Level 100?
4. What is needed to be done to meet the standard of the professional teaching portfolio in the NTEAP?.

Record your responses in your SRJ



Activity 7.1.6.2. Continuing to improve and build upon portfolio/e-portfolio guided by mentors and personal tutors

PLAN

You have examined your professional teaching portfolio up to this time. It is anticipated that you have expanded the content of the portfolio by introducing new items that show progression. In this activity, and with the support of your mentor and personal tutor, you will

continue to examine the contents of your teaching portfolio up to date, identify progression and build e-portfolio, with the help of ICT tools and the internet (laptop, smart phone, camera, etc.). You will also prepare a list of all the items that are supposed to be in your professional teaching portfolio according to the NTEAP, please provide the sample and compare it to the list of items in your current portfolio. You will list all specific items in your professional teaching portfolio that indicate a progression. Brainstorm, with the support of your mentor and personal tutor, to identify items in the portfolio that are yet to be converted to e-portfolio. You can contact your ICT tutors or lecturers for assistance on e-portfolio building using smart phones, scanners etc.

DO

Scrutinize the content of your teaching portfolio up to date and assess the progress made so far. Using the ICT tools (smart phones, scanners etc.) scan or take pictures of the items in your portfolio to build your e-portfolio. With the assistance of your mentor, make a list of all the items that are supposed to be in your professional teaching portfolio according to the NTEAP and compare it to the list of items in your current portfolio. List specific items in your professional teaching portfolio that indicate a progression. Examine those that are already in the form of e-portfolio and convert the rest to e-portfolio with the help of ICT tools (laptop, smart phone, camera, etc.) by scanning or taking pictures of the items.

REFLECT

Use the following questions to reflect on the activity and record your answers in your SRJ.

1. How satisfied are you with the number of items in your portfolio including those in the e-portfolio and why?
2. What do you need to do to improve on the content of your portfolio?
3. Which content of the paper-based portfolio will you need to convert into e-portfolio and how will I do that?

Record your responses in your SRJ



TOPIC 7.1.7 REFLECTION AND RECORDING IN THE STUDENT REFLECTIVE JOURNAL

<p>TOPIC 7.1.7 Reflection and recording in the Student Reflective Journal (SRJ)</p>	<p>Purpose: In this topic, you will continue to reflect on classroom practices and wider school activities to enhance personal and professional development and record in the Student Reflective Journal.</p>
<p>Activity 7.1.7.1 Reflecting to improve on classroom practices and records in the SRJ (NTS 1a: <i>Critically and collectively reflect to improve teaching and learning, 3b</i>).</p>	
<p>Activity 7.1.7.2 Reflecting to improve on the wider school observation and records in the SRJ. (NTS 2a: <i>Demonstrate familiarity with the education system and key policies guiding it. 2b,3c</i>)</p>	

Activity 7.1.7.3 Reflecting to improve on personal and professional developmental needs for lifelong learning and records in the SRJ (NTS 1b: <i>Improve personnel and professional development through lifelong learning and continuous professional development.</i> 1a)	
Learning Outcomes: When you have completed Topic 7.1.7 STS activities on reflection, you will:	Indicators
Demonstrate knowledge and skills in critical reflection and continue to keep a student reflective journal recording all important events.	<ol style="list-style-type: none"> 1. Records of reflection on classroom practices in the SRJ 2. Records of reflection on wider school observation in the SRJ 3. Records of reflection on personal and professional developmental needs in the SRJ

Activity 7.1.7.1 Reflecting to improve on classroom practices and records in the Student Reflective Journal (SRJ)

PLAN

In all the previous STS activities, you have been reflecting and recording your reflections in the SRJ. In this activity, you will continue to critically reflect on your observations of classroom practices for improvement and records of the reflections in your SRJ. You should know and understand that a critical feature of teacher education is the process of reflection by student teachers in the context of classroom practice. Plan to identify some of the classroom practices you are already engaged in during your school placement. The classroom practices should include class activities, preparation and use of teaching/learning materials, classroom interactions, group arrangement, explanations, delivery of lessons, use of the Ghanaian or English language, teacher professionalism, GESI responsive pedagogy such as assigning responsibilities, subliminal gender messages in instructional resources which you will use and ensure inclusion of learners with diverse learning needs in the classroom etc. In your planning, note that you will reflect on both the existing and new classroom practices you identify.

Your reflection will help you to assess what you are doing in the classroom and look for ways of improving them to overcome flaws in your practice.

DO

Identify both existing and new classroom practices for reflection. Reflect on the classroom practices identified with the help of the following questions:

1. What are the most effective classroom practices identified?
2. What are the least effective classroom practices identified?
3. Why do you think the classroom practices identified were the most/least effective?
4. What worked well in the classroom practices identified?
5. What made the classroom practices identified worked well?
6. What did not work well in the classroom practices identified?
7. Why did the classroom practices identified not work well?

8. What would you do differently if a similar situation is to arise?
9. What innovative ways can be used to improve the classroom practices identified?
10. How will you effectively apply the classroom practices identified?
11. What moral values and good manners can you draw from the classroom practices identified?

REFLECT

1. What classroom practices including new ones have I identified, reflected on and recorded?
2. What innovative ways to improve on how you reflect on classroom practices have you identified?

Record the reflections of the classroom practices in the SRJ.



Activity 7.1.7.2 Reflecting to improve on the wider school observation and record in the SRJ.

PLAN

In this STS activity, you will continue the critical reflection by looking at issues of your engagement in the wider school life for improvement and record the reflections in your SRJ. Plan how you will employ ICT tools such as video recorders to pick specific incidents from your engagement in wider school life activities for reflection. In your planning, consider activities in the wider school life in your placement school for observation and participation. The activities may include the following: The Staff, PTA, SMC meetings; morning and closing assembly; co-curricular activities; CPD training, excursions, school competitions, issues of discipline, student leadership, issues that may trigger critical GESI issues (such as making the senior prefect of the school the preserve of males).

DO

Identify wider school life activities for reflection. Reflect on the wider school life activities identified with the help of the following questions:

1. What are the most effective wider school life activities identified?
2. What are the least effective wider school life activities identified?
3. Why do you think the wider school life activities identified were the most/least effective?
4. What worked well in the wider school life activities identified?
5. What made the wider school life activities identified worked well?
6. What did not work well in the wider school life activities identified?
7. Why did the wider school life activities identified not work well?
8. What could have been done differently if a similar situation was to arise?
9. What innovative ways can be used to improve the wider school life activities identified?

10. How will you effectively apply the wider school life activities identified in your future professional practice?
11. What moral values and good manners can you draw from the wider school life activities identified?

REFLECT

1. What wider school life activities have I identified and recorded?
2. What innovative ways on how you reflect can improve on the wider school life activities identified?

Record the reflections of the classroom practices in the SRJ.



Activity 7.1.7.3 Reflecting to improve on personal and professional development for lifelong learning and records in the SRJ

PLAN

A reflective teacher is a growth-minded person who looks for opportunities to embark on a cycle of professional growth. Reflection will help you to look at issues from different perspectives, thereby helping you to assess your own beliefs, values, assumptions, and perspective in order to understand the issue. In this STS activity, you will engage in a deeper reflection aimed at improving your personal and professional development for lifelong learning.

Plan to identify what worked well and what did not work well from the classroom practices and the wider school life observations and engagement from the previous two activities for reflection and for future developmental learning. Plan to review all the NTS domains and indicators during your reflections and design a plan to achieve the ones you are not very skillful in.

DO

Write down the classroom practices and wider school life activities that worked well during your observations and engagement for reflections and learning. Also, write down the classroom practices and wider school life activities that did not work well during your observations and engagement for reflections.

Reflect on your observations and engagement on the classroom practices and the wider school life activities. The following questions may guide your reflections:

1. What are the values inherent in the classroom practices you observed and participated?
2. What are the values inherent in the wider school life activities you observed and participated?
3. What are the theories or assumptions behind those activities?
4. How appropriate are these practices in the light of moral and ethical issues?
5. Why did some of the activities not work well as expected?

6. How can the activities that did not work well be improved?
7. What new things have you learned from the classroom practices and the wider school life
8. In what ways can you apply the new learning?
9. In what ways can your new learning improve your personal and professional development?
10. What leadership qualities have you learned in the classroom and the wider school life activities?
11. How would you use these leadership qualities to improve your personal and professional development?
12. In what ways will your new learning help you to develop a positive teacher identity and act as a good role model for learners?

Design a personal and professional development plan to guide you to reflect on what you can do in future as a professional teacher. The sample below can be a guide:

Sample of a Personal Professional Development Plan (PPDP)

List your long and short-term goals/targets

- Short term goals
- Long-term goals.....

Professional Development Needs & Development Plans

NTS Competency target	
Development Needs	Development Plans

Developing a personal plan like this kind or a sample of your choice is considered as a tool to help you be focused and prioritize your professional development activities for lifelong learning.

REFLECT

Reflect on your experiences in the classroom and the wider school life.

1. How are your experiences in classroom practices and wider school life activities helping you to plan for your future personal and professional development?
2. What developmental plan for lifelong learning have you made?

Record the reflections of the plans in your SRJ.



7.2

DIRECTED SUPPORTED TASKS FOR
STUDENT TEACHERS IN SEMESTER 2

TOPIC 7.2.1: THE REFLECTIVE PRACTITIONER

Topic 7.2.1: The Reflective Practitioner	Purpose: In this topic, you will reflect on, discuss and provide evidence of how you meet the standards of the NTS in full and identify targets for development as reflective practitioner
Activity 7.2.1.1: Holding Group discussions/brainstorm among peers to assess indicators of the NTS (NTS 1a: <i>Critically and collectively reflects to improve teaching and learning; 1b</i>)	
Activity 7.2.1.2: Employing individual self-evaluation exercises to assess the extent of attainment of all NTS indicators and discuss progress with tutor/peers and receive feedback (NTS 1b: <i>Improves personal and professional development through lifelong learning and Continuous Professional Development; 1a</i>)	
Activity 7.2.1.3: Holding reflections with tutors on gaps/limitations and setting targets for further development and attainment of the NTS	
Learning outcome: When you have completed Topic 7.2.1 STS activities, you will:	Indicators
Reflect on, discuss and provide evidence of how you meet the standards of the NTS in full and identify targets further development and reflective practitioners	<ol style="list-style-type: none"> 1. Reports on group discussions with peers assessing indicators of the NTS 2. Checklist of NTS achievement plan agreed upon with and monitored by mentor 3. Plan of targets set for further development as reflective practitioners. 4. Recorded reflections in completed SRJ

Activity 7.2.1.1: Holding Group discussions/brainstorm among peers to assess indicators of the NTS**PLAN**

In Year 3 STS activities, you identified the three domains and the sub-divisions in each domain of the NTS. You also set specific NTS target to achieve in Year 3 Semester 2. In this activity, you are to hold group discussions/brainstorm among your peers to assess the indicators of the NTS. Acquire the NTS from your personal tutor or from online if you do not have one. With the support of your personal tutor and peers, identify the indicators of the NTS to be assessed. Also make available devices (eg. notepads, recorder, cameras) that will enable you record the

group discussions with your peers. Again, arrange for a venue and time for the group discussion.

DO

Meet with your peers, especially those under the same personal tutor, on the scheduled days, venue and times. Pick the indicators of the NTS one after the other and discuss how they are assessed. Respond to questions or demonstrate how to exhibit the indicators of the NTS as applicable eg. handling learners with SEN, evaluating a lesson, for the whole group to discuss and assess. Use the rubrics in Table 7.2.1.1 as a guide. Use devices such as notepads, recorders, and cameras to record the group discussion and put copies of the recordings in your Professional Teaching Portfolio. You could ask for assistance from you peer during the recording the proceedings of the group discussion.

Table 7.2.1.1: Rubrics for assessing the indicators of the NTS

Standard	Examples of the Standards in action	Indicators
1. Professional Values and Attitudes		
Professional development:		
Critically and collectively reflects to improve teaching and learning	Critiques own practice (keeping in mind gender responsive practice) and shows agency in improving learning, sometimes with a peer, mentor, or with a group of student teachers at college or colleagues at school.	Lesson notes and evaluations, Reflective logs, journals or portfolios written while in training or on practicum (Gender Responsive Scorecard can be used to do a self-assessment and prompt reflection on gender responsive practice)
Improves their personal and professional development through lifelong learning and continuous professional development.	Identifies gaps in knowledge, goes beyond the textbook, carries out self-directed study through accessing libraries, the internet, experienced colleagues; applies new learning from CPD in their practice.	Study notes, lesson notes, portfolios Certificate of attendance on CPD courses Improved learning outcomes of learners, Gender Responsive Scorecard for Teachers, National Gender Handbook Tutors' report
Demonstrates effective growing leadership qualities in the		

classroom and wider school.		
Community of Practice		
a. Is guided by legal and ethical teacher codes of conduct in their development as a professional teacher.		
Engages positively with colleagues, students, parents, SMC, PTA and wider public as part of a community of practice.		
Develops a positive teacher identity and acts as a good role model for learners.		
Sees his or her role as potential agent of change in the school, community, and country.		
2. Professional Knowledge		
Knowledge of educational frameworks and curriculum:		
Demonstrates familiarity with the education system and the key policies guiding it.		
Has comprehensive knowledge of the official school curriculum, including learning outcomes.		
Has secure content knowledge, pedagogical knowledge, and pedagogical content knowledge.		

At pre-primary and primary the 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 of at least one Ghanaian language for instruction.		
Knowledge of Learners		
Understands how children develop and learn in diverse contexts and applies this in their teaching.		
Takes account of and respects learners' cultural, linguistic socio-economic and educational backgrounds in their planning and teaching.		
1. Professional Practice		
Managing the learning environment:		
Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching		
Carries out small-scale action research to improve practice.		
Creates a safe, encouraging learning		

environment.		
Manages behaviour and learning with small and large classes.		
Teaching and Learning		
Employs a variety of instructional strategies that encourage learner participation and critical thinking.		
Pays attention to all learners, especially girls and learners with Special Educational Needs (SEN), ensuring their progress.		
Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.		
Sets meaningful tasks that encourage learner collaboration and leads to purposeful learning.		
Explains concepts clearly using examples familiar to learners.		
Produces and uses a variety of teaching and learning resources that enhance learning, including ICT.		
Assessment:		
Integrates a variety of assessment modes		

into teaching to support learning.		
Listens to learners and gives constructive feedback.		
Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.		
Keeps meaningful records and communicates student progress regularly to learners and parents.		
Demonstrates awareness of national and school levels of attainment of learners.		
Uses objective criterion referencing to assess learners.		

(Adapted from the NTS)

REFLECT

Reflect on the following questions

1. How does the assessment of the indicators of the NTS impact your professional practice?
2. What are some of the new things you learnt from the group discussion to assess the indicators of the NTS?

Record the reflections of the plans in your SRJ.



Activity 7.2.1.2: Employing individual self-evaluation exercises to assess the extent of attainment of all NTS indicators and discuss progress with tutor/peers and receive feedback

PLAN

In activity 7.2.1.1, you had a group discussion with your peers and personal tutor to assess the indicators of the NTS. In this activity, you will self-evaluate your extent of attainment of all NTS indicators and discuss your progress with your personal tutor/peers and receive feedback. Read through the indicators of the NTS carefully to gain much insight.

DO

Pick the indicators of the NTS one after the other reflect on them deeply. Based on the group discussion you had in 7.2.1.1, evaluate the extent to which you have attained all the indicators of the NTS, giving reasons. Note indicators you have fully attained, partially attained and yet to attain, giving reasons. You can use the template in Table 7.2.1.2 as a guide. Tick (✓) appropriately. Share your evaluation results with your personal tutor/peers for discussion and feedback.

Table 7.2.1.2: Template for Self-evaluation of the extent of attainment of the indicators of the NTS

Standard	Fully Achieved	Partially Achieved	Not Achieved
Professional Values and Attitudes			
Professional development:			
Critically and collectively reflects to improve teaching and learning			
Improves their personal and professional development through lifelong learning and continuous professional development.			
Demonstrates effective growing leadership qualities in the classroom and wider school.			
Community of Practice			
b. Is guided by legal and ethical teacher codes of conduct in their development as a professional teacher.			
Engages positively with colleagues, students, parents, SMC, PTA and wider public as part of a community of practice.			

Develops a positive teacher identity and acts as a good role model for learners.			
Sees his or her roles as potential agent of change in the school, community and country.			
3. Professional Knowledge			
Knowledge of educational frameworks and curriculum:			
Demonstrates familiarity with the education system and the key policies guiding it.			
Has comprehensive knowledge of the official school curriculum, including learning outcomes.			
Has secure content knowledge, pedagogical knowledge, and pedagogical content knowledge.			
At pre-primary and primary the 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 of at least one Ghanaian language for instruction.			
Knowledge of Learners			
Understands how children develop and learn in diverse contexts and applies this in their teaching.			
Takes account of and respects learners' cultural, linguistic socio-economic and educational backgrounds in their planning and teaching.			

2. Professional Practice

Managing the learning environment:			
Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching			
Carries out small- scale action research to improve practice.			
Creates a safe, encouraging learning environment.			
Manages behaviour and learning with small and large classes.			
Teaching and Learning			
Employs a variety of instructional strategies that encourage learner participation and critical thinking.			
Pays attention to all learners, especially girls and learners with Special Educational Needs (SEN), ensuring their progress.			
Employs instructional strategies appropriate for mixed ability, multilingual and multi- age classes.			
Sets meaningful tasks that encourage learner collaboration and leads to purposeful learning.			
Explains concepts clearly using examples familiar to learners.			
Produces and uses a variety of teaching and learning resources that enhance learning, including ICT.			

Assessment:			
Integrates a variety of assessment modes into teaching to support learning.			
Listens to learners and gives constructive feedback.			
Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.			
Keeps meaningful records and communicates student progress regularly to learners and parents.			
Demonstrates awareness of national and school levels of attainment of learners.			
Uses objective criterion referencing to assess learners.			

(Adapted from the NTS)

REFLECT

Reflect on the following questions

1. How relevant were the feedback from your personal tutor/peers to your full attainment of the NTS indicators?
2. What are some of the challenges you encountered in the attainment of the NTS indicators?

Activity 7.2.1.3: Holding reflections with tutors on gaps/limitations and setting targets for further development and attainment of the NTS

PLAN

In Year 3 semester 2 activities, you identified and selected standards of the NTS that were achievable. In this activity, you will hold reflection(s) with your personal tutor on gaps/limitations to set targets for further development and attainment of the NTS. Prepare a check list of the NTS to help you in identifying the gaps which were not achieved during your teaching in semester one. With the support of your personal tutor prepare to set targets for further development and attainment of the NTS based on the gaps you will have identified. Tick (✓) if achieved and cross (×) if not achieved. Use table 7.2.1.2 as a guide.

Table 7.2.1.2: NTS Standards

S/N	NTS standards	(v) (x)
	1. Professional Values and Attitudes	
	<i>Professional Development</i>	
	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 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	
	g. Sees his or her role as a potential agent of change in the school, community, and country	
	2. Professional Knowledge	
	<i>Knowledge of educational frameworks and curriculum</i>	
	The 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 teacher knows the curriculum for the years appropriate to multigrade 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	

	<i>Knowledge of students</i>	
	The Teacher: e. Understands how children develop and learn in diverse contexts and applies this in his or her teaching.	
	f. Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching	
	3. Professional Practice	
	<i>Managing the learning environment</i>	
	The 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	
	<i>Teaching and Learning</i>	
	The 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, multilingual and multi-age classes.	
	h. Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.	
	i. Explains concepts clearly using examples familiar to students	
	j. Produces and uses a variety of teaching and learning resources including ICT, to enhance learning	

DO

In this activity you are required to hold reflection sessions with your personal tutor on gaps/limitations in the NTS and set targets for further development and attainment of those NTS. Use the check list you have prepared to enumerate these gaps/limitations of the NTS not achieved with the support of your personal tutor. With the gaps identified, set targets and action plans to achieve them for the development and attainment of them. Indicate how the set targets for the development and attainment of the NTS can be achieved. Consult your personal tutor for assistance.

REFLECT

Reflect on the following questions as a form of self-evaluation of your attainment of the NTS.

1. How did you achieve the NTS targets?
2. What are the NTS standards that are/have not been achieved in the check list?
3. How will the targets set for the attainment of the NTS be achieved?
4. Why the need to set targets for the NTS standards that were not achieved?

Record the reflections of the plans in your SRJ.



TOPIC 7.2.2: THE NTS AND A 'GOOD TEACHER'

Topic 7.2.2: The NTS and a 'Good Teacher'	Purpose: In this topic, you will exhibit the qualities and attributes expected of a good teacher that fully meets the National Teachers' Standards (NTS) bearing in mind GESI issues
Activity 7.2.2.1: Using concept mapping to develop a chat of the qualities and attributes of a 'good' teacher (NTS 1b: <i>Improves personal and professional development through lifelong learning and Continuous Professional Development</i> ; 1d; 1f)	
Activity 7.2.2.2: Assessing the progress of attainment of qualities and attributes of a 'good teacher' from tutors and peers in line with the domains of the NTS (NTS 1c: <i>Demonstrates effective growing leadership qualities in the classroom and wider school</i> ; 1f)	
Activity 7.2.2.3: Organising individual presentations to tutors and peers on leadership qualities observed during classroom and the wider school life and how the qualities impacted their professional practices as stated in the NTS. (NTS 1a: <i>Critically and collectively reflects to improve teaching and learning</i> ; 1b)	
Learning outcome: When you have completed Topic 7.2.2 STS activities, you will:	Indicators
Demonstrate the qualities and attributes expected of a good teacher that fully meet the NTS	1. A concept map of the qualities and attributes of a 'good' teacher

	<ol style="list-style-type: none"> 2. Progress report of attainment of qualities and attributes of a good teacher from tutors and peer 3. Report of individuals' presentations to tutors 4. Completed SRJ showing comments from mentor and tutor about achieved attributes of a good teacher that meet fully the NTS.
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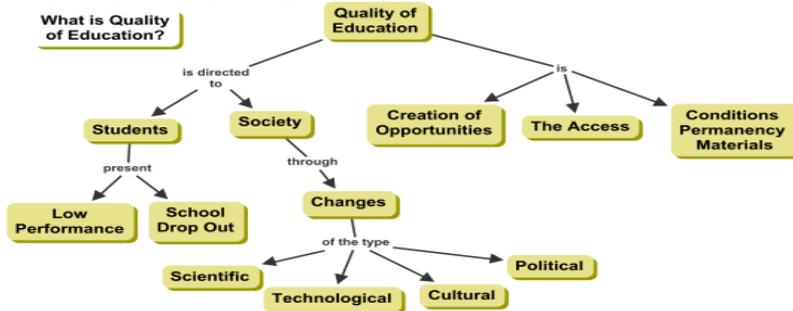
Activity 7.2.2.1: Using concept mapping to develop a chart of the qualities and attributes of a 'good' teacher

PLAN

In Semester 1 (of Year 4), you exhibited some effective leadership qualities in the classroom during the teaching and learning process. In this activity you are required to use concept mapping to develop a chart of the qualities and attributes of a 'good' teacher such as tolerance, caring, creativity, trustworthy, knowledgeable, etc. Prepare a list of qualities of a 'good teacher' you have identified during the teaching and learning in Semester 1. Prepare to seek support from your personal and STS tutors to identify additional qualities of a 'good teacher' especially those you did not exhibit in your teaching.

DO

Make a concept map of the qualities and attributes of a 'good' teacher you identified in the teaching and learning in Semester 1 identified. With the support of your personal tutor develop the concept map of qualities of a 'good' teacher you exhibited in semester 1 and the additional ones your personal tutor helped you to identified. An example of a concept map of quality example is given below:



Source:

https://www.google.com/search?q=image+of+concept+map&tbm=isch&source=iu&ictx=1&fir=RBBKk79rYOjQAM%252CHACMPvELh_nnVM%252C_%253BkUPpa03JtzmD2M%252

REFLECT

Reflect on the following questions.

1. What were some of the qualities of a good teacher you exhibited in Semester 1?
2. What are some of the additional qualities your personal tutor supported you to identified?

3. What strategies can be used to achieve the qualities identified?
4. How are the qualities you identified in semester 1 and semester 2 are related?

Record the reflections of the plans in your SRJ.



Activity 7.2.2.2: Assessing the progress of attainment of qualities and attributes of a ‘good teacher’ from tutors and peers in line with the domains of the NTS

PLAN

The NTS provides you with the standards that you need to meet to become a professional teacher. In other words, it is a guide which outlines qualities and attributes of a good teacher. From your previous semesters you have referenced to the NTS both at the college level and partner’s schools as an attempt to build your teaching competence. In Year 3 Semester 1, you had a set of NTS targets and planned activities to achieve them. Bring your set NTS targets to be discussed with your personal tutor/lecturer and peers. In this activity, you will meet your personal tutor/lecturer and peers once a week to discuss the domains and indicators of the NTS to assess your progress of attaining the qualities and attributes of a ‘good teacher’. Prepare to make available copies of the NTS for your personal tutor/lecturer, peers and yourself. It could be either a hard or a soft copy. Plan with your personal tutor/lecturer a schedule with time and venue included for the meeting. Make available devices (recorders, phones, cameras, notepads, tablets, laptops etc.) that would help you take notes or minutes, and recordings of the meeting. Seek permission from your personal tutor/lecturer and peers to record the meetings.

DO

Bring your set NTS targets to the meetings and discuss them with your personal tutor/lecturer and explain how you were able to achieve or not able to achieve them. You can role play with your peers to demonstrate some of the qualities and attributes of a ‘good teacher’. Make sure you take notes of the feedback from your personal tutor/lecturer and peers. You can use the NTS pages 18 – 27 as criteria to identify the domains, standards, examples, and indicators to identify your progress of attaining the qualities and attributes of a ‘good teacher’. Ask your peers to assist you to record the meetings. Use the table 7.2.2.1 as a guide to assess your progress of attainment of the qualities and attributes of a ‘good teacher’. Write a progress report of the attainment of qualities and attributes of a ‘good teacher’ from your tutors/lecturers and peers.

Table 7. 2.2.1: Rubrics for assessing the progress of attaining qualities and attributes of a 'good teacher'

Professional Values and Attitudes					
Standards	Examples of the Standards in action	Examples of some indicators for student teacher performance	Level of Attainment		
Profession Development			Attained (A)	Partially Attained (PA)	Not Attained (NA)
Critically and collectively reflects to improve teaching and learning.	Critiques own practice (keeping in mind gender responsive practice) and shows agency in improving learning, sometimes with a peer, mentor, or with a group of student teachers at college or colleagues at school.	Lesson notes and evaluations, Reflective logs, journals or portfolios written while in training or on practicum (Gender Responsive Scorecard can be used to do a self-assessment and prompt reflection on gender responsive practice)			

<p>Demonstrates effective growing leadership qualities in the classroom and wider school.</p>	<p>Delegates roles to females and males equally, such as classroom, book or board monitor in their classroom; volunteers to work on student leadership, running the library; speaks up in school meetings; supports peers and colleagues in school. Does not delegate roles based on gender roles and stereotypes.</p>	<p>Tutors' report, journal of activities, mentor or headteacher reports</p>			
Community of Practice					
<p>Is guided by legal and ethical teacher codes of conduct in their development as a professional teacher</p>	<p>Shows high levels of attendance and punctuality Has a high regard for policies of MoE/GES and those of the school in which they teach; acts within policies that defines their professional duties and responsibilities; has high respect for female and males' dignity, well-being, and rights; avoids exploiting the vulnerability of learners (especially with regard to females). Demonstrates knowledge of MoE/GES ethical codes, (Gender and Sexual Harassment policy) and lives according to their remit.</p>	<p>Teacher attendance Records Headteacher or mentor reference letter Headteachers' and mentors' reports Teacher's study and lesson notes Has copies of GES/ MoEs policies on Teacher Ethics, Gender, and Sexual harassment</p>			

Develops a positive teacher identity and acts as a good role model for learners.	Expresses their own philosophy of what it means to be a teacher; shows pride in their profession; learners like and respect their teacher; learners see their teacher as a role model for females and males regardless of the teachers' gender.	Teacher's notes and Reflections Mentor reference; Teacher portfolio, Gender Responsive Scorecard for Teachers			
Professional Knowledge					
Knowledge of educational frameworks and curriculum					
Demonstrates familiarity with the education system and the key policies guiding it	Articulates knowledge in discussions: articulates knowledge in portfolio write-up.	Copies of key policies in folder (including gender and sexual harassment policies) Portfolio citing policies			
Has comprehensive knowledge of the official school curriculum, including learning outcomes.	References curriculum in planning; knows what learners should have learnt in the previous year and the next, and across the curriculum; discusses issues in implementing and covering the curriculum, particularly for more vulnerable groups and considers how to support learners to attain expected curricular outcomes. Understands how gender inequality can affect learner outcomes.	Has a copy of the curriculum and benchmarks in folder Long and short term plans including scheme of work reference curriculum or examination frameworks; assessments of learners indicate recognition of how near or far they are			

		from curriculum benchmarks or examination grades Mentor's evaluation Report National Gender Handbook			
Knowledge of educational frameworks and curriculum					
Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge.	The teacher's subject knowledge goes beyond what is contained within the curriculum & textbook; identifies and addresses gaps in their subject knowledge through self-study; articulates high standards of literacy and correct use of oral and written language. The teacher has good grasp of knowledge of the primary curriculum and understanding of JHS content and is able to relate to both.	Study and lesson notes Evaluations of lessons by peers, tutors and mentors Learners' verbal and written responses Teacher portfolio National Gender Handbook, Gender Responsive Scorecard for Teachers			
Knowledge of educational frameworks and curriculum					
At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has	Planning and teaching are well differentiated and targeted to different age and ability groups; teacher displays good knowledge of phonology, letter names and sounds, syllables, whole words,	Lesson notes, evaluations, portfolio Evaluations of lessons by peers, tutors and mentors Learners' responses			

good knowledge of how to teach beginning reading and numeracy, and speaking, listening, reading and writing of at least one Ghanaian language for instruction.	teaching of extended text (stories, poems, songs) in local language and English and the differences between the two orthographies: learners confidently add, subtract, multiply and divide using manipulatives.	and exercise books			
Knowledge of learners					
Understands how children develop and learn in diverse contexts and applies this in their teaching.	Lesson notes and plans show a variety of teaching and learning strategies appropriate to learners at their different developmental stages and ensures the equal participation of females and males.	Study notes Lesson notes and plans Mentor evaluation Gender Responsive Scorecard for Teachers			
Takes account of and respects learners' cultural, linguistic socio-economic and educational backgrounds in their planning and teaching.	Teacher investigates and takes notes of each learner's background, acknowledging where they may have gaps in their education, extra domestic work (especially for females), be vulnerable to early drop out and act on this to overcome disadvantage; they know why some learners may have irregular attendance and seek to improve this; they code-switch as appropriate to ensure all can	Lesson plans indicate use of examples familiar to learners in class Lesson notes and evaluations Seating plans Evaluations of lessons by peers, tutors and mentors			

	understand lesson content; seat learners carefully to support one another; talks with respect about all learners; draws sensitively on learners' backgrounds in their teaching.				
Professional Practice					
Managing the learning environment					
Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.	The teacher has long-term (weekly, termly) objectives of what and how learners should learn; lesson objectives are clear to learners at beginning of lessons and their progress towards these is monitored; lesson structures and tasks vary, target females and males equally and are pitched just beyond what learners already know to stretch and inspire, using whole class, group, pair, individual work and ICT to expand or consolidate learning; the teacher recognises when some, most or all learners do not understand a concept or do not achieve the intended learning outcomes, and addresses this as soon as possible through individual teaching, re-teaching content or setting homework. The teacher makes learning	Long-term and short-term (termly, weekly, daily) plans show clear understanding of how learners are to progress, with reference to the curriculum and learning outcomes expected Lesson evaluations. Reflections in portfolio Lesson evaluations by learners			

	relevant to their learners.				
Carries out small scale action research to improve practice.	The teacher identifies one area to improve on each term (e.g. use of open questions, how to include a visually impaired child, how to improve gender responsive pedagogy, how to encourage purposeful group talk, how to make better use of limited numbers of textbooks); takes part in critical reflection and discussions with peers and mentors.	Coursework/ assignment on action research Lesson evaluations by teacher Lesson evaluations of learners by learners Reflections in portfolio Completed class assignments National Gender Handbook Gender Responsive Scorecard for Teachers			
Teaching and Learning					
Employs a variety of instructional strategies that encourage learner participation and critical thinking.	The teacher uses whole-class dialogue, questioning, group/peer work (collaborative learning), demonstrations, explanations, experimentation, project/enquiry-based learning, different learner groupings, peer teaching/ support, manipulatives/modelling , field trips, games, role play, songs, storytelling and ICT in their lessons. Learners are active, challenged to think hard,	Evaluations of lessons by teacher, mentor, learners Mentor evaluation portfolio Gender Responsive Scorecard for Teachers			

	share, talk and feel able to ask questions of the teacher and one another. The teacher also ensures that females and males participate equally in lesson activities and that activities do not reinforce traditional gender roles				
Pays attention to all learners, especially girls and learners with Special Educational Needs (SEN), ensuring their progress.	The teacher ensures that quiet or non-participating learners contribute and learn, differentiating questions or work accordingly; ensures full participation by girls; seats learners with disabilities near to front to see or hear better; provides resources appropriate to their needs such as plates to teach geometry to visually impaired learners, or Braille, or adapts ICT accordingly; notices when learners are absent, not engaged or paying attention and alters strategies accordingly.	Evaluations of lessons by mentor, tutors Physical layout of room and teaching and learning materials used in learning, Advice sought from experienced teachers and SEN specialists Gender Responsive Scorecard for Teachers			

(Adapted from the NTS)

REFLECT

Reflect on the following question:

1. How best were you able to meet your set NTS targets?
2. How do you plan to achieve your set NTS targets that were not achieved or partially achieved?

Record the reflections of the plans in your SRJ.



Activity 7.2.2.3: Organising individual presentations to tutors and peers on leadership qualities observed during classroom and the wider school life and how the qualities impacted their professional practices as stated in the NTS

PLAN

In Year 3 Semester 2 and Year 4 Semester 1, you discussed with your mentor and STS partner leadership qualities in the classroom. In this activity, you will make a presentation to tutors and peers on leadership qualities you observed in the classroom and the wider school life and how those qualities have impacted your professional practice as stated in the NTS. Ask your tutor/lecturer to arrange for an appropriate venue for your presentation. Organize soft and hardware resources that you will need for your presentation. You may use any appropriate presentation software such as PowerPoint or Prezi for your presentation.

DO

Refer to your Year 3 Semester 2 STS portfolio and look for the classroom leadership qualities you observed and exhibited. Develop your presentation with any appropriate presentation software such as PowerPoint or Prezi. Make sure you develop quality slides for your presentation. Ensure that your presentation is interactive and engaging. This activity is another great opportunity for you to demonstrate your presentation skills. Bring devices (recorders, phones, cameras, notepads, tablets, laptops etc) that would help you take notes or minutes, and recordings of the meeting. Ask your peers to help you record your presentation. Ask your personal tutor/lecturer to moderate the presentation for you so that you can record and take feedback after you are done with your presentation.

REFLECT

Reflect on the following:

1. How relevant was the feedback from your personal tutor?
2. How relevant was the feedback from your peers?
3. What plans do you have for fully attaining the leadership qualities you observed in the wider school life?
4. How have the leadership qualities you observed in the classroom and the wider school life and impacted your professional practice as stated in the NTS?

Record the reflections of the plans in your SRJ.



TOPIC 7.2.3: FINAL DEVELOPMENT AND COMPLETION OF THE PROFESSIONAL TEACHING PORTFOLIO

Topics 7.2.3 Final development and completion of the professional teaching portfolio	Purpose: In this topic, you will continue to develop and complete your professional teaching portfolio.
Activity 7.2.3.1 Completing the development of professional teaching portfolio using appropriate ICT tools (NTS; 1a: <i>Critically and collectively reflects to improve teaching and learning, 2b, 2c, 2f</i>).	
Activity 7.2.3.2 Preparing an all-inclusive presentation of the developed professional teaching portfolio (NTS; 1a: <i>Critically and collectively reflects to improve teaching and learning, 1c, 1e, 2c</i>)	
Activity 7.2.3.3 Presentation and receiving feedback on professional teaching portfolio (NTS 1a: <i>Critically and collectively reflects to improve teaching and learning, 1e, 2c</i>)	
Learning outcomes: When you have completed Topic 7.2.3 STS activities on the final development of the teaching portfolio, you will:	Indicators
Demonstrate a comprehensive knowledge, understanding, and skill of the content of a professional teaching portfolio.	<ol style="list-style-type: none"> 1. Evidence of completed professional teaching portfolio with the use of ICT tools. 2. A presentation on the developed professional teaching portfolio using ICT tools. 3. Records of feedback from tutors and peers after presentation.

Activity 7.2.3.1 Completing the development of professional teaching portfolio using appropriate ICT tools

PLAN

You have been developing your professional teaching portfolio in all your STS activities right from Year 1 Semester 1 through Year 3 Semester 2. Refresh your memory by listing some of the items or artefacts that constitute components of your professional teaching portfolio. In this activity, you are required to reorganise the development of your portfolio from Year 1 up to date, complete it and make it ready for presentation. You can use ICT tools (e.g. Microsoft word, excel or power point/slides), braille or tactile materials where appropriate to complete your work. Seek permission from your ICT tutors, lecturers or technicians to access the ICT laboratory if you have one.

DO

Using the list outlined at the planning stage, gather all the items or components of the portfolio you have created since Year 1. Organise your work according to the years and semesters. Look through to check if all the components are available. You can use the checklist in Table 7.2.3.1 as a guide to make sure all your items are intact. Use a tick (✓) if the

item is present and a cross (x) if absent. You are required to give reasons/brief justification write-up for including particular items in your portfolio and how they helped you achieve any particular NTS. [Note that the portfolio should be **selective, representative** and **well organised** to attract a high score] Ref. to NTEAP Toolkit page 71 (Rubrics for Portfolio assessment in Year 4]

Table 7.2.3.1: Components of Professional Teaching Portfolio

S/N	Year/Semester	Components of Portfolio	YES	NO
1	Year 1 Semesters 1 and 2	Personal profile and data		
2		Career goals and objectives		
3		Teaching Philosophy Statement		
4		Reflective Journal (SRJ)		
5		Wider school life activities (pictures, videos or artefacts e.g., co-curriculum activities like sports, games, clubs etc.)		
6		Teaching Learning Resources developed		
		Any other, Add on		
7				
8	Year 2 Semesters 1 and 2	Personal profile and data		
9		Career goals and objectives		
10		Teaching Philosophy Statement (if revised)		
11		Reflective Journal (SRJ)		
12		Wider school life activities (pictures, videos or artefacts e.g., co-curriculum activities like sports, games, clubs etc.)		
13		Teaching Learning Resources developed		
		Any other, Add on		
14				
15	Year 3 Semester 1	Personal profile and data		
16		Career goals and objectives		
17		Teaching Philosophy Statement (if revised)		
18		Reflective Journal (SRJ)		
19		Report on your classroom enquiry		
20		Wider school life activities (pictures, videos or artefacts e.g., co-curriculum activities like sports, games, clubs etc.)		
21		Lesson Notes Prepared		
22		Teaching learning materials developed		
	Any other, Add on			
23				
24	Year 3 Semester 2	Personal profile and data		
25		Career goals and objectives		
26		Teaching Philosophy Statement (if revised)		
27		Reflective Journal		

28		Report on your classroom enquiry		
29		Wider school life activities (pictures, videos or artefacts)		
30		Lesson notes prepared with mentor		
31		Teaching learning materials developed		
32		Samples of examination or assignment questions prepared with marking schemes		
33		Samples of learners marked work		
		Any other, Add on		
34				
35	Year 4 Semester 1	Personal profile and data		
36		Career goals and objectives		
37		Teaching Philosophy Statement (if revised)		
38		Reflective Journal		
39		Action research		
40		Wider school life activities (pictures, videos or artefacts)		
41		Lesson Notes Prepared		
42		Teaching learning materials developed		
43		Teaching Learning Resources contacted (OERs, reference books etc.)		
44		Samples of Examination or assignment questions prepared with marking schemes		
45		Samples of learners marked work		
			Any other, Add on	
46				

Search for all the other items that are absent and add them to the ones that are already available. You can organise your portfolios from Year 1 Semester 1 up to Year 4 Semester 1. Use the available ICT tools (e.g. Microsoft word or excel), braille or tactile where appropriate to organise your work for final presentation.

NOTE: Be prepared to add the portfolio/artefacts of this semester (Year 4 Semester 2) to complete your portfolios for final presentation.

REFLECT

Compare the portfolios you have developed over the years and see if there are gaps to be filled. Reflect also on the following questions and write your answers in the SRJ.

1. How do the items in the portfolios depict your achievements over the years?
2. What forms of improvement in your teaching profession do you see as evidence from the portfolios?
3. What were the challenges you encountered in developing your portfolios over the years and how did you resolve them?

Record the reflections of the plans in your SRJ.



Activity 7.2.3.2 Preparing an all-inclusive presentation of the developed professional teaching portfolio

PLAN

You have developed your professional teaching portfolio over the years of study in college or the university. You have also compiled all the portfolios from Year 1 up to date during Activity 7.2.3.1. In this activity, you will prepare an all-inclusive presentation of all the developed professional teaching portfolios. The plan of your presentation should be a true reflection of the journey you have made from Year 1 up to date. Look for appropriate ICT tools (laptop, phone, scanner, overhead projector, braille, tactile materials etc.) that can assist you to design and make a good presentation. You may design/develop your slides/slideshows from the videos and photos etc. to impress the audience. You can also develop annotated posters as part of your presentation.

DO

Look through your compiled/completed professional teaching portfolio and make notes on the major activities you have undertaken. The items you select for your presentation should be a true reflection of the journey you have made from Year 1 to date. Translate these activities into a presentation using ICT tools (power point or poster presentation), braille or tactile materials where applicable. You can use scanners to scan some of your work (e.g., comments from personal tutor or mentor) from the portfolio if you choose to do a power point and hyperlink them (pictures, videos or audio) to make your presentation a nice one/impressive.

In choosing to do a poster presentation, make sure the title is short and draws interest and the content is in the right order for your readers. Also prepare the poster in such a way that the text is clear with good font size (legible), use of bullets, numbering, and make use of graphics as well (pictures, videos etc.).

Prepare your presentation with the information captured from your professional teaching portfolio taking into consideration the type of presentation (e.g., power point or poster). Get your peers to look at your work and give you feedback before the final presentation.

REFLECT

Go through your work to find out if there are any other important information that has not been included in the presentation. Use the following question to reflect on your activity and record your answers in the SRJ.

1. In what way is your compiled work systematic?
2. How representative or comprehensive is your compiled work?
3. How well do the items selected portray your journey as a student teacher so far?

4. What challenges did you encounter using ICT tools to prepare your presentation? How did I deal with them?

Record the reflections of the plans in your SRJ.



Activity 7.2.3.3 Presenting and Receiving feedback on Professional Teaching Portfolio

PLAN

This activity involves a reflective session with your personal tutor and peers after your presentation on the professional teaching portfolio. You and your peers should arrange with your personal tutor the time and venue for the meeting. Make sure the lecture hall that will be used is well arranged for this meeting.

Gather all the logistics (overhead projector, laptop, etc.) that will be needed for the presentation ahead of time. Ensure that your presentation is also ready for this activity. If you are using a poster, it must be pasted at a place in the hall where your audience (personal tutor and peers) can see during a gallery walk of the presentation.

DO

With your personal tutor being the chairperson for the occasion and giving the opening remarks before the start of the presentations, present your work at a specified time considering the type of presentation you prepared. Deliver your presentation stating the reasons for the inclusion of particular items in your professional teaching portfolio and how those items helped you achieved [a particular] most of the NTS targets.

Your peers are required to listen attentively so they can or will give you feedback after the presentation.

The chairperson (personal tutor) for the occasion will allow you to give your comments after the presentation considering:

1. What went well?
2. What needs to be done?
3. What you could do differently when given another chance to make a presentation.

The audience (personal tutor and peers) will also be given the opportunity to give you feedback on the presented work. The personal tutor will examine your presented portfolio to find out the extent to which it has been completed using Table 7.2.3.3.

Table 7.2.3.3: Extent of completion of professional teaching portfolio

S/N	Portfolio item	Status				Remarks
		Fully Completed	Completed	Partially Completed	Not completed	
1						
2						
3						
4						
5						
6						
7						

REFLECTION

Reflect on your presentation asking yourself the following questions.

1. How well were you able to justify the inclusion of items in your portfolio?
2. Were there any items that you should have included but you didn't?
3. How favourable were the comments from your personal tutor and peers?
4. How will the comments from your personal tutor and peers improve your work as a teacher?

Record the reflections of the plans in your SRJ.



TOPIC 7.2.4: SETTING TARGETS FOR LIFELONG LEARNING AND DEVELOPMENT AS A REFLECTIVE PRACTITIONER

Topics 7.2.4 Setting targets for lifelong learning and development as a reflective practitioner	Purpose: In this topic, you will set new targets for lifelong learning and development as a reflective practitioner.
Activity 7.2.4.1 Designing an action plan for personal and professional development and progression against the NTS (NTS 1a: <i>Critically and collectively reflects to improve teaching and learning</i> , 1b, 2c, 2f).	
Activity 7.2.4.2 Presenting and highlighting action plan for personal and professional growth. (NTS 1b: <i>Improves personal and professional development through lifelong learning and Continuous Professional Development</i> 1a, 1c, 1e, 2c)	
Activity 7.2.4.3 Identifying potential CPD activities for further learning. (NTS 1b: <i>Improves personal and professional development through lifelong learning and Continuous Professional Development</i> , 1a, 1e, 2c)	
Activity 7.2.4.4 Identifying possible sources of funding for CPD. (NTS 1e: <i>Engages positively with colleagues, students, parents, SMC, PTA and wider public as part of a community of practice</i> , 1a, 1b)	
Learning outcome: When you have completed Topic 7.2.4 STS activities, you	Indicators

will:	
Demonstrate comprehensive knowledge, understanding and skills for setting targets for lifelong learning and development as a reflective practitioner.	<ol style="list-style-type: none"> 1. An action plan with timelines to set personal and professional targets for future development and progression against the NTS. 2. Group and individual presentations to highlight action plans for personal and professional growth in terms of content and pedagogical knowledge 3. A list of potential CPD activities for further learning. 4. A list of possible sources of funding identified for developmental training.

Activity 7.2.4.1. Designing an action plan for personal and professional development and progression against the NTS

PLAN

It is important to have an action plan for personal development as an upcoming professional teacher. This plan may assist you in identifying and developing the professional abilities required in achieving your objectives as well as keeping you on track for a successful career. In Year 3 Semester 2 STS activities, you designed a personal action plan for lifelong learning. You also set targets and evaluated the successful completion and achievement of the targets set. In this activity, you will further design an action plan for your personal and professional development and match your progression against the NTS.

You will also discuss the stages in the development of the action plan with your personal tutor and a peer. Your discussion may center on the following:

1. Assess what you have already achieved and identify your specific career goals.
2. Identify what professional skills you already possess and the one(s) you need to improve upon.
3. Consider how you will accomplish your professional goals based on the NTS.
4. Develop a timeline for accomplishing your specific targets and goals set based on the NTS.
5. Use ICT tools and applications (mobile phones, laptops, word, power point, excel, etc.) to prepare your plan.

DO

Prepare your action plan using the topics you discussed with your personal tutor and peer during the planning stage and consider its relevance to the NTS. Using computer applications (word, power point, excel, etc.), create an activity plan in the form of a table. It is possible that your table will resemble the sample in Table 7.2.4.1.

Table 7.2.4.1: Sample Action Plan for Personal & Continuous Professional Development (CPD)

S/N	Action/Activity	When to start	When to end	Potential CPD Gains	Relevance to NTS
1	Comprehensive knowledge of the official school curriculum	Beginning of week 2	End of week 3	Mastery of content of the official school curriculum	NTS 2b: Has comprehensive knowledge of the official school curriculum including learning outcomes.
2	Delivering varied and challenging lessons				
3	Involvement in a professional body such as GNAT				
4	Acquiring skills in content knowledge, pedagogical knowledge and pedagogical content knowledge				
5	Undertake a case study considering GESI issues				
6	Allowing myself to be coached by others				
7	Attending in-service training				
8	Active involvement in the wider school life such as conducting assembly, and sports and games				
Add on					
9					
10					
11					
12					

REFLECT

Reflect on the undertaken activities using the following questions:

1. What challenges did you encounter in preparing your action plan and how did you overcome them?
2. In comparing your plan with that of your peer, what differences and similarities were identified?

3. What reasons accounted for these similarities and differences?
4. How did GESI influence your plan?

Record the reflections of the plans in your SRJ.



Activity 7.2.4.2 Presenting and highlighting action plan for personal and professional growth

PLAN

Translating ideas in the form of pictures, words and speech is an important consideration in presentation just as creating content is a key step in designing a successful presentation. In this activity, you will be required to prepare and deliver a presentation on personal and professional development at the college/university (**Activity 7.2.4.1**). You will brainstorm with your tutor, personal tutor and or peers on the various kinds of presentation styles you can use to highlight the action plan you have prepared. You will again discuss the advantages and disadvantages of the style of your presentation, taking into consideration ICT, braille and tactile tools (where appropriate) available in your institution for use. Some of the available presentation styles you can employ are power point, poster, mind mapping, short video clips.

DO

With the kind of presentation style chosen, prepare your presentation to cover the whole range of areas in your action plan prepared in **Activity 7.2.4.1**. The presentation should have your name, index number, the name of your university/college, title of the presentation, among others.

Make your presentation more effective by:

1. Indicating your passion and connecting well with your audience
2. Focusing on your action plan which is your subject matter
3. Smiling and making eye contact with your audience when presenting
4. Starting confidently to show that you did the work and you are conversant with it.

REFLECT

1. Why do you need to make a presentation on your action plan?
2. Were there any challenges encountered during the preparation and presentation of the plan?
3. How were you able to overcome them?
4. If given the opportunity to present the action plan again, what changes would you make and why?

Record the reflections of the plans in your SRJ.



Activity 7.2.4.3 Identifying potential CPD activities for further learning

PLAN

It is necessary for every teacher to progress in the profession, and this can be possible through Continuous Professional Development (CPD). In this activity, you will identify some potential CPD activities for further learning with your personal tutor, tutor and or peer. This will assist you to progress in your quest to meeting the demands of the NTS. You will also discuss how an active participation in CPD can help shape your lifelong learning in your professional career with your personal tutor, tutor and or peer.

DO

Make a list of the professional development (as per the NTS) you have attained over the years as a student teacher. Make a list of some of the NTS requirements you need to improve upon. Outline activities that can help you acquire those NTS requirements. The following are some CPD activities that might help you to achieve the demands of the NTS.

1. Work- based learning
2. Learning by doing
3. Case study
4. Self- directed learning
5. Reflective practice
6. Attending in-service training
7. Finding ways of delegating roles to females and males equally

You may add on to the list.

Map the identified CPD with the NTS that needs to be developed and write them down using ICT tools (laptop, tablet, mobile phones, etc.).

REFLECT

1. How do you see your development as a student teacher?
2. What are your current CPD needs?
3. Are there any form of similarities and differences between your CPD needs and that of your peers? What accounts for the differences and similarities?
4. What informed the CPD needs of your peers? Ask them to share it with you.

Record the reflections of the plans in your SRJ.



Activity 7.2.4.4 Identifying possible sources of funding for developmental training

PLAN

Teachers may utilize CPD to strengthen and enhance their existing skills while reducing any knowledge shortfalls. It is therefore important to find ways of funding such an important venture. In this activity, you will undertake a study on the possible sources of funding for CPD training. You will make a list of the various ways you have received/source for funding for your education up to this level. Further, you will share your list with your personal tutor, tutor

and peers and find out from them the kind of assistance they received for their CPD training and/or education and discuss whether there are other individuals or organisations who could provide funding for your CPD training.

DO

Examine the various sources of funding that were available to you during your early years of schooling and the ones your personal tutor, tutor and peers shared with you. Develop a template of the list of possible sources of funding and the type of CPD training they can provide. The template may look like Table 7.2.4.4.

Table 7.2.4.4: Possible Sources of Funding for Developmental Training

S/N	Possible Sources of Funding	Developmental Training
1	Student Loan Scheme	Loan for further studies
2	Central Government Scholarship	Scholarship or study leave with pay for further studies
3	Teacher Unions	Organization of workshop and seminars to improve pedagogical skills. Small monetary assistance to members for further studies
4	Credit Unions	Loan for further studies
5	Personal Savings	Personal savings for further studies
6	Bank Loan	Loan for further studies
	Add on	
7		
8		
9		

REFLECT

1. Why do you need to have a plan for your continuous professional development?
2. What are the benefits of CPD training?
3. Why do you need to secure funding for it?
4. Are there any other avenues by which professional teachers could have their CPDs with less cost?

Record the reflections of the plans in your SRJ.



TOPIC: 7.2.5 REFLECTION ON CLASSROOM TEACHING AND WIDER SCHOOL LIFE

<p>Topic 7.2.5 Reflection on classroom teaching and wider school life.</p>	<p>Purpose: In this topic, you will continue to reflect on classroom teaching and learning and the wider school life.</p>
<p>Activity 7.2.5.1 Discussing experiences gained from classroom teaching and wider school life. (NTS 1f: <i>Develops a positive teacher identity and acts as a good role model for students.</i> 1a, 1c, 3f)</p>	
<p>Activity 7.2.5.2 Discussing challenges encountered during classroom teaching and learning and the wider school life (NTS 1a: <i>Critically and collectively reflects to improve teaching and learning.</i> 1g)</p>	
<p>Activity 7.2.5.3 Recounting lessons learned from experiences that will inform future professional practices (NTS 1b: <i>Improves personal and professional development through lifelong learning and continuous professional development,</i> 1a, 1c.).</p>	
<p>Learning Outcomes: When you have completed Topic 7.2.5 STS activities, you will:</p>	<p>Indicators</p>
<p>Demonstrate knowledge and skills of continuous reflection on classroom practices and wider school life experiences which will inform your professional practices.</p>	<ol style="list-style-type: none"> 1. Records of experiences gained from classroom and wider school life in the SRJ. 2. Evidence of artifacts such as pictures, videos in the professional teaching portfolio. 3. Records of challenges faced in the classroom and the wider school life in the SRJ 4. Written reports of reflections.

Activity 7.2.5.1 Discussing experiences gained from classroom teaching and wider school life.

PLAN

From your Year 1 to Year 4 Semester 1 STS activities, you have been reflecting on your STS activities, with your mentor, STS partner and personal tutor and recording your reflections in your SRJ. You know and understand that a critical feature of teacher education is the process of reflection by student teachers in the context of their classroom practice and wider school life. Reflection enables you to look at issues from different perspectives, thereby helping you to assess their own beliefs, values, assumptions, and perspective in order to understand the issues in the teaching profession. You should also know that a reflective teacher is a growth-minded person who looks for opportunities to embark on a cycle of professional growth and that the process of reflection is a cyclical one.

In this Year 4 Semester 2 activity, plan a reflective session with your STS partner(s) on the experiences gained from classroom teaching and learning as well as the wider school life in

School 4, during the STS internship in Semester 1. In groups of 5 to 10, you will be assigned a personal tutor to help you reflect on the extended teaching activities in School 4. In your group, plan to appoint a group leader, secretary, and a timekeeper. then agree on a time frame to work on a specific focus of reflection. For example, 10 minutes, 15 minutes or 20 minutes for each item. The timekeeper will monitor and announce the time when it is up.

Firstly, the group leader will lead the group to plan to reflect on what each person observed/experienced in their classrooms during the teaching and learning activities. In your observations focus and identify what was most effective and least effective in the classroom on issues such as class activities, teaching/learning resources, classroom interactions, group arrangements, explanations, lesson delivery, and use of the Ghanaian or English language. You can use your recorded videos, audios and pictures etc. of classroom practices from your Extended Teaching 1 activities to aid your observations. The group leader should remind group members to note down what they identified in their observations. This will help you to assess and plan your future classroom practice.

After the allotted time, the group leader will announce to the group members to change the reflection focus from the observation in the classroom activities to observation in the wider school life during Extended Teaching 1. Still in planning the group leader redirects the reflection onto observations from the wider school life with the focus on staff, PTA, SMC meetings; morning and closing assemblies; co-curricular activities, CPD training etc. You can use your recorded videos, audio and pictures etc of wider school life from your Extended Teaching 1 activities to aid your observations. The group leader should remind group members to note down what they identify in their observations since this will help them to assess their future wider school life activities. Again, the timekeeper will alert the group when the time allotted for the observation in wider school life is up.

Thirdly, still in the group, you should individually note down all the experiences gained from all the observations made in the classroom practices and the wider school life activities. Strategize how you will write a report on the experiences gained.

DO

Replay your recorded videos, audios and pictures of classroom practices and wider school life etc from your Semester 1 teaching activities to aid the reflection. Individually, reflect on what you identified in the observations you made in the classroom and the wider school life activities at the planning stage. The following questions will help direct the reflection.

a. Reflection on the classroom activities

- What were the most effective classroom activities you observed?
 - ✓ Which of them did you participate in?
 - ✓ Why do you think they were the most effective activities?
 - ✓ How do you feel about them?
 - ✓ What lessons have you learnt from them?
 - ✓ How would you apply the lesson you have learnt when a similar situation arises?

- What were the less effective classroom activities you observed?
 - Which of them did you participate in?

- Why do you think they were the less effective activities?
- How do you feel about them?
- What lessons have learnt from them?
- What innovative ways can be used for improvement?
- How would you apply the knowledge gain in real life situations?

b. Reflection on the wider school life activities

- What were the most effective wider school life activities observed?
 - ✓ Which of them did you participate in?
 - ✓ Why do you think they were the most effective activities?
 - ✓ How do you feel about them?
 - ✓ What lessons have you learnt from them?
 - ✓ How would you apply the lesson you have learnt when a similar situation arises?
- What were the less effective wider school activities you observed?
 - Which of them did you participate in?
 - Why do you think they were the less effective activities?
 - How do you feel about them?
 - What lessons have learnt from them?
 - What innovative ways can be used for improvement?
 - How would you apply the knowledge gain in real life situations?

The group leader breaks the larger group into smaller groups (of 5-members in a group) and each group's secretary compiles individual members' reflections from the classroom practices and the wider school life into one document using ICT tools such as mobile phone, laptop, iPad etc. This should be done within 10 minutes. The smaller groups secretaries should come together to compile the groups' experiences into one document as the larger group's experiences. This should be done in 5 minutes. The group leader then reads the group's experiences from the classroom practices and the wider school life to the hearing of all members for additions, corrections, and acceptance. Write a group report on the 'lived experiences' of members and give a proper heading to it.

REFLECT

Reflect on the experiences gained from the classroom practices and wider school life observations. Let the following questions guide your reflections:

1. How different is your previous knowledge from the new knowledge you have gained from the classroom practices?
2. How different is your previous knowledge from the new knowledge you have gained from the wider school life?
3. What new experiences did you share with your personal tutor?

Write down your experiences gained in your SRJ



Activity 7.2.5.2 Discussing challenges encountered during classroom teaching and learning and the wider school life

PLAN

In this activity, you will continue to plan a reflective session with STS partners on the challenges you encountered in the classroom teaching and learning and the wider school life during the extended teaching in School 4.

Firstly, in your group planning, the group leader should lead the group to individually focus on what you observed in the classroom practices during extended teaching 1. Your observation should focus on what did not work well (challenges encountered) in the classroom practices on issues such as class activities, teaching/learning materials, classroom interaction, group arrangement, explanations, delivery of instructions, and use of the Ghanaian or English language. Individually note down what you have identify in your observations since this will help you to assess your future classroom practices. These observations be down within 5 minutes. The timekeeper will announce the time to the group when time is up to change the reflection focus.

Secondly, the group leader will announce to the group to now change the reflection focus to what you observed in the wider school life during your Extended Teaching 1. This time, the focus of observation should be on what did not go well (challenges encountered) in staff, PTA, SMC meetings; morning and closing assemblies; co-curricular activities, CPD training etc. You can use your recorded videos, audios, and pictures etc. of wider school life from your extended teaching 1 activities to aid your observations. You should note down what you identify from the observation. This observation should also be done within 5 minutes. The timekeeper should again alert the group when the 5 minutes is up.

Thirdly, individually note down what you identify as challenges encountered in your observations in the classroom practices and in the wider school life for reflection.

Lastly, discuss how you will write a group report on the experiences you have reflected on.

DO

Individually, group members reflect on the challenges encountered in the classroom and the wider school life activities as identified at the planning stage. The following questions will direct the reflection:

A. Reflection on the classroom activities

- Which of activities were challenging to you in the classroom?
- Which of them did you participate?
- What made the activities a challenge to you in the classroom?
- How do you feel about those challenges?
- What lessons have learnt from the challenges?
- What innovative ways can be used to solve the challenges?
- How would you apply the lessons you have learnt from the challenges when a similar situation arises?

B. Reflection on the wider school life activities

- Which of activities in the wider school life were challenged to you?
- Which of them did you participate?

- What made the activities in the wider school life a challenge to you?
- How do you feel about those challenges?
- What lessons have learnt from the challenges in the wider school life?
- What innovative ways can be used to resolve the challenges in the wider school life?
- How would you apply the lessons you have learnt from the challenges when a similar situation arises?

The group leader breaks the larger group into smaller groups (of 5-members) and each group's secretary compiles individual members' reflections on the challenges encountered from the classroom practices and the wider school life activities into one document using ICT tools such as mobile phone, laptop, iPad etc. This should be done within 10 minutes. The smaller groups secretaries will then come together to compile the groups' experiences into one document as the larger group's experiences. This should be done in 5 minutes. The group leader reads the group's experiences on the challenges encountered from classroom practices and the wider school life to the hearing of all members for additions, corrections, and acceptance.

Continue with the report writing by including the challenges encountered and the innovative ways to resolve the challenges using ICT tools such as a laptop and iPad.

REFLECT

Reflect on the challenges encountered from the classroom practices and the wider school life activities. Let the following questions guide your reflection:

1. What were the main challenges you encountered in the classroom teaching and learning?
2. What were the main challenges you encountered from the wider school life?
3. How has the challenges you encountered from the classroom and the wider school life shape your professional knowledge, attitude values, and professional practices.

Write down the challenges you encountered in your SRJ



Activity 7.2.5.3 Recounting lessons learned from experiences that will inform future professional practices

PLAN

In this activity, you will continue to critically reflect on your learning experiences from the Extended Teaching 1. Your reflection should cover experiences gained and the challenges encountered during your Extended Teaching 1. This will help you to assess what you were doing in the classroom and what went on in the wider school life and look for ways of practicing and improving the learned experiences to overcome methodological flaws.

The group leader should lead the reflection and the discussion. Firstly, individuals should plan to review what they already know and the new learning experiences in the classroom teaching and learning as well as in the wider school life during the Extended Teaching I. You should

note down your review This should be done in 10 minutes. The timekeeper should notify the group when it is time to change the focus.

Secondly, individuals should identify opportunities to apply their new learning experiences from the classroom practices and the wider school life. Note down the opportunities identified. This should be done in 10 minutes. The timekeeper should notify the group when its time.

Thirdly, (still in your groups) individuals should reflect on how they will apply the learned experiences to:

1. Meet the diverse needs of learners in the classroom and in the wider school life.
2. Improve methodology.
3. Overcome methodological flaws.
4. Improve classroom practices and wider school life activities.

This should be done in 10 minutes. The timekeeper should notify the group when its time. Plan how you will discuss these activities and reflections in the previous report. Your plan report should not be more than two-page report. Plan to prepare power point slides on all the reflections to be presented to the whole class or at a seminar with a copy printed to address any technical hitches during the presentation.

DO

Individual, critically reflect on the following question guides:

1. What was your previous knowledge in the classroom teaching?
2. What new knowledge have you gained from the classroom teaching and learning now?
3. What was your previous knowledge in the wider school life activities before the Extended Teaching 1?
4. What new knowledge have you gained from the wider school life activities now?
5. What opportunities in the classroom can you identify to apply the new learning/experiences you have gained?
6. What opportunities in the wider school life can you identify to apply the new learning/experiences you have gained?
7. How are you going to apply the new knowledge to make improvement?
8. How will you apply the learned experiences to:
 - Meet the diverse needs of learners in the classroom and in the wider school life.
 - Improve or strengthened. methodology
 - Overcome methodological flaws.
 - Improve classroom practices and wider school life activities.

Compile the individual group members' reflections and write a comprehensive report on all the reflections into not more than a two-page report and submit it to your personal tutor for inspection. Use the content of the report to prepare a power point slide presentation ~~and present it~~ to the whole class.

REFLECT

Reflect on your experiences from the Extended Teaching I. The following questions should guide the reflection:

1. In what ways can your new learning experiences improve your practices in the classroom?
2. In what ways can your new learning experiences improve your activities in the wider school life?
3. How can you overcome your challenges in the classroom practices and the wider school life activities?
4. How will you strengthen your lessons learned in your experiences?

*Write down the challenges you encountered,
and lesson learned in your SRJ*



TOPIC 8.2.1: THE REFLECTIVE PRACTITIONER

Topic 8.2.1: The Reflective Practitioner	Purpose: In this topic, you will support the student teacher to reflect on, discuss and provide evidence of how you they meet the standards of the NTS in full and identify targets for development as reflective practitioners
Activity 8.2.1.1: Holding Group discussions/brainstorm among peers to assess indicators of the NTS (NTS 1a: <i>Critically and collectively reflects to improve teaching and learning;</i> 1b)	
Activity 8.2.1.2: Employing individual self-evaluation exercises to assess the extent of attainment of all NTS indicators and discuss progress with tutor/peers and receive feedback (NTS 1b: <i>Improves personal and professional development through lifelong learning and Continuous Professional Development;</i> 1a)	
Activity 8.2.1.3: Holding reflections with tutors on gaps/limitations and setting targets for further development and attainment of the NTS	
Learning outcome: When you have supported the student teacher to complete Topic 8.2.1 STS activities, they will:	Indicators
Reflect on, discuss and provide evidence of how they meet the standards of the NTS in full and identify targets for further development as reflective practitioners	<ol style="list-style-type: none"> 1. Reports on group discussions with peers assessing indicators of the NTS 2. Checklist of NTS achievement plan agreed upon with and monitored by mentor 3. Plan of targets set for further development as reflective practitioners. 4. Recorded reflections in completed SRJ

Activity 8.2.1.1: Tutor support for student teacher in Holding Group discussions/brainstorm among peers to assess indicators of the NTS**PLAN**

In Year 3 STS activities, you guided the student teacher to identify the three domains and the sub-divisions/indicators in each domain of the NTS. You also guided them to set specific NTS targets and achieved them in Year 3 Semester 2. In this activity, you are to support the student teacher to hold group discussions/brainstorm among their peers to assess the achievements of the indicators of the NTS. Provide them with the NTS or encourage them to download from online (from the Knowledge Hub of the T-Tel website; www.t-tel.org). Support them to

identify the indicators of the NTS to be assessed. Encourage them to make available devices (e.g., notepads, recorder, cameras) that will enable them record the group discussions with their peers. Support them to arrange for a venue and time for the group discussion.

DO

Meet with the student teacher and their peers, especially those under you as their personal tutor, on the scheduled days, venue, and times. Guide them to pick the indicators of the NTS, one after the other and discuss how these indicators are assessed. Pose questions for them to respond and/or demonstrate how to exhibit the indicators of the NTS as applicable e.g. Handling learners with SEN, evaluating a lesson, for the whole group to discuss and assess etc. Use the rubrics in Table 8.2.1.1 as a guide. Support them to use devices such as notepads, recorders, and cameras to record the group discussion and put copies of the recordings into their Professional Teaching Portfolio. Encourage them to assist each other during the recording of the proceedings of the group discussion.

Table 8.2.1.1: Rubrics for assessing the indicators of the NTS

Standard	Examples of the Standards in action	Indicators
4. Professional Values and Attitudes		
Professional development:		
Critically and collectively reflects to improve teaching and learning	Critiques own practice (keeping in mind gender responsive practice) and shows agency in improving learning, sometimes with a peer, mentor, or with a group of student teachers at college or colleagues at school.	Lesson notes and evaluations, Reflective logs, journals or portfolios written while in training or on practicum (Gender Responsive Scorecard can be used to do a self-assessment and prompt reflection on gender responsive practice)
Improves their personal and professional development through lifelong learning and continuous professional development.	Identifies gaps in knowledge, goes beyond the textbook, carries out self-directed study through accessing libraries, the internet, experienced colleagues; applies new learning from CPD in their practice.	Study notes, lesson notes, portfolios Certificate of attendance on CPD courses Improved learning outcomes of learners, Gender Responsive Scorecard for Teachers, National Gender Handbook Tutors' report

Demonstrates effective growing leadership qualities in the classroom and wider school.		
Community of Practice		
c. Is guided by legal and ethical teacher codes of conduct in their development as a professional teacher.		
Engages positively with colleagues, students, parents, SMC, PTA and wider public as part of a community of practice.		
Develops a positive teacher identity and acts as a good role model for learners.		
Sees his or her role as potential agent of change in the school, community and country.		
5. Professional Knowledge		
Knowledge of educational frameworks and curriculum:		
Demonstrates familiarity with the education system and the key policies guiding it.		
Has comprehensive knowledge of the official school curriculum, including learning outcomes.		
Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge.		
At pre-primary and primary the 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 of at least one Ghanaian language for instruction.		
Knowledge of Learners		
Understands how children develop and learn in diverse contexts and applies this in their teaching.		
Takes account of and respects learners' cultural, linguistic socio-economic and educational backgrounds in their planning and teaching.		
3. Professional Practice		
Managing the learning environment:		
Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching		
Carries out small- scale action research to improve practice.		
Creates a safe, encouraging learning environment.		
Manages behaviour and learning with small and large classes.		
Teaching and Learning		
Employs a variety of instructional strategies		

that encourage learner participation and critical thinking.		
Pays attention to all learners, especially girls and learners with Special Educational Needs (SEN), ensuring their progress.		
Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.		
Sets meaningful tasks that encourage learner collaboration and leads to purposeful learning.		
Explains concepts clearly using examples familiar to learners.		
Produces and uses a variety of teaching and learning resources that enhance learning, including ICT.		
Assessment:		
Integrates a variety of assessment modes into teaching to support learning.		
Listens to learners and gives constructive feedback.		
Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.		

Keeps meaningful records and communicates student progress regularly to learners and parents.		
Demonstrates awareness of national and school levels of attainment of learners.		
Uses objective criterion referencing to assess learners.		

(Adapted from the NTS)

REFLECT

Support the student teacher to reflect on the following questions:

1. How does the assessment of the indicators of the NTS impact their professional practice?
2. What are some of the new things they learnt from the group discussion to assess the indicators of the NTS?

Encourage them to record their reflections in the SRJ



Activity 8.2.1.2: Tutor support for the student teacher in employing individual self-evaluation exercises to assess the extent of attainment of all NTS indicators and discuss progress with tutor/peers and receive feedback

PLAN

In Activity 8.2.1.1, you guided the student teacher to hold a group discussion with their peers to assess the indicators of the NTS. In this activity, you will support the student teacher to self-evaluate the extent of attainment of all NTS indicators, discuss their progress with you and/or peers and receive feedback. Encourage them to read through the indicators of the NTS carefully to gain much insight.

DO

Encourage the student teacher to pick the indicators of the NTS one after the other and reflect on them deeply. Based on the group discussion you had in Activity 8.2.1.1, ask the student teacher to evaluate the extent to which they have attained all the indicators of the NTS, giving reasons for their answers. Encourage them to note the indicators they have fully achieved, partially achieved and yet to be achieved, giving reasons. Guide them to use the template in Table 7.2.1.2 by ticking (✓) appropriately. Meet with them to discuss their self-evaluation results and give them feedback.

Table 8.2.1.2: Template for Self-evaluation of the extent of attainment of the indicators of the NTS

Standard	Fully Achieved	Partially Achieved	Not Achieved
Professional Values and Attitudes			
Professional development:			
Critically and collectively reflects to improve teaching and learning			
Improves their personal and professional development through lifelong learning and continuous professional development.			
Demonstrates effective growing leadership qualities in the classroom and wider school.			
Community of Practice			
Is guided by legal and ethical teacher codes of conduct in their development as a professional teacher.			
Engages positively with colleagues, students, parents, SMC, PTA and wider public as part of a community of practice.			
Develops a positive teacher identity and acts as a good role model for learners.			
Sees his or her role as potential agent of change in the school, community and country.			
6. Professional Knowledge			
Knowledge of educational frameworks and curriculum:			
Demonstrates familiarity with the education system and the key policies guiding it.			
Has comprehensive knowledge of the official school curriculum, including learning outcomes.			

Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge.			
At pre-primary and primary the 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 of at least one Ghanaian language for instruction.			
Knowledge of Learners			
Understands how children develop and learn in diverse contexts and applies this in their teaching.			
Takes account of and respects learners' cultural, linguistic socio-economic and educational backgrounds in their planning and teaching.			
4. Professional Practice			
Managing the learning environment:			
Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching			
Carries out small- scale action research to improve practice.			
Creates a safe, encouraging learning environment.			
Manages behaviour and learning with small and large classes.			
Teaching and Learning			
Employs a variety of instructional strategies that encourage learner participation and critical thinking.			

Pays attention to all learners, especially girls and learners with Special Educational Needs (SEN), ensuring their progress.			
Employs instructional strategies appropriate for mixed ability, multilingual and multi- age classes.			
Sets meaningful tasks that encourage learner collaboration and leads to purposeful learning.			
Explains concepts clearly using examples familiar to learners.			
Produces and uses a variety of teaching and learning resources that enhance learning, including ICT.			
Assessment:			
Integrates a variety of assessment modes into teaching to support learning.			
Listens to learners and gives constructive feedback.			
Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.			
Keeps meaningful records and communicates student progress regularly to learners and parents.			
Demonstrates awareness of national and school levels of attainment of learners.			
Uses objective criterion referencing to assess learners.			

(Adapted from the NTS)

REFLECT

Support the student teacher to reflect on the following questions:

1. How relevant were the feedback from their personal tutor/peers to their full attainment of the NTS indicators?
2. What are some of the challenges they encountered in the attainment of the NTS indicators?

Encourage them to record their reflections in the SRJ



Activity 8.2.1.3: Tutor support for holding reflections with tutors on gaps/limitations and setting targets for further development and attainment of the NTS

PLAN

In Year 3 Semester 2 activities, student teachers identified and selected standards of the NTS that were the achievable. In this activity, you will assist them to prepare and hold reflection sessions on gaps/limitations of the set targets for further development and attainment of the NTS. Support student teachers to prepare a check list of the NTS standards to help them in identify the gaps which were not achieved during their teaching in the semester 1. Assist them to prepare and set targets for further development and attainment of the NTS based on the gaps they will identified. Tick (✓) if Achieved and cross (×) if not achieved. Support them to use Table 8.2.1.2

Table 8.2.1.2: NTS Standards

S/N	NTS standards	(✓) (×)
	4. Professional Values and Attitudes	
	Professional Development	
	h. Critically and collectively reflects to improve teaching and learning	
	i. Improves personal and professional development through lifelong learning and Continuous Professional Development.	
	j. Demonstrates effective growing leadership qualities in the classroom and wider school	
	Community of Practice	
	The Teacher: k. Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher.	
	l. Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice	

	m. Develops a positive teacher identity and acts as a good role model for students	
	n. Sees his or her role as a potential agent of change in the school, community, and country	
	5. Professional Knowledge	
	<i>Knowledge of educational frameworks and curriculum</i>	
	The Teacher:	
	g. Demonstrates familiarity with the education system and key policies guiding it.	
	h. Has comprehensive knowledge of the official school curriculum, including learning outcomes.	
	i. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in	
	j. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade 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	
	<i>Knowledge of students</i>	
	The Teacher:	
	k. Understands how children develop and learn in diverse contexts and applies this in his or her teaching.	
	l. Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching	
	6. Professional Practice	
	<i>Managing the learning environment</i>	
	The Teacher:	
	k. Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.	
	l. Carries out small-scale action research to improve practice	
	m. Creates a safe, encouraging learning environment.	

	n. Manages behaviour and learning with small and large classes	
	Teaching and Learning The Teacher:	
	o. Employs a variety of instructional strategies that encourages student participation and critical thinking.	
	p. Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress	
	q. Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.	
	r. Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.	
	s. Explains concepts clearly using examples familiar to students	
	t. Produces and uses a variety of teaching and learning resources including ICT, to enhance learning	

(REF.)

DO

In this activity, student teachers are required to hold reflections with their personal tutor on gaps/limitations and set targets for further development and attainment of the NTS. Support them to prepare a check list to enumerate gaps/limitations of the NTS they could not achieve. With the gaps identified, help them to set targets for the development and attainment of the NTS. Support them to indicate how the set targets for development and attainment of the NTS can be achieved.

REFLECT

Remind them to reflect on the following questions.

1. How did they achieve the NTS targets?
2. What are the NTS standards that ~~are~~ were not achieved in the check list?
3. How are the targets set for development and attainment of the NTS going to be achieved?
4. Why is the need to set targets for the NTS standards that were not achieved?

Encourage them to record their reflections in the SRJ



TOPIC 8.2.2: THE NTS AND A 'GOOD TEACHER'

Topic 7.2.2: The NTS and a 'Good Teacher'	Purpose: In this topic, you will support the student teacher to exhibit the qualities and attributes expected of a 'good teacher' that fully meets the National Teachers' Standards (NTS) bearing in mind GESI issues
Activity 8.2.2.1: Using concept mapping to develop a chat of the qualities and attributes of a 'good' teacher (NTS 1b: <i>Improves personal and professional development through lifelong learning and Continuous Professional Development</i> ; 1d; 1f)	
Activity 8.2.2.2: Assessing the progress of attainment of qualities and attributes of a good teacher from tutors and peers in line with the domains of the NTS (NTS 1c: <i>Demonstrates effective growing leadership qualities in the classroom and wider school</i> ; 1f)	
Activity 8.2.2.3: Organising individual presentations to tutors and peers on leadership qualities observed during classroom and the wider school life and how the qualities impacted their professional practices as stated in the NTS. (NTS 1a: <i>Critically and collectively reflects to improve teaching and learning</i> ; 1b)	
Learning outcome: When you have supported the student teacher to complete Topic 8.2.2 STS activities, they will:	Indicators
Demonstrate the qualities and attributes expected of a 'good teacher' that fully meet the NTS	<ol style="list-style-type: none"> 1. A concept map of the qualities and attributes of a 'good' teacher 2. Progress report of attainment of qualities and attributes of a good teacher from tutors and peer 3. Report of individuals' presentations to tutors 4. Completed SRJ showing comments from mentor and tutor about achieved attributes of a good teacher that meet fully the NTS.

Activity 8.2.2.1: Tutor support task for student teacher in using concept mapping to develop a chat of the qualities and attributes of a 'good' teacher

PLAN

In semester 1 of Year 4, teachers exhibited some effective leadership qualities in the classroom during teaching and learning process. In this activity, the student teachers are required to use concept mapping to develop a chat of the qualities and attributes of a 'good' teacher such tolerance, caring, creative trustworthy, knowledgeable, honesty, hardworking. Support them to prepare a list of qualities of a good teacher identified during the teaching and learning in semester 1. Assist them to identify additional qualities of a 'good teacher' especially those they did not exhibit in their teaching.

DO

Support student teachers to develop a concept map of the qualities and attributes of a 'good' teacher which they identified during the teaching and learning process in Semester 1. Support them to identify additional ones and ~~you~~ assist them to add to the concept map. Again, support them to draw a relationship between the qualities of a 'good teacher' they have identified and what you helped them to add.

REFLECT

Remind them to reflect on the following questions.

1. How relevant was the feedback from their personal tutor?
2. How relevant was the feedback from their peers?
3. What plans do they have for fully attaining the leadership qualities they observed in the wider school life?
4. How have the leadership qualities they observed in the classroom and the wider school life impacted their professional practice as stated in the NTS?

Encourage them to record their reflections in the SRJ



Activity 8.2.2.2: Tutor support for student teacher in assessing the progress of attainment of qualities and attributes of a good teacher from tutors and peers in line with the domains of the NTS

PLAN

The NTS provides students teachers with the standards they need to meet to become professional teachers. In other words, it is a guide which outlines qualities and attributes of a 'good teacher'. The student teacher has been making reference to the NTS both at the College level and in Partner schools as an attempt to build their teaching competence. In Year 3 Semester 1, the student teacher set NTS targets and planned activities to achieve them. Remind the student teacher to bring their set NTS target to be discussed with you, their personal tutor/lecturer, and their peers. In this activity, you will meet the student teacher and peers once a week to discuss the domains and indicators of the NTS to assess their progress of attaining the qualities and attributes of a 'good teacher'. Remind the student teacher to make available copies of the NTS for themselves, you, and their peers. It could be either hard or soft copies. Support the student teacher to schedule an appropriate time and venue for the meetings. Remind the student teacher to make available devices (recorders, phones, cameras, notepads, tablets, laptops etc.) that could help them to take notes, minutes, and recordings of the meetings. Remind the student teacher to seek permission from you and peers to record the meetings.

DO

Ask the student teacher to submit their set NTS targets for discussion with you and peers. They are to explain how they were able to achieve or not able to achieve them. You can guide the student teacher to role play aspects with their peers to demonstrate how some of the qualities and attributes of a good teacher were achieved. Remind the student teacher to take

notes as feedback from you and their peers. Guide the student teacher to use the NTS pages 18 – 27 as criteria to identify the domains, standards, examples, and indicators to identify their progress of attaining the qualities and attributes of a good teacher. Ask their peers to assist them to record the meetings. Guide the student teacher to use Table 8.2.2.1 as a guide to assess their progress of attainment of the qualities and attributes of a ‘good teacher’. Remind the student teacher to write the progress report of attainment of the qualities and attributes of a ‘good teacher’ from each meeting session.

Table 8. 2.2.1: Rubrics for assessing the progress of attaining qualities and attributes of a good teacher

Professional Values and Attitudes					
Standards	Examples of the Standards in action	Examples of some indicators for student teacher performance	Level of Attainment		
Profession Development			Attained (A)	Partially Attained (PA)	Not Attained (NA)
Critically and collectively reflects to improve teaching and learning.	Critiques own practice (keeping in mind gender responsive practice) and shows agency in improving learning, sometimes with a peer, mentor, or with a group of student teachers at college or colleagues at school.	Lesson notes and evaluations, Reflective logs, journals or portfolios written while in training or on practicum (Gender Responsive Scorecard can be used to do a self-assessment and prompt reflection on gender responsive practice)			
Demonstrates effective growing leadership qualities in the classroom and wider school.	Delegates roles to females and males equally, such as classroom, book or board monitor in their classroom; volunteers to work on student leadership, running the library; speaks up in	Tutors’ report, journal of activities, mentor or headteacher reports			

	school meetings; supports peers and colleagues in school. Does not delegate roles based on gender roles and stereotypes.				
Community of Practice					
Is guided by legal and ethical teacher codes of conduct in their development as a professional teacher	Shows high levels of attendance and punctuality Has a high regard for policies of MoE/GES and those of the school in which they teach; acts within policies that defines their professional duties and responsibilities; has high respect for female and males' dignity, well-being and rights; avoids exploiting the vulnerability of learners (especially with regard to females). Demonstrates knowledge of MoE/GES ethical codes, (Gender and Sexual Harassment policy) and lives according to their remit.	Teacher attendance Records Headteacher or mentor reference letter Headteachers' and mentors' reports Teacher's study and lesson notes Has copies of GES/ MoEs policies on Teacher Ethics, Gender, and Sexual harassment			
Develops a positive teacher identity and acts as a good role model for learners.	Expresses their own philosophy of what it means to be a teacher; shows pride in their profession; learners like and respect their teacher; learners see their teacher as a role model for females and males regardless of the teachers' gender.	Teacher's notes and Reflections Mentor reference; Teacher portfolio, Gender Responsive Scorecard for Teachers			
Professional Knowledge					
Knowledge of educational frameworks and curriculum					
Demonstrates familiarity with the education system and the key policies guiding it	Articulates knowledge in discussions: articulates knowledge in portfolio write-up.	Copies of key policies in folder (including gender and sexual			

		harassment policies) Portfolio citing policies			
Has comprehensive knowledge of the official school curriculum, including learning outcomes.	References curriculum in planning; knows what learners should have learnt in the previous year and the next, and across the curriculum; discusses issues in implementing and covering the curriculum, particularly for more vulnerable groups and considers how to support learners to attain expected curricular outcomes. Understands how gender inequality can affect learner outcomes.	Has a copy of the curriculum and benchmarks in folder Long and short term plans including scheme of work reference curriculum or examination frameworks; assessments of learners indicate recognition of how near or far they are from curriculum benchmarks or examination grades Mentor's evaluation Report National Gender Handbook			
Knowledge of educational frameworks and curriculum					
Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge.	The teacher's subject knowledge goes beyond what is contained within the curriculum & textbook; identifies and addresses gaps in their subject knowledge through self-study; articulates high standards of literacy and correct use of oral and written language. The teacher has good grasp of knowledge of the	Study and lesson notes Evaluations of lessons by peers, tutors and mentors Learners' verbal and written responses Teacher portfolio			

	primary curriculum and understanding of JHS content and is able to relate to both.	National Gender Handbook, Gender Responsive Scorecard for Teachers			
Knowledge of educational frameworks and curriculum					
At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy, and speaking, listening, reading and writing of at least one Ghanaian language for instruction.	Planning and teaching are well differentiated and targeted to different age and ability groups; teacher displays good knowledge of phonology, letter names and sounds, syllables, whole words, teaching of extended text (stories, poems, songs) in local language and English and the differences between the two orthographies: learners confidently add, subtract, multiply and divide using manipulatives.	Lesson notes, evaluations, portfolio Evaluations of lessons by peers, tutors and mentors Learners' responses and exercise books			
Knowledge of learners					
Understands how children develop and learn in diverse contexts and applies this in their teaching.	Lesson notes and plans show a variety of teaching and learning strategies appropriate to learners at their different developmental stages and ensures the equal participation of females and males.	Study notes Lesson notes and plans Mentor evaluation Gender Responsive Scorecard for Teachers			
Takes account of and respects learners' cultural,	Teacher investigates and takes notes of each learner's background, acknowledging where they	Lesson plans indicate use of examples familiar to learners in			

<p>linguistic socio-economic and educational backgrounds in their planning and teaching.</p>	<p>may have gaps in their education, extra domestic work (especially for females), be vulnerable to early drop out and act on this to overcome disadvantage; they know why some learners may have irregular attendance and seek to improve this; they code-switch as appropriate to ensure all can understand lesson content; seat learners carefully to support one another; talks with respect about all learners; draws sensitively on learners' backgrounds in their teaching.</p>	<p>class Lesson notes and evaluations Seating plans Evaluations of lessons by peers, tutors and mentors</p>			
Professional Practice					
Managing the learning environment					
<p>Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.</p>	<p>The teacher has long-term (weekly, termly) objectives of what and how learners should learn; lesson objectives are clear to learners at beginning of lessons and their progress towards these is monitored; lesson structures and tasks vary, target females and males equally and are pitched just beyond what learners already know to stretch and inspire, using whole class, group, pair, individual work and ICT to expand or consolidate learning; the teacher recognises when some, most or all learners do not understand a concept or do not achieve the intended learning outcomes, and addresses this as soon as possible</p>	<p>Long-term and short-term (termly, weekly, daily) plans show clear understanding of how learners are to progress, with reference to the curriculum and learning outcomes expected Lesson evaluations. Reflections in portfolio Lesson evaluations by learners</p>			

	through individual teaching, re-teaching content or setting homework. The teacher makes learning relevant to their learners.				
Carries out small scale action research to improve practice.	The teacher identifies one area to improve on each term (e.g., use of open questions, how to include a visually impaired child, how to improve gender responsive pedagogy, how to encourage purposeful group talk, how to make better use of limited numbers of textbooks); takes part in critical reflection and discussions with peers and mentors.	Coursework/ assignment on action research Lesson evaluations by teacher Lesson evaluations of learners by learners Reflections in portfolio Completed class assignments National Gender Handbook Gender Responsive Scorecard for Teachers			
Teaching and Learning					
Employs a variety of instructional strategies that encourage learner participation and critical thinking.	The teacher uses whole-class dialogue, questioning, group/peer work (collaborative learning), demonstrations, explanations, experimentation, project/enquiry-based learning, different learner groupings, peer teaching/ support, manipulatives/modelling, field trips, games, role play, songs, storytelling and ICT in their lessons. Learners are active, challenged to think hard, share, talk and feel able to ask questions of the teacher and one another.	Evaluations of lessons by teacher, mentor, learners Mentor evaluation portfolio Gender Responsive Scorecard for Teachers			

	The teacher also ensures that females and males participate equally in lesson activities and that activities do not reinforce traditional gender roles				
Pays attention to all learners, especially girls and learners with Special Educational Needs (SEN), ensuring their progress.	The teacher ensures that quiet or non-participating learners contribute and learn, differentiating questions or work accordingly; ensures full participation by girls; seats learners with disabilities near to front to see or hear better; provides resources appropriate to their needs such as plates to teach geometry to visually impaired learners, or Braille, or adapts ICT accordingly; notices when learners are absent, not engaged or paying attention and alters strategies accordingly.	Evaluations of lessons by mentor, tutors Physical layout of room and teaching and learning materials used in learning, Advice sought from experienced teachers and SEN specialists Gender Responsive Scorecard for Teachers			

(Adapted from the NTS)

REFLECT

Guide the student teacher to reflect on the following questions:

1. How best were they able to meet their set NTS targets?
2. How do they plan to improve their set NTS that were not achieved or partially achieved?

Remind them to record their responses in the SRJ



Activity 8.2.2.3: Tutor support for the student teacher in organising individual presentations to tutors and peers on leadership qualities observed during classroom and the wider school life and how the qualities impacted their professional practices as stated in the NTS

PLAN

In Year 3 Semester 1, the student teacher discussed with their mentor and STS partner leadership qualities in the classroom. In this activity, you will support the student teacher to make a presentation to tutors and peers on leadership qualities they observed in the classroom and the wider school life and how those qualities have impacted their professional practices as stated in the NTS. Support the student teacher to arrange for an appropriate venue for their presentation. Help the student teacher to organize soft and hardware resources they will need for their presentation. Encourage the student teacher to use any appropriate presentation software such as PowerPoint or Prezi the feel comfortable for their presentation.

DO

Ask the student teacher to refer to their Year 3 Semester 1 STS portfolio and look for the classroom leadership qualities they observed. Guide the student teacher to develop quality slides for their presentation. Guide the student teacher to make an interactive and engaging presentation. Ask the student teacher to also make a presentation on the leadership qualities they observed in the wider school life. Remind them that this activity is another great opportunity for them to demonstrate their presentation skills. Again, remind them to bring devices (recorders, phones, cameras, notepads, tablets, laptops etc.) that will help them to take notes, minutes, and recordings of the meetings. You may moderate the presentations so that they ~~student teacher~~ will receive feedback from you and their peers.

REFLECT

Guide the student teacher to reflect on the following:

1. How relevant was the feedback from your personal tutor?
2. How relevant was the feedback from your peers?
3. What plans do you have for fully attaining the leadership qualities you observed in the wider school life?
4. How have the leadership qualities you observed in the classroom and the wider school life and impacted your professional practice as stated in the NT

Remind them to record their responses in the SRJ



TOPIC 8.2.3: FINAL DEVELOPMENT AND COMPLETION OF THE PROFESSIONAL TEACHING PORTFOLIO

Topics 8.2.3 Final development and completion of the professional teaching portfolio	Purpose: In this topic, you will continue to support the student teacher to develop, build and complete their professional teaching portfolio.
Activity 8.2.3.1 Completing the development of professional teaching portfolio using appropriate ICT tools (NTS; 1a: <i>Critically and collectively reflects to improve teaching and learning, 2b, 2c, 2f</i>).	
Activity 8.2.3.2 Preparing an all-inclusive presentation of the developed professional teaching portfolio (NTS; 1a: <i>Critically and collectively reflects to improve teaching and learning, 1c, 1e, 2c</i>)	
Activity 8.2.3.3 Presentation and receiving feedback on professional teaching portfolio (NTS 1a: <i>Critically and collectively reflects to improve teaching and learning, 1e, 2c</i>)	
Learning outcomes: When you have supported the student teacher to complete Topic 8.2.3 STS activities on final the development of the teaching portfolio, they will:	Indicators
Demonstrate a comprehensive knowledge, understanding and skill of the contents of a professional teaching portfolio.	<ol style="list-style-type: none"> 1. Evidence of completed professional teaching portfolio with the use of ICT tools. 2. A presentation on the developed professional teaching portfolio using ICT tools. 3. Records of feedback from tutors and peers after presentation.

Activity 8.2.3.1 Tutor support for completing the development of professional teaching portfolio using appropriate ICT tools

SUPPORT PLANNING

You have been assisting the student teacher in the development of their professional teaching portfolio in all their STS activities right from Year 1 Semester 1 through Year 3 Semester 2. Assist the student teacher to list some of the items or artefacts that constitute the components of their professional teaching portfolio. In this activity, you are required to assist the student teacher to reorganise the development of their portfolio from Year 1 up to date, complete it and make it ready for a viva presentation. You can support the student teacher to use ICT tools (e.g. Microsoft word, excel or power point/slides), braille or tactile where appropriate to complete their work. Assist the student teacher to secure permission for the use of the ICT laboratory from ICT tutors, lecturers or technicians if the student teacher do not have a smart phone or a computer.

DO

Assist the student teacher to use the list prepared or outlined at the planning stage to gather all the items or components of their portfolio since Year 1. Support the student teacher to organise their work according to the years and semesters. Encourage them to look through to check if all the components are available. You can help the student teacher to use the checklist in Table 8.2.3.1 to check whether all their items in the portfolio are intact. Guide the student teacher to use a tick (✓) if the item is present and a cross (×) if absent. Encourage the student teacher to give reasons/brief justification write-up for including any particular item in their portfolio and how that item has helped them achieve any particular NTS. [Note that the portfolio should be **selective, representative** and **well organised** to attract a high score] Ref. to NTEAP Toolkit page 71 (Rubrics for Portfolio assessment in Year 4]

Table 8.2.3.1: Components of Professional Teaching Portfolio

S/N	Year/Semester	Components of Portfolio	YES	NO
1	Year 1 Semesters 1 and 2	Personal profile and data		
2		Career goals and objectives		
3		Teaching Philosophy Statement		
4		Reflective Journal (SRJ)		
5		Wider school life activities (pictures, videos or artefacts e.g. co-curriculum activities like sports, games, clubs etc.)		
6		Teaching Learning Resources developed		
7		Any other, Add on		
8	Year 2 Semesters 1 and 2	Personal profile and data		
9		Career goals and objectives		
10		Teaching Philosophy Statement (if revised)		
11		Reflective Journal (SRJ)		
12		Wider school life activities (pictures, videos or artefacts e.g. co-curriculum activities like sports, games, clubs etc.)		
13		Teaching Learning Resources developed		
14		Any other, Add on		
15	Year 3 Semester 1	Personal profile and data		
16		Career goals and objectives		
17		Teaching Philosophy Statement (if revised)		
18		Reflective Journal (SRJ)		
19		Report on your classroom enquiry		
20		Wider school life activities (pictures, videos or artefacts e.g. co-curriculum activities like sports, games, clubs etc.)		
21		Lesson Notes Prepared		
22	Teaching learning materials developed			

		Any other, Add on		
23				
24	Year 3 Semester 2	Personal profile and data		
25		Career goals and objectives		
26		Teaching Philosophy Statement (if revised)		
27		Reflective Journal		
28		Report on your classroom enquiry		
29		Wider school life activities (pictures, videos or artefacts)		
30		Lesson notes prepared with mentor		
31		Teaching learning materials developed		
32		Samples of examination or assignment questions prepared with marking schemes		
33		Samples of learners marked work		
		Any other, Add on		
34				
35	Year 4 Semester 1	Personal profile and data		
36		Career goals and objectives		
37		Teaching Philosophy Statement (if revised)		
38		Reflective Journal		
39		Action research		
40		Wider school life activities (pictures, videos or artefacts)		
41		Lesson Notes Prepared		
42		Teaching learning materials developed		
43		Teaching Learning Resources contacted (OERs, reference books etc.)		
44		Samples of Examination or assignment questions prepared with marking schemes		
45		Samples of learners marked work		
		Any other, Add on		
46				

Ask the student teacher to search for all the other items that may be absent from the list and add them to the ones that are already available. Encourage the student teacher to organise their portfolios from Year 1 Semester 1 up to Year 4 Semester 1. Encourage them to use the available ICT tools (e.g. Microsoft word or excel), braille or tactile where appropriate to organise their work for final presentation.

NOTE: Inform the student teacher to be prepared to add the portfolio/artefacts of this semester (Year 4 Semester 2) to complete their portfolios for final presentation.

REFLECT

Assist the student teacher to reflect on their work using the following questions and write their answers in their SRJ.

1. How do the items in the portfolios depict their achievements over the years?
2. Do they see any form of improvement in their teaching profession as evidence from the portfolios?
3. What were the challenges they encountered in developing their portfolios over the years and how they resolved them?

Encourage the student teacher to record their answers in their SRJ



Activity 8.2.3.2 Tutor support towards Preparing an all-inclusive presentation of their developed professional teaching portfolio

SUPPORT PLANNING

You have supported the student teacher to develop their professional teaching portfolio throughout their study in college or the university. You have also supported them to compile all their portfolios from Year 1 up to date during Activity 8.2.3.1. In this activity, you are required to assist the student teacher to prepare an all-inclusive presentation on all the professional teaching portfolios they have developed over the years. The plan of their presentation should be a true reflection of the journey they have made from Year 1 up to date. Help the student teacher to look for appropriate ICT tools (laptop, phone, scanner, overhead projector, braille, tactile etc.) that can assist them to design and make a good presentation. Encourage the student teachers to design/develop their slides/slideshows from the videos & photos etc. to impress the audience. Encourage them also to develop annotated posters as part of their presentation.

DO

Assist the student teacher to look through their compiled/completed professional teaching portfolio and make notes on the major activities they have undertaken. Encourage the student teacher to select items that portray a true reflection of their journey from Year 1 to date and present it using ICT tools (power point or poster presentation), braille or tactile where applicable. Encourage them to use scanners to scan their work (e.g., comments from personal tutor or mentor) from the portfolio in the form of pictures or add a recorded videos or audio, if any, so they can hyperlink them to make their power point presentation a nice one/impressive.

Assist the student teacher to arrange their content in the right order to make their readers following their story well. If they choose to do a poster presentation, encourage them to make their title as short as possible and with a good font size (legible), proper use of bullets, numbering, and they should make use of graphics as well (pictures, videos etc.). Ask the student teacher to present the information they have captured from their professional teaching portfolio.

SUPPORT REFLECTION

Encourage the student teacher to go through their work to find out if there are any other important information that has not been included in the presentation. You can assist the student teacher to use the following question to reflect on their activity and record their responses into their SRJ.

1. In what way is their compiled work systematic?
2. How representative or comprehensive is their compiled work?
3. How well do the items selected portray their journey as a student teacher so far?
4. What challenges did they encounter using ICT tools to prepare their presentation? How did they deal with them?

Remind the student teacher to record their reflections into their SRJ



Activity 8.2.3.3 Tutor Support for Student Teacher's Presentation and Receiving feedback on Professional Teaching Portfolio

SUPPORT PLANNING

As a Personal Tutor for the student teacher, you are required to organise a reflective session/activity for the student teacher after their presentation on the professional teaching portfolio. You are required to arrange with your student teacher the time and venue for this meeting. Ask them to ensure that the venue for the meeting is well arranged and gather all the logistics (overhead projector, laptop, etc.) that will be needed for the presentation ahead of time. Encourage the student teacher to make their presentation ready for the activity. You can advise them to let their peers read through their prepared presentations in order to correct any errors.

DO

Chair the occasion, give the opening remarks before the start of the presentations, and tell the student teacher what is required of them, and the specified time given for them to give their presentation. Ask the student teacher to present their work in turns. Encourage them to dwell much on the reasons for the inclusion of particular items in their professional teaching portfolio and how those items helped them in achieving most of the NTS targets.

Listen attentively to the presentations so you can or will give meaningful feedback after the presentation of each student teacher.

After the presentation of any student teacher, allow them to give their comments considering the following questions.

1. What went well?
2. What needs to be done?
3. What you could do differently when given another chance to make a presentation.

Give opportunity to other student teacher to give feedback on the presented work of each student teacher after which you will summarise the comments made. Examine the

presented portfolio of the student teacher to find out the extent to which it has been completed using

Table 8.2.3.3.

Table 8.2.3.3: Extent of completion of professional teaching portfolio

S/N	Portfolio item	Status				Remarks
		Fully Completed	Completed	Partially Completed	Not completed	
1						
2						
3						
4						
5						
6						
7						

REFLECT

Encourage the student teacher to reflect on their presentation by asking the following questions.

1. How well were they able to justify the inclusion of items in their portfolio?
2. Were there any items that they should have included but they didn't?
3. How favourable were the comments from their personal tutor and peers?
4. How will the comments from their personal tutor and peers improve their work as a teacher?

Remind the student teacher to record their reflections into their SRJ



TOPIC 8.2.4: SETTING TARGETS FOR LIFELONG LEARNING AND DEVELOPMENT AS A REFLECTIVE PRACTITIONER

Topics 8.2.4 Setting targets for lifelong learning and development as a reflective practitioner	Purpose: In this topic, you will continue to assist the student teacher to set targets for lifelong learning and development as a reflective practitioner.
Activity 8.2.4.1 Designing an action plan for personal and professional development and progression against the NTS (NTS 1a: <i>Critically and collectively reflects to improve teaching and learning, 1b, 2c, 2f</i>).	
Activity 8.2.4.2 Presentations to highlight action plans for personal and professional growth. (NTS 1b: <i>improves personal and professional development through lifelong learning and Continuous Professional Development 1a, 1c, 1e, 2c</i>)	
Activity 8.2.4.3 Identification of potential CPD activities for further learning. (NTS 1b: <i>improves personal and professional development through lifelong learning and Continuous Professional Development, 1a, 1e, 2c</i>)	

Activity 8.2.4.4 Identification of possible sources of funding for developmental training. (NTS 1e: <i>Engages positively with colleagues, students, parents, SMC, PTA and wider public as part of a community of practice, 1a, 1b,</i>)	
Learning outcome: When you have assisted the student teacher to complete Topic 8.2.4 STS activities, they will:	Indicators
Demonstrate comprehensive knowledge and understanding of setting targets for lifelong learning and development as a reflective practitioner.	<ol style="list-style-type: none"> 1. An action plan with timelines to set personal and professional targets for future development and progression against the Teachers' Standards. 2. Group and individual presentations to highlight action plans for personal and professional growth in terms of content and pedagogical knowledge 3. A list of potential CPD activities for further learning. 4. A list of possible sources of funding identified for developmental training.

Activity 8.2.4.1 Tutor support towards designing an action plan for personal and professional development and progression against the NTS

ASSIST PLANNING

It is important to have an action plan for personal development as an upcoming professional teacher. This plan may assist you in identifying and developing the professional abilities required to achieve your objectives, as well as keep you on track for a successful career.

In Year 3 Semester 2 STS activities, you assisted the student teacher to design a personal action plan for lifelong learning. You also guided the student teacher to set targets and evaluated the completion and achievement of the set targets. In this activity, you will further provide assistance in designing an action plan for the student teacher's personal and professional development and match their progression against the NTS.

You will also assist the student teacher in discussing the stages in the development of the action plan. The discussion may centre on the following:

1. Assessing what have already been achieved and identify specific career goals for the student teacher.
2. Identifying what professional skills the student teacher already possesses and the one(s) that need improvement.
3. Considering how the student teacher will accomplish the professional goals based on the domains of the NTS.
4. Developing a timeline for accomplishing the specific targets and goals set based on the domains of the NTS.
5. Use com tools and applications (mobile phones, laptops, word, power point, excel, etc.) to prepare your plan.

DO

Assist the student teacher to prepare an action plan using the topics discussed during the planning stage and consider its relevance to the NTS. Using ICT tools (mobile phones, laptops, etc.); guide the student teacher to create an activity plan in the form of a table. It is possible that the table will resemble the sample in Table 7.2.4.1.

Table 8.2.4.1: Sample Action Plan for Personal & Continuous Professional Development (CPD)

S/N	Action/Activity	When to start	When to end	Potential CPD Gains	Relevance to NTS
1	Comprehensive knowledge of the official school curriculum,	Beginning of week 2	End of week 3	Mastery of content of the official school curriculum	NTS 2b: Has comprehensive knowledge of the official school curriculum including learning outcomes.
2	Delivering varied and challenging lessons				
3	Involvement in a professional body such as GNAT				
4	Acquiring skills in content knowledge, pedagogical knowledge and pedagogical content knowledge				
5	Undertake a case study considering GESI issues				
6	Being coached by others				
7	Attending in-service training				
8	Active involvement in the wider school life conducting assembly, and sports and games.				

Add on					
9					
10					
11					
12					
13					

REFLECT

Assist your student teacher to reflect on these questions.

1. What challenges did they encounter in preparing their action plan and how did they overcome them?
2. In comparing their plan with that of their peer, what differences and similarities were identified?
3. What reasons accounted for these similarities and differences?
4. How did GESI influence their plan?

Encourage the student teacher to record the outcome of the reflections in the SRJ.



Activity 8.2.4.2. Tutor support in presenting and highlighting action plan for personal and professional growth

ASSIST PLANNING

Translating ideas in the form of pictures, words and speech is an important consideration in presentation just as creating a content is a key step in designing a successful presentation. In this activity, you will be required to assist the student teacher to prepare and deliver a presentation on personal and professional development at the college/university (**Activity 7.2.4.1**). You will brainstorm with the student teacher on the various kinds of presentation styles they can use to highlight the action plan they have prepared. You will again discuss with the student teacher the advantages and disadvantages of the styles of presentation, taking into consideration ICT tools available in the institution. Some of the available presentation styles they can employ are power point, poster, mind mapping, short videos clips, etc.

DO

Assist the student teacher to deliver the presentation to cover the whole range of areas in their action plan prepared in **Activity 7.2.4.1**. The presentation should have their name, index number, their university/college, title of the presentation, among others.

Guide the student teacher to make the presentation more effective by:

1. Connecting well with their audience,
2. Focusing on their action plan which is the subject matter,
3. Smiling and making eye contact with their audience when presenting, and
4. Starting confidently to show that they did the work and are conversant with it.

REFLECT

Support the student teacher to reflect on the above questions.

1. Why do they need to make a presentation on their action plan?
2. Were there any challenges encountered during the preparation and presentation of the plan?
3. How were they able to overcome them?
4. If given the opportunity to present the action plan again, what changes would they make and why?

Encourage the student teacher to record the outcome of the reflections in the SRJ.



Activity 8.2.4.3. Tutor support in identifying potential CPD activities for further learning

ASSIST PLANNING

It is necessary for every teacher to progress in the profession by continuous professional development. In this activity, you will guide the student teacher to identify some potential continuous professional development (CPD) activities for further learning. This will assist the student teacher to progress in their quest to meeting the demands of the NTS. You will also discuss with the student teacher how an active participation in CPD can help shape their lifelong learning in their professional career.

DO

Support the student teacher to make a list of the professional development (as per the NTS) they have attained over the years as a student teacher. Encourage the student teacher make a list of some of the NTS requirements they need to improve upon. Again, assist the student teacher to outline activities that can help them achieve those NTS requirements. The following are some CPD activities that might help them to achieve the demands of the NTS.

1. Work- based learning
2. Learning by doing
3. Case study
4. Self- directed learning
5. Reflective practice
6. Attending in-service training
7. Finding ways of delegating roles to females and males equally

You may add on to the list.

Support the student teacher to map the identified CPD with the NTS that needs to be developed and jot them down using ICT tools (laptop, tablet, mobile phones, etc.).

REFLECT

1. How do they see their development as a student teacher?
2. What are their current CPD needs?
3. Are there any form of similarities and differences between their CPD needs and that of their peers? What accounts for the differences and similarities?
4. What informed the CPD needs of their peers?

Encourage the student teacher to record the outcome of the reflections in the SRJ.



Activity 8.2.4.4. Tutor support in identifying possible sources of funding for developmental training

ASSIST PLANNING

Teachers may utilize CPD to strengthen and enhance their existing skills while reducing any knowledge shortfalls. It is therefore important to find ways of funding such an important venture. In this activity, you will support the student teacher to undertake a study on the possible sources of funding for CPD training. You will also assist them to make a list of the various ways they have received/source for funding for their education up to this level. Further, encourage the student teacher to share with you and their peers the kind of assistance they received for their CPD training and/or education up to this level. Support them to discuss other available sources of funding (groups, individuals or organizations) for their CPD training.

DO

Encourage the student teacher to examine the various sources of funding that were available to them during their early years of schooling and the ones you and the peers shared with them. Guide the student teacher to develop a template of the list of possible sources of funding and the type of CPD training they can support. The template may look like Table 7.2.4.4.

Table 8.2.4.4. Tutor support in identifying possible Sources of Funding for Developmental Training

S/N	Possible Sources of Funding	Developmental Training
1	Student Loan Scheme	Loan for further studies
2	Central Government	Scholarship or study leave with pay for further studies

3	Teacher Unions	Organization of workshop and seminars to improve pedagogical skills. Small monetary assistance to members for further studies
4	Credit Unions	Loan for further studies
5	Personal Savings	Personal savings for further studies
6	Bank Loan	Loan for further studies
	Add on	
7		
8		
9		

REFLECT

1. Why do they need to have a plan for your continuous professional development?
2. What are the benefits of CPD training?
3. Why do they need to secure funding for it?
4. Are there any other avenues by which professional teachers could have their CPDs with less cost?



TOPIC: 8.2.5 REFLECTION ON CLASSROOM TEACHING AND WIDER SCHOOL LIFE

[Re-write this Topic after the Student teacher task Topic 7.2.5 is revised accordingly]

Topic 8.2.5 Reflection on classroom teaching and wider school life.	Purpose: In this topic, you will continue to support the student teacher to reflect on classroom teaching and learning and wider school life.
Activity 8.2.5.1 Discussing experiences gained from classroom teaching and wider school life. (NTS 1f: <i>Develops a positive teacher identity and acts as a good role model for students.</i> 1a, 1c, 3f)	
Activity 8.2.5.2 Discussing challenges encountered during classroom teaching and learning and the wider school life (NTS 1a: <i>Critically and collectively reflects to improve teaching and learning.</i> 1g)	

Activity 8.2.5.3 Recounting lessons learned from experiences that will inform future professional practices (NTS 1b: <i>Improves personal and professional development through lifelong learning and continuous professional development, 1a, 1c.</i>)	
Learning Outcomes: When the student teacher has completed Topic 8.2.5 STS activities, they will:	Indicators
Demonstrate knowledge and skills of Continuous reflection on classroom practices and wider school life experiences which will inform your professional practices.	<ol style="list-style-type: none"> 1. Record of experiences gained from classroom and wider school life in the SRJ. 2. Record of challenges faced in the classroom and wider school life in the SRJ 3. Record of the how to overcome the challenges faced in the classroom and the wider school life 4. Written report on reflections. 5. Evidence of PowerPoint presentation to the whole class/ at a seminar.

Activity 8.2.5.1 Tutor support for discussing experiences gained from classroom teaching and wider school life.

PLAN

From Year 1 to Year 4 Semester 1 STS activities, you have been supporting the student teacher to reflect on their STS activities and recording the reflections in the SRJ. You know and understand that a critical feature of teacher education is the process of reflection by student teachers in the context of their classroom practice and wider school life. Reflection enables the student teacher to look at issues from different perspectives, thereby helping the student teacher to assess their own beliefs, values, assumptions, and perspective in order to understand the issues in the teaching profession. You also know that a reflective teacher is a growth-minded person who looks for opportunities to embark on a cycle of professional growth and that the process of reflection is a cyclical one.

In this Year 4 Semester 2 activity, as a personal, you will support the group of student teachers assigned to you to plan a reflective session on the experiences gained from classroom teaching and learning as well as the wider school life in School 4. Support the group of student teachers assigned to you to break the larger group assigned to you into groups of 5 to 10, to reflect on the extended teaching activities in School 4. Support each smaller group to plan to appoint a group leader, secretary, and a timekeeper. In their planning, support them agree on a time frame to work on a specific focus of reflection. For example, 10 minutes, 15 minutes or 20 minutes for each item. The timekeeper will monitor and announce the time when it is up to change over the reflection focus.

Firstly, encourage the group leader to lead the group to plan to focus on what each person observed/experienced in their classrooms during the teaching and learning activities. Remind student teachers to identify in their observations what was most effective and less effective in the classroom on issues such as class activities, teaching/learning resources, classroom interactions, group arrangements, explanations, lesson delivery, and use of the Ghanaian or English language. Remind student teachers to use their recorded videos, audios, pictures, etc. of classroom practices from the extended teaching I activities to aid their observations. Encourage the group leaders to remind group members to note down what they identify in their observations since this will help them to assess their future classroom practices.

After the allotted time, remind the group leaders to announce to the group members to change the observation focus from the observations in the classroom activities to observation in the wider school life during the extended teaching I. Still in their planning, remind student teachers to identify in their observations what was most effective or less effective in the wider school life on issues such as staff, PTA, SMC meetings; morning and closing assemblies; co-curricular activities, CPD training etc. Remind student teachers to use their recorded videos, audios, pictures, etc of wider school life from the extended teaching I activities to aid their observations. Encourage the group leaders to remind group members to note down what they identify in their observations since this will help them to assess their future wider school life activities. Again, the timekeeper will alert the group members when the time allotted for observation in wider school life is up.

Thirdly, encourage the student teachers to individually note down all the experiences gained from all the observations made in the classroom practices and the wider school life activities. Support them to strategize to write a report on the experiences gained.

DO

Firstly, remind the student teachers to replay their recorded videos, audios, etc. of classroom practices and wider school life from the extended teaching I activities for reflections.

Secondly, encourage them to individually reflect on what they identified in the observations they made in the classroom and the wider school life activities at the planning stage. Remind them to use the following questions to direct the reflection:

A. Reflection on the Classroom activities

- What were the most effective Classroom activities you observed?
- Which of them did you participate?
- Why do think they were the most effective activities?
- How do you feel about them?
- What lessons have you learned from them?
- How will you apply the lessons have you learned when a similar situation arises?
- What were the less effective classroom activities you observed?
- Which of them did you participate?
- Why do you think they were the less effective activities?
- How do you feel about them?
- What lessons have you learned from them?
- How will you work on them for improvement?

- How will you apply the knowledge you gained in real life situation?

B. Reflection on the wider school life activities

- What were the most effective wider school life activities you observed?
- Which of them did you participate?
- Why do think they were the most effective activities?
- How do you feel about them?
- What lessons have you learned from them?
- How will you apply lessons have you learned when a similar situation arises?
- What were the less effective wider school life activities you observed?
- Which of them did you participate?
- Why do think they were the less effective activities?
- How do you feel about them?
- What lessons have you learned from them?
- What innovative ways can be used for improvements?
- How will you apply the knowledge you have gained in real life?

Thirdly, support the group leader to break the larger group into smaller groups (of 5-members in a group) and encourage each group to appoint a secretary to compile individual group members' reflections from the classroom practices and the wider school life activities into one document using ICT tools such as laptops, iPad, mobile phones. This should be done within 10 minutes. Fourthly, remind the smaller groups' secretaries to come together to compile the groups' experiences into one document as the larger group's experiences. This should be done in 5 minutes. Remind the group leader to read the group's experiences from the classroom practices and the wider school life to the hearing of all members for additions, corrections and acceptance. Lastly, support student teachers to write a group report on the 'lived experiences' of members and give a proper heading to it.

REFLECT

Encourage the student teachers to reflect on the experiences gained from the classroom practices and the wider school life observations. Remind them to use the following questions to guide their reflections:

1. How different is their previous knowledge from the new knowledge they have gained from the classroom practices?
2. How different is their previous knowledge from the new knowledge they have gained from the wider school life?
3. What new experiences did they share with their personal tutor?

Remind the student teacher to write down your experiences gained in your SRJ



Activity 8.2.5.2 Tutor support for discussing challenges encountered during classroom teaching and learning and the wider school life activities

PLAN

In this activity, you will continue to support the student teachers to plan a reflective session on the challenges they encountered in the classroom teaching and learning and the wider school life during the extended teaching in School 4.

Encourage the student teachers to be in their groups for planning. Firstly, remind the group leader to lead the group to individually focus on what they observed in the classroom practices during the extended teaching 1. Remind them to identify what did not work well (challenges encountered) in the classroom practices on issues such as class activities, teaching/learning materials, classroom interaction, group arrangement, explanations, delivery of instructions, and use of the Ghanaian or English language. Remind student teachers to individually note down what they identify in their observations since this will help them to assess their future classroom practices. These observations should be done within 5 minutes. Remind the timekeeper to announce the time to the group when time is up to change the reflection focus.

Secondly, remind the group leader to announce to the group to now change the reflection focus to what they observed in the wider school life during the extended teaching I. This time, encourage them to identify what did not go well (challenges encountered) in staff, PTA, SMC meetings; morning and closing assemblies; co-curricular activities, CPD training etc. Remind them to note down what they identify from the observation. The observations should be done within 5 minutes and tell the timekeeper to again alert the group when the 5 minutes is up.

Thirdly, encourage the student teachers to individually note down what they identified in their observations as the challenges encountered in the classroom practices and in the wider school life for critical reflection. Lastly, support them to discuss how they will write a group report on the challenges/experiences and include it in the previous report.

DO

Support the student teachers to individually, reflect on what they identified as the challenges encountered in the classroom and in the wider school life activities at the planning stage. The following questions will direct the reflection:

A. Reflection on the Classroom activities

- Which of the activities were challenge to you in the classroom?
- Which of them did you participate?
- What made the activities challenge to you in the classroom?
- How do you feel about those challenges?
- What lessons have you learned from the challenges?
- What innovative ways can be used to resolve the challenges?
- How will you apply the lessons you have learned from the challenges when a similar situation arises?

B. Reflection on the wider school life activities

- Which of the activities in the wider school life were challenge to you?
- Which of them did you participate?
- What made the activities in the wider school life a challenge to you in the classroom?
- How do you feel about those challenges?
- What lessons have you learned from the challenges in the wider school life?
- What innovative ways can be used to resolve the challenges?
- How will you apply the lessons you have learned from the challenges when a similar situation arises?

Support the group leader to break the larger group into smaller groups (of 5-members in a group) and each appoint a secretary to compile individual group members' reflections on the challenges encountered from the classroom practices and the wider school life activities into one document using ICT tools such as laptops, iPad, mobile phones. This should be done within 10 minutes. Remind the smaller groups' secretaries to come together to compile the groups' experiences into one document as the larger group's experiences. This should be done in 5 minutes. Encourage the group leader to read the group's experiences/challenges encountered from classroom practices and the wider school life to the hearing of all members for additions, corrections, and acceptance. Continue to support the student teachers in the report writing by encouraging them to write a brief report on the challenges encountered and the innovative ways to resolve the challenges and include it as paragraphs in the previous report, using ICT tools such laptops, smart phones, iPad, tablets.

REFLECT

Guide the student teacher to use the following questions guide their reflections:

1. What were the main challenges they encountered in the classroom teaching and learning?
2. What were the main challenges they encountered from the wider school life?
3. How have the challenges they encountered from the classroom and the wider school life shaped professional knowledge, attitude values, and professional practices

Remind the student teacher to write down the challenges you encountered in your SRJ



Activity 8.2.5.3 Tutor support for recounting lessons learned from experiences that will inform future professional practices

PLAN

In this activity, you will continue to support the group of student teachers assigned to you to critically reflect on their learning experiences from the Extended Teaching I. The reflection will cover the experiences gained and the challenges encountered during the Extended Teaching I. This will help them to assess what goes on in the classroom and in the wider school life and look for ways of practicing and improving the learned experiences to overcome methodological flaws.

Support the group leader to plan and lead a group reflection and discussion session.

Firstly, encourage the student teachers to individually review what they already know and their new learning experiences in the classroom teaching and learning as well as in the wider school life during the Extended Teaching I. Remind student teachers to note down their review. This should be done in 10 minutes. The timekeeper should notify the group when its time.

Secondly, support the student teachers to individually identify opportunities in the classroom and in the wider school life to apply the new learning experiences. Remind student teachers to note down the opportunities they identify. This should be done in 10 minutes. The timekeeper should notify the group when its time.

Thirdly, encourage the student teacher to plan on how they will apply the learned experiences to:

1. Meet the diverse needs of learners in the classroom and in the wider school life.
2. Improve methodology.
3. Overcome methodological flaws.
4. Improve classroom practices and wider school life activities.

Remind the student teacher to note down the plans. This should be done in 10 minutes. The timekeeper should notify the group when its time. Support the student teachers to plan how they will include the reflections on this activity in the previous report and conclude the report. Your plan report should not be more than two-page report. Support them to plan to prepare power point on all the reflections to be presented at a seminar to the whole class. Remind them also to have a hard printed copy in hand to address any technical hitches during the presentation.

DO

Encourage the student teachers to reflect on the following:

1. What was your previous knowledge in the classroom teaching?
 2. What new knowledge have you gained from the classroom teaching and learning now?
 3. What was your previous knowledge in the wider school life activities before the Extended Teaching I?
 4. What new knowledge have you gained from the wider school life activities now?
 5. What opportunities in the classroom can you identify to apply the new learning/experiences you have gained?
 6. What opportunities in the wider school life can you identify to apply the new learning/experiences you have gained?
 7. How are you going to apply the new knowledge to make improvement?
8. How will you apply the learned experiences to:
- Meet the diverse needs of learners in the classroom and in the wider school life.
 - Improve methodology.

- Overcome methodological flaws.
- Improve classroom practices and wider school life activities.

Remind the student teachers to compile the individual group members' reflections. Support the student teachers to write a comprehensive report on all the reflections into not more than a two-page report and submit it to you for scrutiny. Support them to use the content of the report to prepare power point and present it in a whole class seminar

REFLECT

Encourage the student teachers to reflect on their experiences from Extended Teaching I. The followings could assist in their reflection:

1. In what ways can their new learning experiences improve their practices in the classroom?
2. In what ways can their new learning experiences improve their activities in the wider school life?
3. How can they overcome their challenges in the classroom practices and the wider school life activities?
4. How will they strengthen your lessons learned in their experiences?

9

DIRECTED SUPPORTED TASKS FOR MENTORS IN SEMESTER 1

TOPIC 9.1.1: PLANNING, TEACHING, MOTIVATING, ASSESSING AND EXTENDING LEARNING

Topic 9.1.1: Planning, Teaching, Motivating, Assessing and Extending Learning	Purpose: In this topic, the student-teacher with your support will plan, teach, motivate, assess and extend learning in their area of specialism of the Basic School Curriculum taking GESI into consideration.
Activity 9.1.1.1 Planning lessons that align content with the appropriate pedagogical and assessment strategies to meet the needs of learners in an inclusive classroom. (NTEAP 12, p. 4; NTS 2f- <i>Takes account of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching; 2e, 2b, 3a, 3g, 3f</i>)	
Activity 9.1.1.2 Using a variety of appropriate pedagogical resources in teaching content planned for lessons (NTS 3a - <i>Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching; 3g, 3j</i>)	
Activity 9.1.1.3 Keeping records of lessons taught and assessed with diverse learning needs and differentiated Learning Outcomes (NTS 3k - <i>Integrates a variety of assessment modes into teaching to support learning; 3a, 3p, 3n</i>)	
Activity 9.1.1.4 Establishing criteria for assessment of learners' needs (NTS 3p - <i>Uses objective criterion referencing to assess learners.</i>)	
Activity 9.1.1.5 Writing reports of small group discussions between mentors & peers about learners' needs and how to motivate the learners of diverse backgrounds. (3b - <i>Carries out small scale action research to improve practice; 3e; 1b</i>)	
Learning Outcome: When you have supported the student teacher to complete Topic 9.1.1, they will:	Indicators
Consistently and independently plan, teach, motivate, assess and extend the learning of all learners whatever their socio-cultural and linguistic backgrounds, regardless of age, aptitude and ability.	<p>4. Lesson plans that align content with the appropriate pedagogical and assessment strategies to meet the needs of learners in an inclusive classroom.</p> <p>5. A variety of appropriate pedagogical resources in teaching content planned for lessons.</p> <p>6. Records of lessons taught and assessed with diverse learning needs and differentiated Learning Outcomes in focus.</p> <p>4. Established criteria for assessment of learners' needs</p> <p>5. Reports of small group discussions between mentors and peers about learners' needs and how to motivate learners of diverse backgrounds.</p>

Activity 9.1.1.1 Mentor Support for student teacher in planning lessons that align content with the appropriate pedagogical and assessment strategies to meet the needs of learners in an inclusive classroom

PLAN

In the Year 3 STS activities, you co-planned, co-taught and co-assessed the lessons with the student teacher. In this activity, guide the student teacher to independently plan lessons and align them with the appropriate pedagogical and assessment strategies to meet the needs of all learners, taking into consideration the cultural, linguistic, socio-economic and educational backgrounds of learners. You will also guide the student teacher to determine whether the strands, sub-strands, content standard and indicators in the lesson are properly aligned.

First, assist the student teacher to access the Basic School Curriculum and refresh their memory on the appropriate instructional strategies (for example: interactivity, ICT mediated pedagogies, peer learning, gamification, etc.) that will suit learners with varied backgrounds.

Second, refer the student teacher to the Basic School Curriculum to enable them refresh their memory on the appropriate assessment strategies (observations, quizzes, tests, assignments, projects, etc.) that will suit the learners with varied backgrounds.

DO

Where necessary, assist the student teacher to teach lessons using appropriate instructional strategies (interactivity, mobile learning, peer learning, gamification, etc.) and assessment strategies (observation, quizzes, tests, assignments, projects. etc.).

Also, discuss with the student teacher to take into account learners with varied backgrounds (age, linguistic, cultural, socio-economic, etc.) and be guided by the following principles:

- h. Use appropriate pedagogical strategies during lesson delivery.
- i. Use appropriate assessment strategies (Assessment as Learning, Assessment for Learning, Assessment of Learning) during lesson delivery.
- j. Create a welcoming and inclusive environment for all learners.
- k. Avoid stereotyping.
- l. Be approachable and available.
- m. Motivate all learners.
- n. Add on...

REFLECT

Guide the student teacher to reflect on their teaching using the following questions as guide.

1. How did their teaching conform to the basic features (strands, sub-strands, content standard and the indicators) in the Basic School Curriculum?
2. Did they use the appropriate pedagogical strategies during lesson delivery? How?
3. Which appropriate assessment strategies did they use during the lesson delivery?

4. How did they create a welcoming and inclusive environment for all learners during lesson delivery?
5. What provision did they make for all groups of learners; for example, slow and fast learners, girls and boys, SEN learners, etc?

Encourage the student teacher to record the responses in the SRJ



Activity 9.1.1.2 Mentor Support for student teacher in using a variety of appropriate teaching and learning resources in teaching content planned for lessons

PLAN

In the Year 3 STS activities, you guided your student teacher to discuss how to match teaching and learning activities with appropriate ICT tools and other teaching and learning resources to support teaching and learning at the appropriate age levels.

In this activity, you are required to guide the student teacher to independently plan and decide on appropriate ICT tools (mobile phones, laptops, projectors, audios and audio-visual materials, etc.) and other teaching and learning resources (curriculum pack, flip charts, textbooks, visuals, braille and tactile materials, etc.) that can be used to facilitate lesson delivery.

Where necessary, assist the student teacher to pre-test the teaching and learning resources to ensure their efficacy and reliability before the actual lesson. Assist the student teacher to consult resource persons (SpEd teachers, IT experts, community resource persons, etc.) prior to the lesson delivery, where necessary.

Guide the student teacher to consider instructional resources that will not be bias (for example, pictures that do not promote stereotyped gender roles) and can help all learners, regardless of their backgrounds (age, grade level, expectations, aptitude and ability, etc.) to easily understand the lesson.

DO

Assist the student teacher to teach lessons, using appropriate teaching and learning resources that will help all learners, regardless of their backgrounds. Ensure all teaching and learning resources should be easy for all learners, regardless of their backgrounds (age, grade level, expectations, aptitude and ability, etc.) to manipulate and interact with for easy understanding of the lesson. Guide the student teacher to use appropriate ICT tools (mobile phones, laptops, projectors, audios and audio-visuals materials, etc.) and other teaching and learning resources (curriculum pack, flip charts, textbooks, visuals, braille and tactile materials, etc.) that can facilitate the lesson delivery. Also, guide them to write boldly and legibly on the board for all learners to see clearly.

REFLECT

Guide the student teacher to reflect on the lesson taught using the appropriate TLRs by answering the following questions:

1. Which meaningful TLRs did they set to encourage learners' collaboration which led to purposeful learning?
2. How friendly were their Teaching and Learning Resources?
3. How did the TLRs used in their teaching encourage learner participation and critical thinking?
4. How effectively or appropriately did their use of the TLRs influence mixed ability, multi-lingual and multi-age in the class?
5. How appropriate did the teaching and learning resources used arouse and sustain the interest of all learners, especially girls and learners with Special Educational Needs?

Encourage the student teacher to record the responses in the SRJ



Activity 9.1.1.3 Mentor Support for student teacher in keeping records of lessons taught and assessed with diverse learning needs and differentiated Learning Outcomes

PLAN

In the Year 3 STS activities on collection, compilation and filing of artefacts in the students' portfolio, you discussed with the student teacher ways of keeping records such as filing of pictures, videos, audios and other teaching and learning resources in the portfolio.

In this activity, you are required to guide the student teacher to plan how to keep records of lessons taught and assessed bearing in mind diverse learning needs and differentiated learning outcomes.

You are also to guide the student teacher to plan lessons, taking into consideration the Basic School Curriculum and learners with diverse learning needs such as slow and fast learners, SpEd learners (gifted and talented, intellectually disabled, emotionally disturbed, physically challenged, etc.), including number of boys and girls with such needs and how they can keep meaningful records of their assessment (marked exercises, projects, tests, observations, presentations and other related group and individual activities, etc.), bearing in mind the use of criterion referencing to assess learners.

Based on the assessment records assembled, guide the student teacher to plan how to communicate learners' progress or otherwise to the learners themselves, their parents/guardians and school Guidance and Counselling coordinators verbally and through terminal report cards, electronic mails, text/SMS, etc.

DO

Assist the student teacher to, in line with the Basic School Curriculum, conduct School Based Assessments (SBA). For example, class exercises, weekly tests, class presentations, quizzes, assignments, projects, etc.

Also guide the student teacher to mark, score and record learners' feedback in line with the basic school assessment criteria, taking into consideration learners with diverse learning needs such as slow and fast learners, SpEd learners (gifted and talented, intellectually

disabled, emotionally disturbed, physically challenged, etc.), including number of boys and girls with such needs.

Again, assist the student teacher to keep meaningful records of learners' assessment (marked exercises, projects, tests, observations, presentations and other related group and individual activities, etc.), bearing in mind the use of criterion referencing to assess learners.

Based on the assembled assessment records, support the student teacher to communicate learners' progress or otherwise to the learners themselves, their parents/guardians and school Guidance and Counselling coordinators verbally, through terminal report cards, electronic mails, text/SMS, etc.

REFLECT

Assist the student teacher to reflect on their assessment and record keeping processes on learners' with diverse needs, with reference to the following questions:

1. How did they keep records of lessons taught?
2. How comfortable were learners with their assessment strategies?
3. How did they consider inclusivity in their assessment strategies?
4. Were their assessment strategies in line with the Basic School Curriculum Assessment scheme?
5. What ICT tools did they use in keeping assessment records on their learners?

Encourage the student teacher to record the responses in the SRJ



Activity 9.1.1.4 Mentor Support for student teacher in establishing criteria for assessment of learners' needs

PLAN

In the Year 3 STS activities on classroom enquiry, you assisted the student teacher to undertake a small-scale classroom enquiry with 6 learners on their learning and progress, based on set criteria for their assessment.

In this activity, you are required to assist the student teacher to plan how to establish criteria for assessment of learners' needs, in line with the Basic School Curriculum and the SBA. In your planning with the student teacher, you are expected to guide them to consider strategies (including quizzes, assignments, observation checklist, etc.) they can employ to identify the various learners' needs in the classroom.

Also, guide the student teacher to consider assessment strategies such as, "assessment for", "assessment of" and "assessment as" learning to assess learners, in addressing common issues of misunderstanding and misconceptions that hinder learners' progress.

Again, assist the student teacher to consider the use of objective criterion referencing and establishing clear standards that define what they should know (for example, giving 20

multiple choice test items to learners and clearly indicating that, a score of 10 out of 20 is a pass mark) to assess learners.

DO

Assist the student teacher to craft the assessment items (class tests, class assignments, projects, observation checklists, etc.) that will help them identify the various learners' needs. First, guide the student teacher to conduct 'assessment for' to check the entry behaviour or RPK of learners; second, to conduct 'assessment of' to check progress of learners, and third, to conduct 'assessment as' to check knowledge and skills acquired by learners in a given period (eg. term, year).

Due to the formative nature of SBA, encourage the student teacher to use the 'assessment for' and 'assessment of learning' to assess learners' needs.

Also, ensure that the student teacher establishes clear standards that define what the learners should know using the objective criterion referencing.

REFLECT

Guide the student teacher to reflect on the criteria for establishing assessment of learners' needs based on the following:

1. How did their assessment criteria help in supporting learners' learning needs?
2. Did they consult the Basic School Curriculum and the SBA in establishing criteria for their assessment? How effective was it?
3. How varied were their assessment strategies in meeting the needs of learners?
4. How appropriate were the criteria for measuring standards of learners' learning?

Encourage the student teacher to record the responses in the SRJ



Activity 9.1.1.5 Mentor Support for student teacher in writing reports of small group discussions between mentors & peers about learners' needs and how to motivate the learners of diverse backgrounds

PLAN

In the Year 3 STS activities, you guided the student teacher to plan, teach, motivate and manage small group of learners. In this activity, you are required to assist the student teacher to plan how to write reports of small group discussions between mentors & peers about learners' needs and how to motivate learners of diverse backgrounds.

As the student teacher plans, guide them to consider the timelines for the report writing, review of the report and submission of final report as well as the ICT tools (phones, cameras, recorders, projectors and laptops, etc.) that will be used.

Assist the student teacher to plan how they will use diverse motivational strategies (claps, thumbs-up, standing ovation and privileges, etc.) to encourage learners of diverse backgrounds. Also, discuss with the student teacher expectations of the findings of the enquiry and assist them to draw conclusions with recommendations to be included in the report.

DO

Guide the student teacher to write reports of small group discussions between you and their peers about learners’ needs (difficulty in reading, speaking, listening, and writing, inability to socialise and difficulty in calculations, etc.).

Further, encourage the student teacher to adopt motivational strategies such as claps, thumbs-up, standing ovations and privileges that will help the learners to overcome their respective learner needs.

Finally, discuss with the student teacher findings of the enquiry and assist them to draw conclusions on them. Let the student teacher write their recommendations to be included in the report and discuss them with you and their peers.

REFLECT

Guide the student teacher to use the following set of questions to reflect on the activity:

1. What details did they capture in their report on learners’ needs? Does the report include the salient issues emanating from the small group discussions? Could they have added and or omitted any issue?
2. Did they provide enough motivational strategies to help their learners develop interest in the lesson? What strategies did they use? And how did they go about them?
3. What are the key findings identified in my report? What can they do to improve upon them?

Encourage the student teacher to record the responses in the SRJ



TOPIC 9.1.2: DEMONSTRATING UNDERSTANDING OF THE BASIC SCHOOL CURRICULUM

TOPIC 9.1.2: Demonstrating understanding of the Basic School Curriculum	PURPOSE: In this topic, you are required to assist the student teacher to demonstrate understanding of the Basic School Curriculum through teaching and related expectations.
Activity 9.1.2.1 Preparing learner plans aligned with the key components of the Basic School Curriculum (NTS 2a - <i>Demonstrates familiarity with the education system and key policies guiding it; 2f</i>)	

Activity 9.1.2.2 Planning lessons that reflect diversity in terms of learners' age, grade level, expectations, aptitude, and ability (NTS 3f - <i>Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress; 3g</i>)	
Activity 9.1.2.3 Delivering lessons that align with the components of the learner plan, taking into consideration GESI (NTS 3e - <i>Employs a variety of instructional strategies that encourages student participation and critical thinking; 3g</i>)	
Learning Outcome: When you have supported the student teacher to complete Topic 9.1.2 STS activities, they will:	Indicators
Demonstrate through teaching, a comprehensive understanding of the Basic School Curriculum and related expectations, taking into consideration learners' age and grade levels, before, during and after each lesson.	<ul style="list-style-type: none"> 3. Learner plans aligned with the key components of the Basic School Curriculum 4. Learner plans reflecting diversity in terms of learners' age, grade level, expectations, aptitude and ability 3. Lessons delivered in line with the components of the lesson/learner plan

Activity 9.1.2.1 Mentor Support for student teacher in preparing learner plans aligned with the key components of the Basic School Curriculum (BSC)

PLAN

In Years 1 and 2 STS activities, you supported the student teacher to observe the key components of the Basic School Curriculum. You also encouraged them to observe your teaching using a learner plan prepared from the Basic School Curriculum. In Year 3, the student teacher also co-planned their lessons with you. In this STS activity, you are required to guide the student teacher to prepare their learner plans (refer to Table 9.1.2a) aligned with the key components of the Basic School Curriculum. Guide the student teacher to go through their portfolio to refresh their mind on the key components of the learner plan such as class, strand, sub-strands, content standard and the indicators.

To ensure effective work, remind the student teacher to assemble the BSC, scheme of learning, teacher and learner resource packs and appropriate textbooks. You will also assist the student teacher to consider teaching strategies that will be appropriate for delivering their lessons and harnessing core competencies.

DO

Support the student teacher to select the strand, sub-strands, content standard and the indicators to be used in the preparation of their learner plan based on the scheme of learning. Guide the student teacher to arrange and order these components of the learner plan sequentially indicting the Teaching Learning Resources (TLRs). Remind the student teacher to ensure that the TLRs do not perpetuate traditional gender roles (eg. boys being medical doctors and girls being nurses, secretarial work for girls and farming for boys, etc.) but give equal opportunities to both boys and girls. Again, ensure that the student teacher includes ICT tools (mobile phones, laptops, projectors, audios and audio-visuals materials, etc.) at the appropriate phases of their lessons.

Encourage the student teacher to submit their learner plan to you for vetting and further to the lead mentor for endorsement.

Table 9.1.2a: Sample Template for Daily Learner Plan

Date: _____		Period: _____		Subject: _____	
Time: _____		Class size: _____		Strand: _____	
Class: _____		Indicator: _____		Sub-Strand: _____	
Content Standard				Lesson 1 of 2	
Performance Indicator:				Core Competencies and Subject Specific Practices:	
Key words:					
References:					
Phase/Duration		Learner activities			Resources
Phase 1: Starter (preparing the brain for learning) 10 minutes					
Phase 2: Main (new learning including assessment) 40 minutes					
Phase 3: Plenary/ Reflections (Learner and teacher) 10 minutes					

REFLECT

Encourage the student teacher to share with you some of their experiences during the preparation of the learner plan using the following questions:

1. How did they effectively involve learners of varied backgrounds in the lesson plan?
2. Did they create a conducive and enabling environment for all learners, regardless of their backgrounds to actively take part in the lesson? How did they do it?
3. Which aspects of the lesson never catered for diversity in learners?
4. How do they intend to overcome this in my subsequent lessons?

Encourage the student teacher to record the responses in the SRJ



Activity 9.1.2.2 Mentor Support for student teacher in planning lessons that reflect diversity in terms of learners' age, grade level, expectations, aptitude and ability

PLAN

In Year 3 STS activities, your student teacher had discussions with you, the STS partner and personal tutor on how to teach, motivate, and manage small group of learners with diversity, inclusivity, and equity issues. In this activity, you are required to assist the student teacher to plan lessons that will reflect diversity in learners in terms of their age, grade level, expectations, aptitudes, and abilities in learning. Discuss with the student teacher how they will plan lessons to meet learners' age, grade level, expectations, aptitudes and learning abilities in connection with the following:

- ❖ Classroom management
- ❖ Collaborative learning in class
- ❖ Class groupings
- ❖ Differentiated instructions
- ❖ Differentiated assessments, etc.

You will again guide the student teacher to demonstrate in their lessons a clear understanding of the Basic School Curriculum for the years appropriate to multi-grade classes; showing good knowledge of how to teach learners at the respective grade levels, bearing in mind the use of one Ghanaian Language (L1) as medium of instruction to cater for diversity. You are also expected to help the student teacher to show in their lessons clear understanding of how learners learn in diverse contexts and different situations and incorporate them in their lesson preparation and teaching. For example, using the L1 to explain concepts where applicable, selecting local and environmentally friendly teaching and learning resources to facilitate lessons, giving all illustrations and examples in lesson from the local environment, using probing questions to guide slow learners to understand concepts and facts, using appropriate motivational strategies for learners, etc.

DO

Encourage the student teacher to cluster their learners into small groups during lessons, taking into consideration appropriate grouping of boys and girls, slow and fast learners, SpEd learners, etc. Guide the student teacher to ensure that each small group is made up of learners with varied backgrounds.

Again, encourage the student teacher to assign tasks to learners and teach these groups based on the Basic School Curriculum. Remind the student teacher to consider how the class is managed; for example, how boldly and legibly they write on the board, how they position the visually and hearing impaired to afford them the opportunity to see clearly on the board or hear what is being discussed in the classroom. Also guide the student teacher to consider appropriate spaces in and outside the classroom for easy movement of the physically challenged.

Encourage the student teacher to supervise each group to ensure that every member is equally involved in all activities, exercises, projects and decision-making processes in the classroom.

Further, encourage the student teacher to demonstrate in their lessons a clear understanding of the Basic School Curriculum taking into consideration learners' ages appropriate to multi-grade classes (for example, age 6+ for grade 1, 7+ for grade 2, 8+ for grade 3, etc.); showing good knowledge of how to teach learners at the various grade levels, bearing in mind the use of one Ghanaian Language (L1) as medium of instruction to cater for diversity where appropriate.

Furthermore, encourage the student teacher to show in their lessons clear understanding of how learners learn in diverse contexts and incorporate them in their lesson facilitation processes. For example, using L1 to explain concepts and facts to learners during lessons where applicable, selecting local and environmentally friendly teaching and learning resources to facilitate teaching and learning, giving all illustrations and examples in lessons from the local environment, using probing questions to guide slow learners to understand concepts and facts, adopting appropriate and varied motivational strategies to cater for learners' diversity, etc.

REFLECT

Guide the student teacher to reflect on the activities they undertook using the following questions as guide.

1. How did they effectively involve learners of varied backgrounds in the lesson plan?
2. Did they create a conducive and enabling environment for all learners, regardless of their backgrounds to actively take part in the lesson? How did they do it?
3. Which aspects of the lesson never catered for diversity in learners?
4. How do they intend to overcome this in their subsequent lessons?
5. Which aspects of their lessons never catered for diversity in learners? How do they overcome this in their subsequent lessons?

Encourage the student teacher to record all responses into the SRJ



Activity 9.1.2.3 Mentor support for the student teacher in delivering lessons that align with the components of the lesson plan taking GESI into consideration

PLAN

In Year 3 Semester 2 STS activities, you assisted the student teacher and the STS partner to co-plan and co-teach lessons to small group of learners (6 learners). You also assisted them to co-plan how to access videos on classroom teaching from YouTube, using ICT tools such as mobile phones, video recorders, laptops, cameras, tablets, projectors, etc. In this STS activity, you are required to assist the student teacher to deliver a well-prepared lesson in their area of specialism that aligns with the components of the learner plan, taking GESI into account. Encourage the student teacher to discuss with you how they will integrate GESI related issues during lesson delivery with special reference to the following areas as guide:

- Using gender friendly Teaching Learning Resources (TLRs)
- Paying attention to the uniqueness of all learners
- Involving all learners in all lesson activities

- Ensuring fair distribution of questions among all learners (boys and girls, slow and fast learners' and SpEd)
- Assigning equal leadership roles to all learners
- Giving special preferences to SEN learners, especially girls
- Ensuring mixed ability groupings during lessons
- Ensuring fair distribution of TLRs to all learners
- Ensuring GESI friendly language during teaching
- Etc.

DO

In the delivery of the lesson, encourage the student teacher to consider Teaching and Learning Resources (TLRs) that can support easy understanding of the lesson by all learners, regardless of their background. This means their teaching and learning resources should be relevant to the topic being taught, large enough to be seen, touched and felt by all learners, and should be meaningful and serve a useful purpose to the cognitive level of the learners. Encourage the student teacher to use TLRs that are not gender bias (eg. boys being medical doctors and girls being nurses, secretarial work for girls and farming for boys, etc.).

Also encourage the student teacher in their lesson delivery to give equal attention to all learners and support as and when the need arises. Encourage the student teacher to involve all learners in their lessons and make sure questions are distributed fairly, taking into consideration boys and girls and learners with varied backgrounds such as SEN.

In assigning leadership roles to learners, again encourage the student teacher to consider GESI. For example, the student teacher should avoid assigning roles that suggest that certain duties are strictly for boys or girls (eg: debunk the archaic mentality of “cupboard boy, office girl, class prefect being a boy, etc.). Also encourage the student teacher to ensure mixed ability grouping in their lesson delivery processes. The student teacher should be encouraged to be as democratic as possible by allowing learners to join small groups of their choice.

REFLECT

Encourage the student teacher to reflect on the activities using the following questions:

1. In what ways did they consider GESI in assigning leadership roles to learners in the classroom?
2. How did they take GESI related issues, including the choice and use of TLRs into account during their lessons?
3. Which area of GESI related issues do they hope to improve on in their subsequent lessons?

Encourage the student teacher to record all responses into the SRJ



TOPIC 9.1.3 ACTION RESEARCH TO SUPPORT LEARNING

<p>Topic 9.1.3 Action research to support learning</p>	<p>Purpose: In this topic, you will support the student teacher to continue to undertake action research to support learning.</p>
<p>Activity 9.1.3.1 Identifying learning needs in the classroom that require attention for inquiry and collecting baseline data to justify such problems, bearing in mind GESI (NTS 1a: <i>Critically and collectively reflects to improve teaching and learning. 2e, 2f, 3h</i>)</p>	
<p>Activity 9.1.3.2 Reviewing literature based on identified problem and interventions that could be used (NTS 3i: <i>Explains concepts clearly using examples familiar to students, 2c, 1a</i>)</p>	
<p>Activity 9.1.3.3 Proposing appropriate intervention based on problems identified (NTS 3m: <i>Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.</i>)</p>	
<p>Activity 9.1.3.4 Designing appropriate research instruments for data collection (NTS 3b: <i>Carries out small-scale action research to improve practice. 3p</i>)</p>	
<p>Activity 9.1.3.5 Carrying out interventions and collecting data bearing in mind ethical protocols in conducting research. (NTS 3b: <i>Carries out small-scale action research to improve practice. 3p</i>)</p>	
<p>Learning Outcomes: When you have supported the student teacher to complete Topic 7.1.3 STS activities, he/she will:</p>	<p>Indicators</p>
<p>Demonstrate knowledge and understanding of the critical steps in conducting classroom enquiry and its execution.</p>	<ol style="list-style-type: none"> 1. List of learners' learning needs identified in the classroom. 2. Outline of literature reviewed 3. List of interventions proposed to address the problem identified 4. Designed instruments for data collection. 5. Statement of ethical considerations. 6. Evidence of data collected to be analysed.

NB: Prepare to analyse the data and write the report in the second semester

Activity 9. 1.3.1 Mentor support for the student teacher in identifying learning needs in the classroom that require attention for inquiry and collecting baseline data to justify such problems, bearing in mind GESI

PLAN

In Year 3 Semester 2 you supported the student teacher to carry out classroom enquiry regarding teaching and learners' learning in a whole class. In this STS activity, you will support student teachers to apply the knowledge and skills they gained from the classroom enquiry in conducting action research as a project work.

As a mentor, you will support student teachers to identify learners' learning needs in the classroom that require attention for enquiry and to collect baseline data to justify such problems, bearing in mind GESI. For example, those having reading and writing difficulties, those having a variety of learning disabilities in mathematics, and learners with different learning abilities. It is important that you keep in mind the issues relating to representation of boys and girls as appropriate, as well as learners with different socio-economic and cultural backgrounds as you identify learners' learning needs.

Support the student teacher to design instruments for the collection of baseline data to justify the problem identified. These instruments may include an observation checklist, interview guide, test exercises, and document analysis. Use Tables 9.1.3.1a and 9.1.3.1b as sample instruments for data collection. Inspire the student teacher to consider ethical protocols (Such as seeking permission from the appropriate authorities, parental consent, and anonymity of learners) in the baseline data collection. Support the student teacher to strategise on how to present the pre-intervention data to justify the reality of the learners' learning needs identified. Use Tables 9.1.3.1c and 9.1.3.1d as guides.

DO

Remind the student teacher to observe the entire class during lesson delivery and carefully take note of learners with learning needs that require attention for your classroom enquiry and action research. Examples of such problems may include reading and writing difficulties, learning disabilities in mathematics, and different learning abilities.

Guide the student teacher to use the instrument(s) designed to collect baseline data on the specific problem he/she has identified in the classroom considering ethical protocols such as seeking permission from the appropriate authorities, parental consent, and anonymity of learners in the study.

Assist the student teacher to organize the baseline data collected and present as the pre-intervention data to justify the reality of the learners' learning needs identified.

Support the student teacher to use resources such as ICT tools, stationery acquired to help him/her to gather the baseline data and present.

Collecting baseline data to justify problems observed

Support the student teacher to use table 9.1.3.1a below to help him/her collect data during their lesson delivery observation exercise.

Table 9.1.3.1a Sample observation guide to collect data on learners during lesson delivery

s/n	Learning Needs of Learners	Tick if Presence	Cross if absence (x)
1	Learners show difficulty in oral expressions/spoken language		
2	Learners show difficulty in reading the age-appropriate book		
3	Learners show difficulty in writing		
4	Learners show difficulty in working with numbers/calculation		
5	Learners show difficulty in creative work		
6	Learners show difficulty in solving problems		
7	Learners show difficulty in meeting curriculum content standard		
8			
9			

NB: Add to the list any other relevant learners' learning needs.

Collecting data to diagnose learners' learning needs of difficulty in working with numbers/calculation to justify problems identified and to propose interventions.

Support the student teacher to use table 9.1.3.1b to help them collect data during their interview session with interviewees.

Table 9.1.3.1b 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

Collecting data from documents analysis on learners' performance score from marked exercise and class test to justify the identified problem

Support the student teacher to use table 9.1.3.1b to help them collect data from marked exercises

Table 9.2.3.1c a sample of data from document analysis on learners' performance score from marked exercises and class tests.

Learners' Scores							
S/n	Learner's name/code	Class Exercises 20 marks	Assignments/ Homework 20 marks	Project Work 20 mks	Class Tests 40	Total 100% mks	Remarks
1							
2							
3							
4							
5							
6							
7							

8							
9							
10							
11							
12							
13							

Collecting pre-intervention data on learners’ performance score from pre-intervention class test

Support the student teacher to use table 9.1.3.1b to help them collect data from class test

Table 9.1.3.1d Sample pre-intervention template for collecting class test data on learners’ performance score.

S/n	Learner’s name	Total (100%)	Remarks
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

11			
12			
13			
14			
15			
16			

REFLECT

Support the student teacher to reflect on the learning needs they have identified in the classroom or during the lesson delivery and data they have collected and give feedback for improvement. Support the student teacher to use the following questions to guide the reflection.

1. What are the key learning needs they have identified in their classroom?
2. Which of the identified learning needs were GESI related?
3. How did they identify the learning needs which were GESI related?

Remind the student teacher to record their reflections in the SRJ



Activity 9.1.3.2 Mentor support for student teacher in reviewing literature based on identified problem and interventions that could be used

PLAN

In Year 3 Semester 1 action research course in pedagogic study, the student teacher was exposed to how to review literature from sources such as books, and academic journals. In this STS activity, you will support the student teacher to review literature on the problems they identified in the classroom and interventions that have been used before. Remind them that literature review is not a collection of loosely related studies in any area; rather that it is a careful interpretation and synthesizing of research developments related to a specific research problem and objectives.

Guide the student teacher to organise the problem(s) identified under appropriate themes based on the research objectives and interventions that could be used to solve the problem.

Remind the student teacher to decide on the scope of the literature review and the sources of literature they will have to review. Inspire them to consider the recency, relevance, and context of the documents to be reviewed.

Again, remind them to select the databases they will use to conduct their searches for the literature to review. Examples of the databases are ERIC, ScienceDirect, Scopus, JSTOR, DOAJ, PubMed. ~~Be cautious~~ Prompt them to be cautious that ~~because~~ not all databases are credible. Therefore, ~~you~~ they may consult you, their mentor and other persons who could be of help in this area. Guide them to ~~You may~~ visit websites such as: <https://www.researchgate.net>. Remind them ~~Do not forget~~ to look at books both hardcopies and e-books as sources of literature for review.

Finally, guide them to plan on a general pattern of organizing the literature ~~the~~ review following the prescribed writing format such as in-text referencing styles, annotations and general writing style.

DO

Support student teacher to conduct searches and find the literature by writing the key terms that are related to the themes they have organised in the databases they are using.

Encourage the student teacher to read the abstracts of the articles they find carefully to get an idea of what the article is about for them to be able to judge its relevance and context a bit more quickly.

Remind them to write down the materials they have searched for so that they do not lose them.

Encourage them to thoroughly read the materials obtained from their searches. Remind the student teacher to read and keep careful notes of critical issues that will help them in the writing of the literature review. These include what the authors were trying to find in their studies, the methodologies, the results, and ~~the~~ conclusions as well as conflicting ~~studies~~ ideas that ~~you~~ may come across during their reading.

Remind them to write the literature reviewed under themes they have organised. Inspire the student teacher to use direct quotations sparingly. Remind student teachers that in situations where they paraphrase, they should use their own words to ensure that they still ~~accurately~~ represent the author's opinion. Support the student teacher to summarize and synthesise what the sources present within each paragraph.

REFLECT

Remind the Student teacher to reflect on the literature reviewed. Support them to use the following questions to guide their reflection.

1. How has the literature review been organized around themes relating directly to the research problem being studied?
2. How has the literature review synthesised results into summary of what is known and what is not yet known?
3. How has the literature reviewed helped to identify areas of controversy in the literature?
4. How is the literature is reviewed in line with both the problem identified and the probable interventions to be used to solve the problem?

Remind the student teacher to record their reflections in the SRJ



Activity 9.1.3.3 Mentor support for student teacher in proposing the appropriate intervention based on problems identified

PLAN

In activity 9.1.3.2 you supported the student teacher to review literature on the problem identified for their action research project. In the review of the literature, they came across varieties of interventions that could be employed to provide solution to the learning needs identified. In this activity, you are to support the student teacher to consider the various interventions to remedy the problem identified through diagnosis of the problem.

Support the student teacher to carefully consider the intervention they will implement to remedy the problem you have identified. Examples could be remedial teaching, change of teaching methodology/strategy or technique. Also support the student teacher to consider the population and sample size as well as the sampling techniques they are going to use for the study and plan the resource they will need for the implementation of the interventions.

DO

Remind the student teacher to list the interventions you supported them to propose to remedy the learning needs they have identified in the classroom.

Encourage the student teacher to write down the strategies they planned to use as the intervention(s).

Remind the student teacher to indicate the population, sample size and the sampling techniques to be used for the study.

Encourage the student teacher to list the resources such as laptop, tablets, audio, and video recorders needed for the implementation of the interventions.

REFLECT

Encourage the student teacher to reflect on this activity using the following questions?

1. How well does the intervention fit the problem identified in the classroom?
2. What challenges do they anticipate in the implementation of the intervention?
3. How do they intend to address the anticipated challenges?

Remind the student teacher to record their reflections in the SRJ



Activity 9.1.3.4 Mentor support for student teacher in designing appropriate research instruments for data collection

PLAN

In the Year 3 Semester 1 pedagogic study on action research course in the College, the student teacher was exposed to various instruments for data collection. In this STS activity, you will

support the student teacher to apply the knowledge and skills gained to design appropriate research instrument(s) to collect data on the problem they identified in the classroom for their project work. Encourage the student teacher to read their action research course materials on data collecting instruments to refresh their minds.

Remind the student teacher to visit this website: <https://kstatelibraries.pressbooks.pub/gradactionresearch/chapter/chapt5/> for further reading on instruments for data collection in the classroom.

Support the student teacher to plan the appropriate instrument they will use to collect data for their action research project work. In their choice of instrument to be used, remind them to consider the type of data they want to collect and the nature of their participants. Some of the instruments they can use include interview guides, questionnaires, observation checklists, tests, analysis of learners' marked exercises and terminal reports, etc. In supporting them in their planning encourage them to focus on the most appropriate instrument(s) to design for their data collection.

Encourage the student teacher to consult their project work supervisors at the College and any other person to guide them in the design of the instrument where necessary. Also, support the student teacher to plan how they will present and interpret the data they will collect.

DO

Remind the student teacher to design the instrument for the data collection.

Give feedback to the student teacher on the instrument designed for the data collection.

REFLECT

Support the student teacher to reflect on the experiences gained in the design of instrument(s) for data collection. Encourage the student teacher to share their experiences with you and their project work supervisor.

Remind the student teacher to record their reflections in the SRJ



Activity 9.1.3.5 Mentor support for student teacher in carrying out interventions and collecting data bearing in mind ethical protocols in conducting research.

PLAN

In the Year 3 Semester 2 STS activities, you supported the student teacher to conduct a classroom enquiry on teaching and learners' learning. In that activity, you supported the student teacher to propose some interventions to remedy problems they identified in the classroom and implemented the intervention they proposed. In this STS activity, you are going to support the student teacher to apply the knowledge and skills gained to implement the interventions they have proposed in Activity 9.1.3.3

Support the student teacher to carefully, consider the steps they are going to use to implement the interventions they have proposed. Support the student teacher to use the interventions to remedy the learning needs of the learners they have identified. Remind the

student teacher to expect some challenges and support them to plan how they will address the challenges. Also, support the student teacher to plan the duration they will use for the implementation of the proposed interventions.

Encourage the student teacher to indicate how they will collect post-intervention data using the instruments they have designed in **Activity 7.1.3.4**. Also, support the student teacher in planning how they will address issues on ethical protocols (such as seeking permission from the appropriate authorities, parental consent, confidentiality, and anonymity of learners) in collecting data and how they will present and interpret the data collected as their post-intervention data.

DO

Remind the student teacher to list their proposed relevant interventions to remedy the learners' learning needs they have identified in the classroom. Support the student teacher to implement the proposed interventions step-by-step as planned to remedy the learning needs identified taking note of possible challenges that may emerge and address them. Support the student teacher to carry out the intervention within the planned duration and record events using their phones, note pad, laptop, tablets etc.

Support the student teacher to use the designed instruments to collect the post-intervention data for analysis, presentation and interpretation of the results when they go back to the College in semester 2. Encourage the student teachers to pay attention to ethical protocols (Such as seeking permission from the appropriate authorities, parental consent, and anonymity of learners) in the data collection process.

REFLECT

Encourage the student teacher to reflect on their learning experiences from the implementation of the intervention and the data collection process. The following questions will help you to support the student teacher in their reflection:

1. In carrying out interventions and collecting data, what new experiences have they learnt from this activity compared to the experiences in Year 3 Semester 2?
2. What challenges did they encounter in carrying out interventions and collecting data?
3. How did they address the challenges they encountered in carrying out interventions and collecting data?

Encourage the student teacher to write their experiences in the SRJ



TOPIC 9.1.4: EXHIBITING CLASSROOM MANAGEMENT AND ORGANIZATION STRATEGIES

TOPIC 9.1.4: Exhibiting Classroom Management and Organization Strategies	Purpose: In this topic, you will support the student teacher to exhibit classroom management and organization strategies
Activity 9.1.4.1 Setting and displaying of agreed classroom management rules and regulation (e.g. flyers, handbills, posters, wall hanging, embossers etc.). (NTS. 1c: <i>Demonstrates effective growing leadership qualities in the classroom and wider school, 1f; 2a; 3c</i>)	
Activity 9.1.4.2 Discussing and adhering to the established rules and regulations in the classroom with learners. (NTS. 3d: <i>Manages behaviour and learning with small and large classes, 1c; 1d; 1f</i>)	
Activity 9.1.4.3 Exhibiting innovative ways of rewarding exemplary behaviours e.g., well dressed, punctuality, etc. (NTS. 3c: <i>Creates a safe, encouraging learning environment, 1c; 1f; 3e</i>)	
Learning outcome: When you have supported the student teacher to complete Topic 9.1.4 STS activities, they will:	Indicators
Demonstrate knowledge and attitude of classroom management and organizational strategies with your support	<ol style="list-style-type: none"> 1. A display of agreed classroom management rules and regulation (e.g., flyers, handbills, posters, wall hanging, embossers etc.). 2. A report of adherence to established rules and regulations during lesson delivery. 3. A report of innovative ways of rewarding exemplary behaviours e.g., well-dressed, punctuality, etc.

Activity 9.1.4.1 Mentor support for setting and displaying agreed classroom management rules and regulations.

SUPPORT PLANNING

Classroom management rules and regulations are the foundation for a functional and successful classroom in any setting. That is why in Year 3 Semester 1, you discussed positive classroom management rules and regulations and how these rules and regulations can be formulated in the classroom with the student teacher. You also assisted the student teacher to appreciate how the already existing rules and regulations contribute to maintenance of law and order in the classroom. In this activity, you will support the student teacher to review the existing classroom management rules and regulations and set new ones or add to them. For example, taking turns in performing activities, respecting individual's views, not littering the classroom and the compound. Again, you will assist the student teacher (when appropriate) in planning to involve all learners in setting the rules. Guide (if need be), the student teacher to design flyers, handbills, posters, wall hanging, embossers and any other appropriate

material; using ICT tools (videos, still pictures) for the display of the classroom management rules and regulations.

DO

Provide assistance to the student teacher to review the existing classroom management rules and regulations together with the learners to identify the gaps in them, amend them and set new ones. Again, guide the student teacher (as appropriate) to consider the following rules: taking turns in performing activities, respecting individual's views, not littering the classroom and the compound, as example. You may also refer to **Table 7.2.1.1b, page 26** in their Year 3 STS Handbook for more examples of classroom rules and regulations. Encourage the student teacher to use ICT tools to design flyers, handbills, posters, wall hanging, embossers and any other appropriate material to contain the set classroom management rules and regulations and display them at appropriate places in and around the classroom.

REFLECT

Guide the student teacher to reflect on the following questions

1. What gap did they identify when reviewing the existing rules and regulations?
2. What additional classroom management rules and regulations did they introduce with learners?
3. How did they manage the challenges they faced when making the rules and regulations visible to all in the classroom?

Encourage the student teacher to record the outcome in the SRJ



Activity 9.1.4.2 Mentor support for discussing and adhering to the established rules and regulations in the classroom with learners.

SUPPORT PLANNING

Consider participating in the discussion of the set classroom management rules and regulations, which will be done between the student teacher and learners. Assist the student teacher in considering how the rules and regulations apply to the class and guide them in establishing the consequences for violating each of the rules and regulations. You will also guide both the student teacher and the learners in the discussion to accept that adhering to classroom management rules and regulations are for their own good. For example, being respectful of your classmates, teachers and property in the class earns you respect in return, following instructions and directions prevents injury, taking turns to speak or carry out an activity prevents chaotic situations. You will again assist the student teacher (when appropriate) in discussing with the learners how the rules and regulations can be broken down into “easy to remember” phrases and acronyms.

DO

Provide assistance to the student teacher in discussing the classroom management rules and regulations, how they apply to the class and the consequences for violating them. Guide the student teacher to assist learners to identify ways by which adhering to those classroom

management rules and regulations benefit them (learners) and how they can be negatively affected if they violate the rules and regulations. When necessary, help the student teacher to outline strategies to facilitate easy remembrance of and adherence to the rules and regulations. For example, keep rules and regulations in simple sentences and form acronyms from the sentences. For instance, *do not talk in class when not given the opportunity* (DTC), *keep classroom clean* (KCC), and *do not tease others* (DTO).

REFLECT

Guide the student teacher to reflect on the following questions

1. Which classroom management rules and regulations did they and the learners find more comfortable adhering to?
2. How did they encourage learners to adhere to the classroom management rules and regulations?
3. How did the strategies work and why?
4. What other ways can they encourage learners to adhere to the classroom management rules and regulations?

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



Activity 9.1.4.3 Mentor support for exhibiting innovative ways of rewarding exemplary behaviours

SUPPORT PLANNING

In previous STS activities, you supported the student teacher in managing the classroom to create a serene environment for learning. In this current activity, plan to support the student teacher (if appropriate) to identify innovative ways of rewarding learners' behaviours that are exemplary. Again, provide assistance to the student teacher to make a list of behaviours to be considered exemplary, how those behaviours should manifest themselves and the reward to be considered appropriate for those behaviours. Exemplary behaviours may include punctuality, regularity, neatly dressed, comportment in class, willingness to provide assistance when need be and obeying set rules and regulations in the classroom. The reward can range from giving a hand clap to giving thumbs up, mentioning the name of the learner and the exemplary behaviour exhibited in the presence of peers, displaying an outstanding exercise/project/activity at a vantage point in the classroom and giving a star to such a learner.

DO

Provide support for the student teacher in putting together a list of behaviours that are considered exemplary, how those behaviours should manifest themselves and the reward deemed appropriate for those behaviours. Exemplary behaviours include punctuality, regularity, neatly dressed, comportment in class, willingness to provide assistance when need be, and obeying set rules and regulations in the classroom. Assist the student teacher (if need be) in employing innovative ways of rewarding positive behaviours. This can range from giving

a hand clap to giving thumbs up, mentioning the name of the learner and the exemplary behaviour exhibited in the presence of peers, displaying an outstanding exercise/project/activity at a vantage point in the classroom and giving a star to such a learner.

REFLECT

Guide the student teacher to reflect on the following questions:

1. How easy or difficult were they able to match an exemplary behaviour to a reward and why?
2. How else do they think you could have identified an exemplary behaviour and what reward could they have provided for the behaviour?
3. How did they use ICT in rewarding exemplary behaviours?
4. In what ways did they incorporate/consider GESI issues in rewarding exemplary behaviours?

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



TOPIC 9.1.5: EFFECTIVE LEADERSHIP QUALITIES IN THE CLASSROOM AND THE WIDER SCHOOL LIFE SEMESTER 1

Topic 9.1.5: Effective Leadership Qualities in the Classroom and the Wider School Life	Purpose: In this topic, you will support the student teacher to demonstrate effective leadership qualities in the classroom and the wider school life taking into consideration GESI issues
Activity 9.1.5.1: Accessing, reviewing and working with school plans, policies, documentation, and resources (NTS 2a: <i>Demonstrates familiarity with the education system and key policies guiding it; 2b</i>)	
Activity 9.1.5.2: Attending, participating, and taking field notes, minutes, and artifacts at CPD meetings (NTS 1c: <i>Demonstrates effective growing leadership qualities in the classroom and wider school; 1g;1b</i>)	
Activity 9.1.5.3: Attending, participating, taking field notes, and minutes at PTA, SMC, and staff meetings. (NTS 1e: <i>Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice; 1g</i>)	
Activity 9.1.5.4: Exhibiting effective leadership qualities in the classroom during teaching and learning process (NTS 1c: <i>Demonstrates effective growing leadership qualities in the classroom and wider school; 1g</i>)	
Learning outcome: When you have supported the student teacher to complete Topic 9.1.5 STS activities, they will:	Indicators
Demonstrate the effective, growing leadership qualities in the classroom and in	1.Record of active participation in the classroom and wider school

the wider school community which are guided by the legal and ethical codes of conduct required by a professional teacher	activities/meetings, PTA, SMC, CPD, staff and co-curricular activities through field notes and mini reports. 2.Documentation of the application of professionalism practices recorded in the SRJ
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Activity 9.1.5.1: Mentor support for the student teacher to access, review and work with school plans, policies, documentation, and resources

PLAN

In Year 3 Semester 1, you provided the student teacher with information on the key educational and school policies during induction in School 3. In this activity, you will support the student teacher to access school plans, policies and resources from the lead mentor, GES office and/or online. Encourage the student teacher to use Table 9.1.5.1, as a guide. Ask them to Tick (✓) if available and cross (×) if not available.

Table 9.1.5.1: List of School Plans, Policies, and Resources

S/N	School Plans/Policies/Resources	Availability
14.	Scheme of learning	
15.	Timetable	
16.	Duty Roaster	
17.	School Performance Improvement Plan	
18.	Academic Calendar	
19.	Sexual Harassment Policy	
20.	Code of Conduct for Teachers	
21.	Constitution of Ghana	
22.	CPD Policy	
23.		
24.	CPD Manuals	
25.	Teachers' Resource Pack	
26.	Basic School Curriculum	
27.	ICT Policy	
	Add on	

DO

Support the student teacher to review the school plans, policies, and resources they have accessed bearing in mind the focus of the resources/policies/plans. The following questions could be a guide in their review.

- a. What is the focus of the resource/policy/plan accessed? For example, the timetable is to guide the daily activities of the school
- b. How does the school plans/policies/resources impact their professional practices? For example, the impact of CPD is to ensure lifelong learning “Once a teacher, always a learner!”
- c. Is the school plan/ policy/document, GESI responsive? For example, duty roaster is designed taking into consideration learners’ gender.
- d. Who is/are the user(s) of the School Plan/Policy/Resource accessed? For example, code of conduct for teachers are for teacher’s/student teachers

Support the student teacher to use the school plans/policies/resources effectively in their practices in the classroom and the wider school life.

REFLECT

Remind the student teacher to reflect on the following questions:

1. Which school plans, policies, documentation, and resources did they review?
2. How will the reviewed plans/policies/resources inform them on GESI issues in the classroom and the wider school life?
3. How will the reviewed plans/policies/resources enhance their professional practice?

Encourage the student teacher to record their reflections in the SRJ



Activity 9.1.5.2: Mentor support for the student teacher to attend, participate, and take field notes, minutes, and artifacts at CPD meetings

PLAN

CPD meetings are important in helping teachers to build effective leadership qualities. The student teacher is required to take part in these CPD meetings. Inform the student teacher about the CPD meeting schedules for the term/semester and encourage them to attend. Assist the student teacher to access the CPD manuals if available. Remind the student teacher to make available devices (recorders, phones, cameras, notepads, tablets, laptops etc.) that will help them take notes, minutes, and record activities at the CPD meetings. Support the student teacher to decide on the information to be collected during the meetings such as GESI issues, leadership qualities exhibited, and other cross cutting issues.

DO

Attend CPD meetings with the student teacher as scheduled by the Metropolitan/Municipal/District Education Offices (MMDEO). Ask permission for the student teacher to record the proceedings or take minutes at the meetings. Remind the student teacher to take along devices (recorders, phones, cameras, notepads, tablets, laptops etc.) to take notes, minutes, and recordings at the meetings if permission is granted. Encourage the student teacher to participate and contribute to the meetings. Remind them to collect data including GESI issues, leadership qualities exhibited, and others cross cutting issues. Support them in the collection of the data if the need be.

REFLECT

Support the student teacher to reflect on the CPD meetings using the following questions:

1. What emerging issues from the CPD meeting did they take note of?
2. How were GESI and ICT integrated into the CPD meeting?
3. What were some of the leadership qualities exhibited in the CPD meeting?
4. How does the CPD meeting enhance their professional practice?

Encourage the student teacher to record their reflections in the SRJ



Activity 9.1.5.3: Mentor support for student teacher to attend, participate, take field notes, and minutes at PTA, SMC, and Staff meetings

PLAN

In Year 3 Semester 2, the student teacher participated in PTA, SMC, and/or Staff Meetings in School 3. In this activity, you will support them to consolidate their knowledge on leadership qualities by further participation in PTA, SMC, and/or Staff Meetings in their new school. Inform the student teachers about the PTA, SMC, and/or Staff Meetings schedules for the term/semester and support them to seek permission to attend. Encourage them to make available devices (recorders, phones, cameras, notepads, tablets, laptops etc) that would help them take notes, minutes, and record activities at the meetings (PTA, SMC, and/or Staff). Seek permission for the student teacher to record and/or take pictures of the meeting proceedings. Support the student teacher to collect relevant information at the meeting ~~such as~~ including GESI issues, leadership qualities exhibited, and other cross cutting issues. [see earlier comments made on cross cutting issues in 7.1.5.3]

DO

Attend the PTA, SMC, and/or Staff Meetings with the student teacher as scheduled by the school. Remind them to take along devices (recorders, phones, cameras, notepads, tablets, laptops etc.) to take notes, minutes, and recordings at the meeting. Encourage them to participate and contribute to the meeting. Support them to use the devices to collect data such as GESI issues, leadership qualities exhibited, and other cross cutting issues.

REFLECT

Support the student teacher to reflect on the following questions:

1. What were the key issues discussed at the meetings they participated in?
2. How were GESI and ICT integrated into the meeting they participated in?
3. What were some of the leadership qualities exhibited in the meeting?
4. What are some of the new things they learnt from the meeting and how can enhance their professional practice?

Encourage the student teacher to record their reflections in the SRJ



Activity 9.1.5.4: Mentor support for the student teacher to exhibit effective leadership qualities in the classroom during teaching and learning process

PLAN

In Year 3 STS activities, the student teacher observed and identified various leadership qualities in the classroom and the wider school life. In this activity, you will support them to exhibit and consolidate leadership qualities in the classroom such as being punctual, regular in class, honest, approachable, trustworthy, accountable, caring, attentive, good listener, fair and firm.

DO

Throughout their STS activities, encourage them to be punctual and regular in class. Remind them to allow learners to freely ask questions in class and to be attentive to learners' concerns. Support them to give exercises, mark them and return them to the learners for corrections. Support them to ensure that learners abide by all rules and regulations in the classroom without fear and/or favour. Support them to care for learners with Special Educational Needs and Disabilities (SEND). Example, relocation of learners with sight and hearing difficulty, giving "Buddy" assistance to learners with moving or sitting difficulties etc. During group work in the classroom support the student teacher to select group leaders ensuring gender and social inclusion.

REFLECT

Support the student teacher to reflect on the following questions:

1. How did they exhibit your leadership qualities in solving difficult situation in the classroom?
2. What challenges related to gender and social inclusion in the selection of leaders for the activities did face?
3. How did they handle challenges related to the selection of teachers based on gender and social inclusion?

Remind them to record their reflections in the SRJ



TOPIC 9.1.6 DEVELOPING PROFESSIONAL TEACHING PORTFOLIO

TOPIC 9.1.6: Developing Professional teaching portfolio	Purpose: In this topic you will continue to develop and build your professional teaching portfolio with the support from your mentor and personal tutor
Activity 9.1.6.1 Examining the contents of the professional teaching portfolios built from Level 100 to date to show progression (NTS 1b: <i>Improves their personal and professional development through lifelong learning and continuous professional development, 2a</i>)	
Activity 9.1.6.2 Continuing to improve and build upon portfolio/e-portfolio guided by mentors and personal tutors (NTS 2a: <i>Demonstrates familiarity with the education system and the key policies guiding it</i>).	

Learning outcome: When you have supported the student teacher to complete Topic 9.1.6 STS activities, they will:	Indicators
Demonstrate knowledge, understanding and skills of developing professional teaching portfolio with the support from your mentor.	<ol style="list-style-type: none"> 1. Comprehensive contents of the professional teaching portfolio developed. 2. Improved portfolio/e-portfolio built with guidance from mentors.

Activity 9.1.6.1. Examining the contents of professional teaching portfolios built from Level 100 up to date to indicate progression

SUPPORT PLANNING

You have been assisting the student teacher to build their professional teaching portfolio since Level 100 in all their STS activities. It is anticipated that at each level, you assisted the student teacher to expand the content of their portfolio by introducing new items. In this activity, you will support the student teacher to examine the content of their teaching portfolio built from level 100 to date. Make the student teacher aware that the professional teaching portfolio is in two parts (STS portfolio which will be 30% and subject portfolio, 70% (Refer to Annex 4 of NTEAP).

Assist the student teacher to make a list of all the items that are supposed to be in their professional teaching portfolio that indicate a progression of the portfolio building process. Encourage the student teacher to ensure that their portfolios are representative, selective and well organized with a brief justification write-up for on all the items. (Ref. to NTEAP Toolkit page 71, Rubrics for Portfolio assessment in Year 1-4).

DO

Discuss with the student teacher the content of their teaching portfolio built from Level 100 to date. Remind the student teacher to make a list of all the items that are supposed to be in their professional teaching portfolio according to the NTEAP and compare it to the list of items in their current portfolio. Assist the student teacher to use Table 9.1.6.1 as a guide to give the progress made. Encourage the student teacher to use ICT tools, internet (laptop, smart phone, camera, etc.), to make a list of specific items in their professional teaching portfolio that indicate a progression of the portfolio building process.

Table 9.1.6.1: Content of Year 4 Semester 1 Portfolio

S/N	Content of Portfolio	Progress Made
1	Teaching philosophy statement	
2	Report or evidence on teaching whole class with consistency and independence	
3	Evidence of leadership in school	
4	Student Reflective Journal (SRJ)	
5	Evidence of targets set for lifelong learning	

SUPPORT REFLECTION

Assist the student teacher to use the following questions to reflect on this activity.

1. What was/were the differences and or similarities between the content of the professional teaching portfolio (PTP) as prescribed by the NTEAP and what they have in their PTP?
2. In their estimation, what might have accounted for the similarities and or the differences?
3. What progression have they seen in the building of their portfolio from Level 100?
4. What is needed to be done to meet the standard of the professional teaching portfolio in the NTEAP?

Encourage the student teacher to record the outcome of these reflections in their SRJ



Activity 9.1.6.2. Continuing to improve and build upon portfolio/e-portfolio guided by mentors and personal tutors

PLAN

You guided the student teacher to examine their professional teaching portfolio from Year 1 up to this time. It is anticipated that they have expanded the content of their portfolio by introducing new items that show progression. In this activity, you will support the student teacher to examine the content of their professional teaching portfolio up to date, identify progression and build e-portfolio, with the help of ICT tools and the internet (laptop, smart phone, camera, etc.).

You will also guide the student teacher to prepare a list of all the items that are supposed to be in their professional teaching portfolio according to the NTEAP and compare it to the list of items in their current portfolio. You will assist the student teacher to make a list of specific items in their professional teaching portfolio that indicate a progression.

Assist the student teacher to identify items in their portfolio that are yet to be converted to e-portfolio. You can also assist them to contact their ICT tutors or lecturers for assistance on e-portfolio building using smart phones, scanners etc.

DO

Guide the student teacher to scrutinize the content of their teaching portfolio up to date and assess the progress made so far. Assist the student teacher to use ICT tools (smart phones, scanners etc.), internet, scan or take pictures of the items in their portfolio to build their e-portfolio. Support the student teacher to make a list of all the items that are supposed to be in their professional teaching portfolio according to the NTEAP and compare it to the list of items in their current portfolio. Again, assist the student teacher to list specific items in the professional teaching portfolio that indicate a progression of their journey as student teachers. Support the student teacher to examine their artefacts that are already in the form of e-portfolio and convert the rest that are not in e-portfolio form with the help of ICT tools (laptop, smart phone, camera, etc.) by scanning or taking pictures of the items.

SUPPORT REFLECTION

Support the student teacher to use the following questions to reflect on their activity and record their answers in their SRJ.

1. How satisfied are they with the number of items in their portfolio including those in the e-portfolio and why?
2. What do they need to do to improve on the content of their portfolio?
3. Which content of the paper-based portfolio will they need to convert into e-portfolio and how will they do that?

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



TOPIC 9.1.7 REFLECTION AND RECORDING IN THE STUDENT REFLECTIVE JOURNAL

<p>TOPIC 9.1.7 Reflection and recording in the Student Reflective Journal (SRJ)</p>	<p>Purpose: In this topic, you will be required to support the student teacher to reflect on classroom practices and wider school life activities to enhance personal and professional development and record in the Student Reflective Journal.</p>
<p>Activity 9.1.7.1 Reflecting to improve on classroom practices and record in the SRJ (NTS 1a: <i>Critically and collectively reflect to improve teaching and learning, 3b</i>).</p>	
<p>Activity 9.1.7.2 Reflecting to improve on the wider school observation and record in the SRJ. (NTS 2a: <i>Demonstrate familiarity with the education system and key policies guiding it. 2b,3c</i>)</p>	
<p>Activity 9.1.7.3 Reflecting to improve on personal and professional developmental needs for lifelong learning and record in the SRJ (NTS 1b: <i>Improve personnel and professional development through lifelong learning and continuous professional development. 1a</i>)</p>	
<p>Learning Outcomes: When you have supported the student teacher to complete Topic 9.1.7 STS activities on reflection, they will:</p>	<p>Indicators</p>
<p>Demonstrate knowledge and skills of/in critical reflection and continue to keep a student reflective journal recording of all important events.</p>	<p>1. Records of reflection on classroom practices in the SRJ</p> <p>2. Records of reflection on wider school observation in the SRJ</p>

	3. Records of reflection on personal and professional developmental needs in the SRJ
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Activity 9.1.7.1 Mentor support for student teacher in reflecting to improve on classroom practices and record in the Student Reflective Journal (SRJ)

PLAN

In all the previous STS activities, the student teacher has been reflecting and recording the reflections in the SRJ. In this Year 4 Semester 1 STS activity, you will continue to support the student teacher to critically reflect on their observations of classroom practices for improvement and record the reflections in their SRJ. You should know and understand that a critical feature of teacher education is the process of reflection by student teachers in the context of classroom practice. Support student teacher to plan to identify some of the classroom practices they will be engaged in during their school placement. The classroom practices may include class activities, preparation and use of teaching/learning resources, classroom interactions, group arrangements, explanations, delivery of lessons, use of the Ghanaian or English language, teacher professionalism, GESI responsive actions such as assigning responsibilities, subliminal gender messages in instructional resources they will use to ensure inclusion of learners with diverse learning needs in the classroom etc. Remind the student teacher in their planning to note the classroom practices they identify for reflection. The reflection will help the student teacher to assess what they were doing in the classroom and look for ways of improving them to overcome flaws in their practices.

DO

Remind the student teacher to write down the classroom practices they identified for reflection. Encourage the student teacher to reflect on the classroom practices they have identified with the help of the following questions:

1. What are the most effective classroom practices identified?
2. What the least effective classroom practices identified?
3. Why do you think the classroom practices identified were the most/least effective?
4. What worked well in the classroom practices identified?
5. What made the classroom practices identified worked well?
6. What did not work well in the classroom practices identified?
7. Why did the classroom practices identified not work well?
8. What would you do differently if a similar situation is to arise?
9. What innovative ways can be used to improve the classroom practices identified?
10. How will you effectively apply the classroom practices identified?
11. What moral values and good manners can you draw from the classroom practices identified?

REFLECT

Remind the student teacher to reflect on the classroom practices using the following questions:

1. What classroom practices including new ones have they identified, reflected on and recorded?
2. What innovative ways to improve on how they reflect on classroom practices have they identified?

Remind the student teacher to record their reflections in the SRJ



Activity 9.1.7.2 Mentor support for student teacher in reflecting to improve on the wider school life observation and record in the SRJ.

PLAN

In this STS activity, you will continue to support the student teacher in their critical reflection as they look at issues of their engagement in the wider school life for improvement and record the reflections in their SRJ. Support the student teacher to plan how they will employ ICT tools such as video recorders to pick specific incidents from their engagement in wider school life activities for reflection. Remind the student teacher to consider activities in the wider school life in their placement school for observation and participation in their planning. The activities may include the following: The Staff, PTA, SMC meetings; morning and closing assembly; co-curricular activities; CPD training, excursions, school competitions, issues of discipline, student leadership, issues that may trigger critical GESI issues (e.g. making the senior prefect the preserve of males).

DO

Remind the student teacher to write down the wider school life activities they identified for reflection. Encourage the student teacher to reflect on the wider school life activities they have identified using the following questions:

1. What are the most effective wider school life activities identified?
2. What the least effective wider school life activities identified?
3. Why do you think the wider school life activities identified were the most/least effective?
4. What worked well in the wider school life activities identified?
5. What made the wider school life activities identified worked well?
6. What did not work well in the wider school life activities identified?
7. Why did the wider school life activities identified not work well?
8. What would you do differently if a similar situation is to arise?
9. What innovative ways can be used to improve the wider school life activities identified?
10. How will you effectively apply the wider school life activities identified?
11. What moral values and good manners can you draw from the wider school life activities identified?

REFLECT

Remind the student teacher to reflect on the wider school life activities identified using the following questions:

1. What wider school life activities have they identified and recorded?
2. What innovative ways on how you reflect can improve on the wider school life activities identified?

Remind the student teacher to record their reflections in the SRJ



Activity 9.1.7.3 Mentor support for student teacher in reflecting to improve on personal and professional development and record in the SRJ

PLAN

A reflective teacher is a growth-minded person who looks for opportunities to embark on a cycle of professional growth. Reflection will help the student teacher to look at issues from different perspectives, thereby helping them to assess their own beliefs, values, assumptions, and perspective in order to understand the issue. In this STS activity, you will support the student teacher to engage in a deeper reflection aimed at improving their personal and professional development.

Support the student teacher to plan to identify what worked well and those that did not work well from the classroom practices and the wider school life observations and engagement from the previous two activities for reflection.

DO

Remind the student teacher to write down the classroom practices and wider school life activities that worked well during their observations and engagement for reflections. Also, encourage the student teacher to write down the classroom practices and wider school life activities that did not work well during their observations and engagement for reflections.

Encourage the student teacher to reflect on their observations and engagement in the classroom practices and the wider school life activities. The following questions may guide their reflections:

1. What are the values inherent in the classroom practices you observed and participated?
2. What are the values inherent in the wider school life activities you observed and participated?
3. What are the theories or assumptions behind those activities?
4. How appropriate are these practices in the light of moral and ethical issues?
5. Why did some of the activities not work well as expected?
6. How can the activities that did not work well be improved?
7. What new things have you learned from the classroom practices and the wider school life
8. In what ways can you apply the new learning?
9. In what ways can your new learning improve your personal and professional development?
10. What leadership qualities have you learned in the classroom and the wider school life activities?

11. How would use these leadership qualities to improve your personal and professional development?
12. In what will your new learning help you to develop a positive teacher identity and act as a good role model for learners?

REFLECT

Encourage the student teacher to reflect on their learning experiences in the classroom practices and the wider school life activities using the following questions:

1. How are my experiences in classroom practices and wider school life activities helping me to plan for my future personal and professional development?
2. What developmental plan for lifelong learning have you made?

Remind the student teacher to record their reflections in the SRJ





Student Reflective Journal For Extended Teaching I

STUDENT REFLECTIVE JOURNAL

YEAR 4 SCHOOL TEACHING

10.7.0 1 PREPARING FOR COLLEGE BASED ORIENTATION

TOPIC 10.7.0.1 PREPARING FOR EXTENDING TEACHING: COLLEGE BASED ORIENTATION

Period of recording - From: _____ To:

Record your notes taken on:

1. What are the salient issues/main content to take note of while I start my extending teaching?

2. What are the likely challenges I will be facing during practice at the partner school?

3. How do I intend to overcome/manage the challenges envisaged?

4. Who are the stakeholders to support my professional development during the period?

5. How useful is the orientation for my professional development during extending teaching?

10.7.0.2 PREPARING FOR SCHOOL BASED ORIENTATION

TOPIC 10.7.0.2: PREPARATION TO TEACH IN SCHOOL 4: INDUCTION

Period of recording - From: _____ To: _____

Record your notes taken on:

A. SCHOOL PROFILE

1. School and staffing details

Name of school _____

Name of lead mentor _____

Name of mentor _____

Number/names of other staff members

2. Enrolment by class and sex:

Class	Boys	Girls	Total	Number with Disabilities

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

4. Brief history of the school.

5. Stakeholders collaborating with the school.

B. OTHER EDUCATIONAL ISSUES

1. School culture

2. Key education policies

3. The wider school life

4. GESI issues

5. Availability of ICT tools

10.7. 1.0 DIRECTED TASK FOR STUDENT TEACHERS

TOPIC 10.7.1.1: Planning, Teaching, Motivating, Assessing and Extending Learning

Period of recording - From: _____ To: _____

Demonstrate knowledge and skills of planning, teaching, and assessing by answering the following questions:

Activity 10.7.1.1.1 *Planning lessons that align content with the appropriate pedagogical and assessment strategies to meet the needs of learners in an inclusive classroom*

6. How did my teaching plan and teaching conform to the basic features (strands, sub-strands, content standard and indicators) in the Basic School Curriculum?

7. What appropriate pedagogical strategies did I use during my lesson delivery? How did I use them?

8. Which appropriate assessment strategies (in line with NTEAP) did I use during the lesson delivery and how did they help learning and teaching?

-
-
9. What practical support did I give all groups of learners; for example, slow and fast learners, girls and boys, SEN learners, etc?

Activity 10.7.1.1.2 Using a variety of appropriate instructional resources in teaching content planned for lessons

1. Which meaningful TLRs did I use to encourage learners' collaboration? How did they lead to purposeful learning?

2. How friendly were my Teaching and Learning Resources?

3. In what ways did the TLRs I used in my teaching encourage learner participation and critical thinking?

4. How effectively did my use of the TLRs influence mixed ability, multi-lingual and multi-age in the class?

5. How did I ensure that the teaching and learning resources I used arouse and sustain the interest of all learners, especially girls and learners with Special Educational Needs?

Activity 10.7.1.1.3 Keeping records of lessons taught and assessed with diverse learning needs and differentiated learning outcomes

1. How did I keep records on the “pre”, “during” and the “post” of lessons taught?

2. How did I ensure that learners were not afraid nor intimidated with my assessment strategies?

3. What specifically did I do to ensure that my assessment strategies were helpful to all manner of learners?

4. Which two examples of assessment strategies I used in my lesson were in line with the Basic School Curriculum Assessment Scheme?

a.

b.

5. What ICT tools did I use in keeping assessment records on my learners?

Activity 10.7.1.1.4 Establishing criteria for assessment of learners' needs

1. How did my assessment criteria help in supporting learners learning needs?

2. In what ways did the Basic School Curriculum and the SBA help me in establishing an assessment criteria?

3. What varied strategies were used to meet learners' needs?

4. How did I ascertain the effectiveness of the criteria in measuring standards of learners' learning?

Activity 10.7.1.1.5 Writing reports of small group discussions between mentors & peers about learners' needs and how to motivate learners of diverse backgrounds

1. What salient issues on learners' needs emanating from the small group discussions does my report capture?

2. What issues could I have:

a) added? _____

b) omitted? _____

3. What motivational strategies did I use to help my learners develop interest in the lesson? How did I use them?

4. What can I do to improve upon the key findings identified in my report?

TOPIC 10.7.1.2: Demonstrating Understanding of the Basic School Curriculum

Period of recording - From: _____ To: _____

Demonstrate knowledge and skills of demonstrating understanding of the basic school curriculum by answering the following questions:

Activity 10.7.1.2.1 *Preparing learner plans aligned with the key components of the Basic School Curriculum (BSC)*

1. What were my experiences during the preparation of the lesson plan?

2. What new things have I learnt?

Activity 10.7.1.2.2 *Planning lessons that reflect diversity in terms of learners' age, grade level, expectations, aptitude and ability*

1. How did I effectively involve learners of mixed ability, multi-lingual and multi-age, girls and boys and SEN learners in the lesson?

2. How did I create a conducive and enabling environment for all learners, regardless of their backgrounds to actively take part in the lesson?

3. Which aspects of my lessons never catered for diversity in learners?

4. How do I intend to overcome this in my subsequent lessons?

Activity 10.7.1.2.3 *Delivering lessons that align with the components of the lesson plan taking GESI into consideration*

1. In what ways did I consider GESI in assigning leadership roles to learners in the classroom?

2. How did I take GESI related issues, including the choice and use of TLRs into account during my lessons?

3. Which area of GESI related issues do I hope to improve on in my subsequent lessons?

TOPIC 10.7.1.3: Action Research to Support Learners' Learning

Period of recording - From: _____ To: _____

Demonstrate knowledge and skills of conducting action research to support learners' learning by answering the following questions:

Activity 10.7.1.3.1 *Identifying learning needs in the classroom that require attention for inquiry and collecting baseline data to justify such problems, bearing in mind GESI*

1. What are the key learning needs I identified in my classroom of practice?

2. Which of the identified learning needs were GESI related?

3. How did I identify the learning needs which were GESI related?

Activity 10.7.1.3.2 Reviewing literature based on identified problem and interventions that could be used

1. What themes relating directly to the research problem being studied did I state for literature review?

2. How did I organize the literature review around themes relating directly to the research problem being studied?

3. How has the literature review helped me to synthesise results into summary of what is known and what is not yet known?

4. How has the literature reviewed helped me to identify areas of controversy in the literature?

5. How adequate have I cited studies that are relevant, including those that are contrary to my perspective?

Activity 10.7.1.3.3 *Proposing appropriate intervention based on problems identified*

1. How well does the intervention fit within my classroom?

2. What challenges do I anticipate in the implementation?

3. How do I intend to address the anticipated challenges?

Activity 10.7.1.3.4 *Designing appropriate research instruments for data collection*

1. What experiences did I gain in designing the instrument(s) I planned to use for the data collection?

Activity 10.7.1.3.5 *Carrying out interventions and collecting data bearing in mind ethical protocols in conducting research.*

1. In carrying out interventions and collecting data, what new experiences have I learnt from this semester's activity compared to the experiences in Year 3 Semester 2?

2. What challenges did I encounter in carrying out interventions and collecting data?

3. How did I address the challenges I encountered in carrying out interventions and collecting data?

TOPIC 10.7.1.4: Exhibiting Classroom Management and Organization Strategies

Period of recording - From: _____ To: _____

Demonstrate knowledge and skills of exhibiting classroom management and organization strategies answering the following questions:

Activity 10.7.1.4.1 Setting and displaying agreed classroom management rules and regulations.

2. What gap did I identify when reviewing the existing classroom management rules and regulations?

3. What additional classroom management rules and regulations have I introduced with learners?

4. What challenges did I face when displaying the rules and regulations in the classroom?

5. How did I manage the challenges I face when displaying the rules and regulations?

Activity 10.7.1.4.2 *Discussing and adhering to the established rules and regulations in the classroom with learners.*

2. Which classroom management rules and regulations did the learners and I find more comfortable adhering to?

3. How did I encourage learners to adhere to the classroom management rules and regulations?

4. How did the strategies work and why?

5. What other ways can I encourage learners to adhere to the classroom management rules and regulations?

Activity 10.7.1.4.3 Exhibiting innovative ways of rewarding exemplary behaviours

1. How easy or difficult was I able to match an exemplary behaviour to a reward and why?

2. How else could I have identified an exemplary behaviour and what reward could I have provided for the behaviour?

3. How did I use ICT tools in rewarding exemplary behaviours?

4. In what ways did I incorporate GESI issues in rewarding exemplary behaviours?

TOPIC 10.7.1.5: Effective Leadership Qualities in the Classroom and the Wider School Life

Period of recording - From: _____ To: _____

Demonstrate knowledge and skills of effective leadership qualities in the classroom and the wider school life by answering the following questions:

Activity 10.7.1.5.1: Accessing, reviewing and working with school plans, policies, documentation, and resources

1. Which school plans, policies, documentation, and resources did I review?

2. How will the reviewed plans/policies/resources inform me on GESI issues in the classroom and the wider school life?

3. How will the reviewed plans/policies/resources enhance my professional practice?

Activity 10.7.1.5.2: *Attending, participating, and taking field notes, minutes, and artifacts of CPD*

1. What emerging issues from the CPD meeting did I take note of?

2. How were GESI and ICT integrated into the CPD meeting?

3. What were some of the leadership qualities that I observed exhibited in the CPD meeting?

4. How does the CPD meeting enhance my professional practice?

Activity 10.7.1.5.3: *Attending, participating, taking field notes, and minutes of PTA, SMC, and staff meetings*

1. What were the key issues discussed at the PTA, SMC, and staff meeting I participated?

2. How were GESI and ICT integrated into the PTA, SMC, and staff meeting I participated?

3. What were some of the leadership qualities exhibited in the meeting?

4. What are some of the new things I learnt from the PTA, SMC, and staff meeting and how can they enhance my professional practice?

Activity 10.7.1.5.4: Exhibiting effective leadership qualities in the classroom during teaching and learning process

1. How did I exhibit leadership qualities in solving difficult situation in the classroom?

2. What challenges related to gender and social inclusion in the selection of leaders for the activities did face?

3. How did I handle challenges related to the selection of teachers based on gender and social inclusion?

TOPIC 10.7.1.6: Develop Professional Teaching Portfolio

Period of recording - From: _____ To: _____

Demonstrate knowledge and skills of developing professional teaching portfolio by answering the following questions:

Activity 10.7.1.6.1. Examining the contents of professional teaching portfolios built from Level 100 up to date to indicate/show progression

1. What were the differences and or similarities between the contents of the professional teaching portfolio as per the NTEAP and what I have in my PTP?

2. In my estimation, what might have accounted for the similarities and or the differences in PTP?

3. What progression have I seen in the building of my portfolio from Level 100 to date?

4. What do I need to do to meet the standard of the professional teaching portfolio in the NTEAP?

Activity 10.7.1.6.2. Continuing to improve and build upon portfolio/e-portfolio guided by mentors and personal tutors

1. How satisfied am I with the number of items in my portfolio including those in e-portfolio and why?

2. What do I need to do to improve on the content of my portfolio?

3. Which content of the PTP will I need to convert into e-portfolio and how will I do that?

TOPIC 10.7.1.7: Reflection and recording in the Student Reflective Journal

Period of recording - From: _____ To: _____

Demonstrate knowledge and skills of reflecting and recording in the student reflective journal by answering the following questions:

Activity 10.7.1.7.1 Reflecting to improve on classroom practices and record in the Student Reflective Journal (SRJ)

1. What classroom practices have I identified and recorded?

2. What innovative ways to improve on how I reflect on classroom practices have I identified?

Activity 10.7.1.7.2 Reflecting to improve on the wider school observation and record in the SRJ.

3. What wider school life activities have I identified and recorded?

4. What innovative ways to improve on how I reflect on wider school life activities have I identified?

Activity 10.7.1.7.3 Reflecting to improve on personal and professional development for lifelong learning and record in the SRJ [Note: 'for lifelong learning' is the focus of the CLO and cannot be left out of the Activity topic; check the curriculum]

3. How are my experiences in classroom practices and wider school life activities helping me to plan for my future personal and professional development?

4. What developmental plan for lifelong learning have I made?

7. 2 DIRECTED SUPPORTED TASKS FOR STUDENT TEACHERS IN SEMESTER 2

Topic 10.7.2.1: The Reflective Practitioner

Period of recording - From: _____ To: _____

Demonstrate knowledge and skills of acting as a reflective practitioner by answering the following questions:

Activity 10.7.2.1.1: *Holding Group discussions/brainstorm among peers to assess indicators of the NTS*

1. How does the assessment of the indicators of the NTS impact my professional practice?

2. What are some of the new things I learnt from the group discussion to assess the indicators of the NTS?

Activity 10.7.2.1.2: Employing individual self-evaluation exercises to assess the extent of attainment of all NTS indicators and discuss progress with tutor/peers and receive feedback

5. How relevant was the feedback from my personal tutor/peers to my full attainment of the NTS indicators?

6. What are some of the challenges I encountered in the attainment of the NTS indicators?

Activity 10.7.2.1.3: Holding reflections with tutors on gaps/limitations and setting targets for further development and attainment of the NTS

1. How did you achieve the NTS targets?

2. What are the NTS standards that are/have not been achieved in the check list?

3. How will the targets set for the attainment of the NTS be achieved?

4. Why the need to set targets for the NTS standards that were not achieved?

TOPIC 10.7.2.2: Using concept mapping to develop a chat of the qualities and attributes of a 'good' teacher.

Period of recording - From: _____ To: _____

Demonstrate knowledge and skills of using concept mapping to develop a chat of the qualities and attributes of a 'good' teacher by answering the following questions:

Activity 10.7.2.2.1: Using concept mapping to develop a chat of the qualities and attributes of a 'good' teacher

1. What were some of the qualities of a good teacher I exhibited in Semester 1?

2. What are some of the additional qualities my personal tutor supported me to identify?

3. What strategies can I use to achieve the qualities identified?

4. How are the qualities I identified in semester 1 and semester 2 related?

Activity 10.7.2.2.2: Assessing the progress of attainment of qualities and attributes of a 'good teacher' from tutors and peers in line with the domains of the NTS

1. How best were you able to meet your set NTS targets?

2. How do you plan to achieve your set NTS targets that were not achieved or partially achieved?

Activity 10.7.2.2.3: Organising individual presentations to tutors and peers on leadership qualities observed during classroom and the wider school life and how the qualities impacted their professional practices as stated in the NTS

1. How relevant was the feedback from my personal tutor during my individual presentation(s) to tutors and peers on leadership?

2. How relevant was the feedback from my peers?

3. What plans do I have for fully attaining the leadership qualities I observed in the wider school life?

4. How have the leadership qualities you observed in the classroom and the wider school life and impacted your professional practice as stated in the NTS?

TOPIC 10.7.2.3: Final development and completion of the professional teaching portfolio

Period of recording - From: _____ To: _____

Demonstrate knowledge and skills of finalizing the development and completion of the professional teaching portfolio by answering the following questions:

Activity 10.7.2.3.1 *Completing the development of professional teaching portfolio using appropriate ICT tools*

1. How do the items in the portfolios depict my achievements over the years?

2. What forms of improvement in my teaching profession do I see as evidence from my portfolios?

3. What were the challenges you encountered in developing my portfolios over the years and how did I resolve them?

Activity 10.7.2.3.2 Preparing an all-inclusive presentation of the developed professional teaching portfolio

1. In what way is my compiled work systematic?

2. How representative or comprehensive is my arranged work?

3. How well do the items selected portray my journey as a student teacher so far?

4. Was I able to use ICT tools to prepare my presentation? How?

Activity 10.7.2.3.3 Presenting and Receiving feedback on Professional Teaching Portfolio

1. How well was I able to justify the inclusion of items in my portfolio?

2. Were there any items that I should have included but I didn't? What are they?

3. How favourable were the comments from my Personal Tutor and peers?

4. How will the comments from your Personal Tutor and peers improve your work as a teacher?

TOPIC: 10.7.2.4: Setting targets for lifelong learning and development as a reflective practitioner

Period of recording - From: _____ To: _____

Demonstrate knowledge and skills of setting targets for lifelong learning and development as a reflective practitioner by answering the following questions:

Activity 10.7.2.4.1. *Designing an action plan for personal and professional development and progression against the NTS*

1. What challenges did I encounter in preparing my action plan and how did I overcome them?

2. In comparing my plan with that of my peer, what differences and similarities were identified?

3. What reasons accounted for these similarities and differences?

4. Has GESI in any way influenced my plan and why?

Activity 10.7.2.4.2 Presenting and highlighting action plan for personal and professional growth

1. Why do I need to make a presentation on my action plan?

2. Were there any challenges I encountered during the preparation and presentation of the plan?

3. How was I able to overcome the challenges encountered?

4. If given the opportunity to present my action plan again, what changes would I make and why?

Activity 10.7.2.4.3 *Identifying potential CPD activities for further learning*

1. How do I see my development as a student teacher?

2. What are my current CPD needs?

3. Are there any form of similarities and differences between my CPD needs and that of my peers? What accounts for the differences and similarities?

4. What informed the CPD needs of my peers?

Activity 10.7.2.4.4 Identifying possible sources of funding for developmental training

1. What are the benefits of CPD training?

2. Why do I need to have a plan for my continuous professional development?

3. Why do I need to secure funding for my continuous professional development?

4. Are there any other avenues by which professional teachers could have their CPDs with less cost?

TOPIC 10.7.2.5: Reflection on classroom teaching and wider school life

Activity 10.7.2.5.1 *Discussing experiences gained from classroom teaching and wider school life.*

1. How different is the record of my previous knowledge from the new knowledge I gained from the classroom practices?

2. How different is the record of my previous knowledge from the new knowledge I gained from the wider school life?

3. What new experiences did I share with my personal tutor?

Activity 10.7.2.5.2 *Discussing challenges encountered during classroom teaching and learning and the wider school life*

1. What were the main challenges I encountered during the classroom teaching and learning?

2. What were the main challenges I encountered from the wider school life?

3. How have the challenges I encountered from the classroom and the wider school life shape my professional knowledge, attitude values, and professional practices?

Activity 10.7.2.5.3 Recounting lessons learned from experiences that will inform future professional practices

1. In what ways can my new learning experiences improve my practices in the classroom?

2. In what ways can my new learning experiences improve my activities in the wider school life?

3. How can I overcome my challenges in the classroom practices and the wider school life activities?

4. How will I strengthen my lessons learned in my experiences?

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 (TPCs/SISOs/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 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 a 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	3e				

	dialogue, small group discussion, games.					
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				

12.1 Introduction

This chapter sets out the assessment components and criteria for assessing the student teacher's STS against the outcomes for year four 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 Four 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)

12.2 Extended Teaching: student teachers extend their skills knowledge and understanding of being a teacher; fully achieving the NTS.

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

1. Consistently and independently plan for and teach sequences of lessons or schemes of work, motivate, and extend the learning of all children whatever their socio-cultural, linguistic background and regardless of age, aptitude, and ability.
2. 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
3. They will have the qualities and attributes expected of a teacher who fully meet the NTS.
4. They may work towards 80% of class teaching responsibility with agreed classes and periods in accordance with agreed placement requirements.

Note: The grade descriptor grid in Chapter 13 provides guidance for assessing the student teacher against the National Teachers' Standards.

A. PROFESSIONAL TEACHING PORTFOLIO, YEAR 4

Name of Student Teacher _____ Index No _____

Name of Mentor/Tutor _____ Date: _____

Semester: One

OVERVIEW OF THE SUPPORTED TEACHING IN SCHOOL PROFESSIONAL TEACHING PORTFOLIO

- The year four portfolio has a 10% weighting in semester one and 100% weighting in semester two.
- The year four portfolio has 6 sections: it is marked out of 100, 40 marks for the Reflective Journal, 20 marks for Targets for Lifelong Learning, 10 marks for each other section.
- The portfolio for year four semester two should finalise contents of portfolio from year four semester one. The student teacher should examine contents of earlier teaching portfolios to support them in identifying their progress; they prepare a presentation based on the finalised portfolio. Guidance will be provided through Pedagogic Studies.

S/n	Content of Portfolio	Comments	NTS	Mark
1.	<p>Teaching philosophy statement</p> <ul style="list-style-type: none"> • Student teacher writes a statement of their beliefs and values about teaching and supporting the progress and learning of those they teach based on their experience • They succinctly identify the qualities they have which make them an effective teacher who is fully prepared to meet the diverse needs of all learners • They set out the key traits they have as a professional teacher • They identify their vision and goals for the future 		1a, 1f, 2e, 2f	Max 10

2.	<p>Teach whole classes with consistency and independence</p> <ul style="list-style-type: none"> • Student teachers provides evidence that they are able to plan for and teach, motivate and extend the learning of all children whatever their socio-cultural, linguistic background and regardless of age, aptitude and ability consistently and independently. • They provide evidence in their planning and teaching of <ul style="list-style-type: none"> ○ a comprehensive understanding of the school curriculum and of the age-related expectations before, during and after their specialism. ○ knowledge and techniques for planning lessons, in all required subjects, to teach whole classes using differentiated approaches and focusing on integrating content knowledge [CK], pedagogical content knowledge [PCK] and pedagogical knowledge [PK]. • They evidence the ability to prepare and use TL resources as well as appropriate ICT and or 		1a,1d, 1e, 1f, 2a, 2b,2c, 2d,2e, 2f, 3a, 3c, 3d, 3e, 3f, 3g, 3h,3i, 3j 3k, 3l, 3i, 3m, 3n,3o,3p	Max 10
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	<p>media tools to support their teaching</p> <ul style="list-style-type: none"> • Assessment. <ul style="list-style-type: none"> ○ They evidence skills to assess learners, using a range of appropriate assessment modes, provide constructive feedback, address misconceptions and barriers to learning, keep meaningful records and report progress to parents ○ They evidence awareness of national and school learning outcomes for learners and use objective criterion referencing to assess learners • They provide evidence that they can collaborate effectively with mentors and colleagues co-planning, co-teaching and co-assessing and evaluating sequences of lessons • They have evidence of planning out-of-class activities such as field trips, excursions to consolidate and extend students' learning. 			
3.	<p>Leadership in school The student teacher provides evidence that</p> <ul style="list-style-type: none"> • have effective, growing leadership qualities in the classroom and in the wider school community and are 		1c, 1d, 1e,1f, 1g	Max 10

	<p>guided by the legal and ethical codes of conduct required by a professional teacher.</p> <ul style="list-style-type: none"> • can set classroom rules and regulations, supports patrons and actively participates in school clubs and co-curricular activities, staff, PTA, SMC, CPD meetings. • have lead morning and closing assemblies and take part in play and lunch time activities. 			
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4	<p>Student Reflective Journal Through the journal the student will:</p> <ul style="list-style-type: none"> • demonstrate growing skills and techniques of evaluation and analysis • critically reflect on, discuss and provide specific evidence of how they meet the NTS in full and at what level • demonstrate they have the qualities and attributes expected of a good teacher and fully meet the NTS and achieve the outcomes for the B.Ed. • They will 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 		1a,1b, 1f,	Max 40
7	<p>Targets for Lifelong Learning</p> <ul style="list-style-type: none"> • Student teacher identifies personal and professional developmental needs, agree these with the mentor and set out NTS linked developmental targets to be achieved during the induction 		1a,1b,1e	Max 20

	<p>year.</p> <ul style="list-style-type: none"> • They design a personal action plan with targets and timelines to build capacity in PK and PCK/CK for progression and agrees with mentor on monitoring & completion of targets set. 			
6	<p>Presentation of the Portfolio</p> <ul style="list-style-type: none"> • 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
Overall assessment comment and mark for the STSPT				

**B. CLASSROOM PRACTICE: STUDENT TEACHERS' PERFORMANCE AND BEHAVIOUR IN SCHOOL,
YEAR 4**

Name of student teacher _____ Index No _____

Name of Mentor/Tutor _____ Date: _____

Semester: Two

Guidance for the STS CP

- Placement duration 60 days: which can be either residential or non-residential.
- It is expected that the mentor will be present in all the student teacher's lessons.
- To guide assessment and support consistency those assessing student teachers should refer closely to NTEAP Toolkit: *Annex 2 – NTS Grade Descriptor Grid. (See Chapter 13)*
- The judgements need to reflect the outcomes of a student teacher for each year of the B.Ed. The sections in the portfolio for each year are aligned to the outcomes for each year of the B.Ed.
- The mentor and tutor/lecturer agree, based on discussion of their NTS grade assessment for the placement which of the mark bands the student teacher has achieved.

NATIONAL TEACHERS' STANDARDS	Assessment commentary.	Outstanding	Good	Min	Inadequate
1. Professional Values and Attitudes					
Professional Development , the student teacher: a) Critically and collectively reflects to improve teaching and learning. b) Improves personal and professional development through lifelong learning and Continuous Professional					

<p>Development.</p> <p>c) Demonstrates effective growing leadership qualities in the classroom and wider school.</p>					
<p>Community of Practice, the student teacher:</p> <p>d) Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher.</p> <p>e) Engages positively with colleagues, learners, parents, School Management</p> <p>f) Committees, Parent-Teacher Associations and wider public as part of a community of practice.</p> <p>g) Develops a positive teacher identity and acts as a good role model for students g) Sees their role as a potential agent of change in the school, community and country.</p>					
<p>2. Professional Knowledge</p>					
<p>Knowledge of Educational Frameworks and Curriculum, the student teacher:</p> <p>a) Demonstrates familiarity with the education system and key policies guiding it.</p> <p>b) Has comprehensive</p>					

<p>knowledge of the official school curriculum, including learning outcomes.</p> <p>c) Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.</p> <p>d) At pre-primary and primary the 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.</p>					
<p>Knowledge of students, the student teacher:</p> <p>e) Understands how children develop and learn in diverse contexts and applies this in their teaching.</p> <p>f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.</p>					

3. Professional Practice				
<p>Managing the learning environment, the student teacher:</p> <ul style="list-style-type: none"> 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. 				
<p>Teaching and learning, the student teacher:</p> <ul style="list-style-type: none"> 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 				

<ul style="list-style-type: none"> 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 				
<p>Assessment, the student teacher:</p> <ul style="list-style-type: none"> 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.					
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C. CLASSROOM ENQUIRY AND ACTION RESEARCH, YEAR 4

Name of student teacher _____ Index No _____

Name of Mentor/Tutor _____ Date: _____

Semester: Three

Assessed separately from the portfolio. Carried out in S1 completed in S2 Assessed out of 100 marks			
Action Research	Comment	NTS	Mark
<p>Action Research</p> <ul style="list-style-type: none"> • Student teachers undertake an action research project to improve the learning opportunities of an agreed group of students to promote greater inclusion; and through this develop their teaching, classroom management and organisation strategies. • They demonstrate skill in identifying problem(s) during teaching and learning interactions, collect data to justify 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. The report should indicate student teacher's 		1a,1b,1d, 3b + NTS covered though the research	

<p>knowledge and understanding of inclusivity and diversity)</p> <p>Action Research, overview</p> <ul style="list-style-type: none"> • Introduction/Background <ul style="list-style-type: none"> ○ Identifies and justifies a problem to serve as the purpose of the action research project under the guidance of the mentor/tutor • Literature Review <ul style="list-style-type: none"> ○ Reviews literature based on identified problem and proposes interventions to address the identified problem in consultation with mentor/tutor • Methodology/intervention <ul style="list-style-type: none"> ○ Uses appropriate sampling and data collection procedure to carry out proposed intervention. ○ Adheres to ethical protocols in conducting research • Discussion of findings to improve Practice <ul style="list-style-type: none"> ○ Analyses and discusses data to draw conclusions from findings ○ Writes the action research report using the prescribed format ○ Agrees with mentor on completion of write up 			
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Final Overall Assessment of the Student Teacher Year Four STSCP	Final Grading	NTS	Mark
Final Assessment Commentary			

NTS	Levels of Attainment				Examples of sources of indicators or evidence of student teachers' performance
	Outstanding	Good	Minimum Level of Practice	Inadequate/Fail	
	<i>Much of the quality of student teachers' performance over time is outstanding and never less than consistently very good</i>	<i>The quality of student teachers' performance over time is good;</i>	<i>The student teachers' performance over time needs to improve to be consistently good</i>	<i>Student teachers' performance does not meet the minimum level of practice required by the NTS</i>	
○ Professional Values and Attitudes					
Professional Development, the student teacher:					
a. Critically and collectively reflects to improve teaching and learning.	<ul style="list-style-type: none"> Consistently, critiques own practice (keeping in mind gender responsive practice) and is very effective in improving their learning, Often, they do this with a peer, mentor, or with a group of student teachers at college or colleagues at school. 	<p>Much of the time:</p> <ul style="list-style-type: none"> Critiques own practice (keeping in mind gender responsive practice) and is effective in improving their learning Sometimes they do this with a peer, mentor, or with a group of student teachers at college or colleagues at school. 	<ul style="list-style-type: none"> Is not always able to critique their own practice and identify and address areas for development; they can do so with support. 	<ul style="list-style-type: none"> Is not able to critically reflect to improve teaching and learning 	<ul style="list-style-type: none"> Examples of sources of indicators or evidence of student teachers' performance

<p>b. Improves their personal and professional development through lifelong learning and continuous professional development.</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • Identifies gaps in knowledge, goes beyond the textbook, • Carries out self-directed study through accessing libraries, the internet, experienced colleagues. • Applies new learning from CPD in their practice. 	<p>Much of the time:</p> <ul style="list-style-type: none"> • Identifies gaps in knowledge, • Carries out self-directed study through accessing libraries, the internet, experienced colleagues. • Applies new learning from CPD in their practice. 	<ul style="list-style-type: none"> • Is not always able to identify gaps in their knowledge; with support they can do this and carry out and apply self-study 	<ul style="list-style-type: none"> • Is not able to Improve their personal and professional development 	
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<p>c. Demonstrates effective growing leadership qualities in the classroom and wider school.</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • Delegates roles to females and males equally, such as classroom, book or board monitor in their classroom. • Volunteers to work on student leadership, running the library. • Speaks up in school meetings. • Supports peers and colleagues in school. 	<p>Much of the time:</p> <ul style="list-style-type: none"> • Delegates roles to females and males equally, such as classroom, book or board monitor in their classroom • Volunteers to work on student leadership, running the library. • Speaks up in school meetings. • Supports peers and colleagues in school. 	<ul style="list-style-type: none"> • Delegates roles to females and males equally, such as classroom, book or board monitor in their classroom <p>Needs to be prompted to</p> <ul style="list-style-type: none"> • Volunteer to work on student leadership, running the library. • Speak up in school meetings. • Support peers and colleagues in school. 	<ul style="list-style-type: none"> • Is not demonstrating effective growing leadership qualities in the classroom and wider school. 	
Community of Practice, the student teacher:					
<p>d. Is guided by legal and ethical teacher codes of conduct in their development as a professional teacher.</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • Shows outstanding levels of attendance and punctuality • Has a high regard for policies of 	<p>Much of the time:</p> <ul style="list-style-type: none"> • Shows high levels of attendance and punctuality • Has a high regard for policies of MoE/GES and 	<ul style="list-style-type: none"> • Is generally punctual and in attendance as required • acts within the policies of the school in their professional duties and responsibilities 	<ul style="list-style-type: none"> • Is not effectively guided by legal and ethical teacher codes of conduct in their development as a professional teacher 	

	<p>MoE/GES and those of the school in which they teach?</p> <ul style="list-style-type: none"> • Acts within policies that define their professional duties and responsibilities. • Has high respect for female and males' dignity, well-being and rights; avoids exploiting the vulnerability of learners • Demonstrates knowledge of MoE/ GES ethical codes, (Gender and Sexual Harassment policy) and lives according to their remit. 	<p>those of the school in which they teach?</p> <ul style="list-style-type: none"> • Acts within policies that define their professional duties and responsibilities. • Has high respect for female and males' dignity, well-being and rights; avoids exploiting the vulnerability of learners • Demonstrates knowledge of MoE/ GES ethical codes, (Gender and Sexual Harassment policy) and lives according to their remit. 	<ul style="list-style-type: none"> • needs to be more familiar with the MoE/ GES ethical codes, (Gender and Sexual Harassment policy) and lives according to their remit. 		
<p>e. Engages positively with colleagues, students, parents, SMC, PTA and wider public as part of a</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • Attends and contributes to school meetings, parent-teacher consultations, SMC and PTA 	<p>Much of the time:</p> <ul style="list-style-type: none"> • Attends and contributes to school meetings, parent-teacher consultations, SMC and PTA meetings as appropriate 	<ul style="list-style-type: none"> • Attends but does not always contribute to school meetings • Has some awareness of learners' backgrounds and experience 	<ul style="list-style-type: none"> • Does not engage positively with colleagues, students, parents. 	

community of practice.	meetings as appropriate <ul style="list-style-type: none"> • Knows about the local area where they are practicing, • Is aware of their learners' backgrounds and are seen to engage in school and local events, festivals, faith activities. • Encourages parents to support their children in their education. 	<ul style="list-style-type: none"> • Knows about the local area where they are practicing, • Is aware of their learners' backgrounds and are seen to engage in school and local events, festivals, faith activities. • Encourages parents to support their children in their education. 	but needs to learn more about the local area?		
f. Develops a positive teacher identity and acts as a good role model for learners.	Consistently, <ul style="list-style-type: none"> • Expresses their own philosophy of what it means to be a teacher. • Shows pride in their profession. • Has the liking and respect of learners, and is seen as a role model 	Much of the time: <ul style="list-style-type: none"> • Expresses their own philosophy of what it means to be a teacher but needs to do this with greater clarity. • Shows pride in their profession. • Has the liking and respect of learners and is seen as a role model 	<ul style="list-style-type: none"> • Expresses their own philosophy of what it means to be a teacher but needs to do this with greater clarity. • Needs to strengthen their ability to act as a role model for learners 	<ul style="list-style-type: none"> • Has not developed a positive teacher identity and acts as a good role model for learners. 	

<p>g. Sees his or her role as potential agent of change in the school, community and country.</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • Understands the role that education plays in the lives of the local community • Promotes inclusion and tolerance of all learners, actively preventing intolerance, • Challenges traditional gender roles and promoting gender and other equity and inclusion issues. • Engages in initiatives that bring about changes or improvements in the school • Actively encourages and facilitates girls and learners from more vulnerable groups to study, and to remain in education 	<p>Much of the time:</p> <ul style="list-style-type: none"> • Understands the role that education plays in the lives of the local community • Promotes inclusion and tolerance of all learners, actively preventing intolerance, • Challenges traditional gender roles and works to promote gender and other equity and inclusion issues. • Actively encourages and facilitates girls and learners from more vulnerable groups to study, and to remain in education 	<ul style="list-style-type: none"> • Understands the role that education plays in the lives of the local community but is not always able to take on the responsibility of actively promoting change 	<ul style="list-style-type: none"> • Does not see or understand their role as potential agent of change in the school, community and country. 	
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○ Professional Knowledge					
Knowledge of Educational Frameworks, the student teacher:					
a. Demonstrates familiarity with the education system and the key policies guiding it.	Consistently, <ul style="list-style-type: none"> As appropriate references the education system and key policies in discussions and in assignments. 	Much of the time: <ul style="list-style-type: none"> As appropriate references the education system and key policies in discussions and in assignments. 	<ul style="list-style-type: none"> Is familiar with the education system and the key policies but does not always demonstrate this appropriately 	<ul style="list-style-type: none"> Is not able to demonstrate familiarity with the education system and the key policies guiding it. 	
b. Has comprehensive knowledge of the official school curriculum, including learning outcomes.	Consistently, <ul style="list-style-type: none"> References curriculum in planning Knows what learners should have learnt in the previous year and the next, and across the curriculum. Discusses issues in implementing and covering the curriculum, particularly for more vulnerable groups and considers how to support learners to attain expected 	Much of the time: <ul style="list-style-type: none"> References curriculum in planning. Knows what learners should have learnt in the previous year and the next, and across the curriculum. Discusses issues in implementing and covering the curriculum, particularly for more vulnerable groups and considers how to support learners to attain expected curricular outcomes. 	<ul style="list-style-type: none"> Understands the official school curriculum and can reference it in planning <p>With support can</p> <ul style="list-style-type: none"> discuss issues in implementing and covering the curriculum, particularly for more vulnerable groups and considers how to support learners to attain expected curricular outcomes. 	<ul style="list-style-type: none"> Does not have comprehensive knowledge of the official school curriculum. 	

	<p>curricular outcomes.</p> <ul style="list-style-type: none"> • Understands how learner background and experience, including gender inequality can affect learner outcomes. • Can draw on the curriculum from earlier grades for learners who need to catch up, for example, at junior high school level draws on the primary curriculum 	<ul style="list-style-type: none"> • Understands how learner background and experience, including gender inequality can affect learner outcomes. • Can draw on the curriculum from earlier grades for learners who need to catch up, for example, at junior high school level draws on the primary curriculum 	<ul style="list-style-type: none"> • draw on the curriculum from earlier grades for learners who need to catch up, for example, at junior high school level draws on the primary curriculum 		
<p>c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge.</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • Has content knowledge which goes beyond what is contained within the curriculum & textbook. • Identifies and addresses gaps in their subject knowledge through self-study. 	<p>Much of the time:</p> <ul style="list-style-type: none"> • Has content knowledge of what is contained within the curriculum & textbook. • Identifies and addresses gaps in their subject knowledge through self-study. • Demonstrates good standards of literacy and 	<ul style="list-style-type: none"> • Has a grasp of knowledge of the curriculum and pedagogy for their specialism • With support is able to identify and addresses gaps in their subject knowledge 	<ul style="list-style-type: none"> • Does not have secure content knowledge, pedagogical knowledge and pedagogical content knowledge. 	

	<ul style="list-style-type: none"> • Demonstrates outstanding standards of literacy and correct use of oral and written language. • Has an outstanding grasp of knowledge of the curriculum for their specialism and is able to relate to the content of the curriculum for other specialisms • Demonstrates intellectual curiosity: they have a good understanding of developments in their subject through self-study and wider reading • Knows a wide variety of ways of organizing learning, and recognizes the advantages and disadvantages 	<p>correct use of oral and written language.</p> <p>Has a good grasp of knowledge of the curriculum for their specialism and is able to relate to the content of the curriculum for other specialisms</p> <ul style="list-style-type: none"> • Knows a variety of ways of organizing learning, and recognizes the advantages and disadvantages of teacher and learner-centred and gender responsive pedagogies • Is creative in their pedagogy, using environments other than the classroom as appropriate., drawing on other adults, nature, the local community • Incorporates ICT into their teaching 	<p>through self-study.</p> <ul style="list-style-type: none"> • Knows a variety of ways of organizing learning, • Is able to integrate ICT into their teaching 		
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	<p>s of teacher and learner-centred and gender responsive pedagogies</p> <ul style="list-style-type: none">• Is creative in their pedagogy, using environments other than the classroom as appropriate., drawing on other adults, nature, the local community• Incorporates ICT into their teaching				
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<p>d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy, and speaking, listening, reading and writing of at least one Ghanaian language for instruction.</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • Targets planning and teaching, differentiating for different age and ability groups • Displays outstanding knowledge of key features of teaching beginning reading and numeracy and engaging children’s enthusiasm in these core areas in both local language and English 	<p>Much of the time,</p> <ul style="list-style-type: none"> • Targets planning and teaching, differentiating for different age and ability groups • Displays good knowledge of key features of teaching beginning reading and numeracy and engaging children’s enthusiasm in these core areas in both local language and English 	<ul style="list-style-type: none"> • Needs some support to fully adapt their teaching as appropriate to multi-grade classes • Displays knowledge of key features of teaching beginning reading and numeracy and to teach children in these core areas in both local language and English 	<ul style="list-style-type: none"> • As an early years or primary specialist does not know the curriculum sufficiently well to teach multigrade classes. • Does not have a good knowledge of how to teach beginning reading and numeracy, and speaking, listening, reading and writing of at least one Ghanaian language for instruction. 	
Knowledge of students / Learners, the student teacher:					
<p>e. Understands how children develop and learn in diverse contexts</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • In discussion, in planning and in teaching demonstrates 	<p>Much of the time:</p> <ul style="list-style-type: none"> • In discussion, in planning and in teaching demonstrates a variety of 	<ul style="list-style-type: none"> • Understands how children develop and learn in diverse contexts and with support 	<ul style="list-style-type: none"> • Does not understand how children develop and learn in diverse contexts. 	

<p>and applies this in their teaching.</p>	<p>es a variety of teaching and learning strategies appropriate to learners at their different developmental stages</p> <ul style="list-style-type: none"> • ensures the equal participation of children from all groups regardless of experience and background, gender or special educational need. 	<p>teaching and learning strategies appropriate to learners at their different developmental stages</p> <ul style="list-style-type: none"> • ensures the equal participation of children from all groups regardless of experience and background, gender or special educational need. 	<p>is able to apply this effectively in their teaching</p>		
<p>f. Takes account of and respects learners' cultural, linguistic socio-economic and educational backgrounds in their planning and teaching.</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • Investigates and takes notes of each learner's background, acknowledging where and why they may have gaps in their education, and acts on this to try to overcome disadvantage. • Identifies why some learners 	<p>Much of the time:</p> <ul style="list-style-type: none"> • Investigates and takes notes of each learner's background, acknowledging where and why they may have gaps in their education, and acts on this to try to overcome disadvantage. • Identifies why some learners may have irregular attendance and 	<ul style="list-style-type: none"> • Investigates and takes notes of each learner's background, • With support is able to recognise where and why they may have gaps in their education, and acts on this to try to overcome disadvantage 	<p>Does not take account of and respects learners' cultural, linguistic socio-economic and educational backgrounds in their planning and teaching.</p>	

	<p>may have irregular attendance and seek to improve this.</p> <ul style="list-style-type: none"> • Code-switches as appropriate to ensure all can understand lesson content. • Seats learners carefully to support one another. • Talks with respect about all learners; draws sensitively on learners' backgrounds in their teaching. 	<p>seek to improve this.</p> <ul style="list-style-type: none"> • Code-switches as appropriate to ensure all can understand lesson content. • Seats learners carefully to support one another. • Talks with respect about all learners; draws sensitively on learners' backgrounds in their teaching. 			
o Professional Practice					
Managing the Learning Environment, the student teacher:					
<p>a. Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • Has long-term (weekly, termly) objectives of what and how learners should learn. • Has lesson objectives which are clear to learners at 	<p>Much of the time:</p> <ul style="list-style-type: none"> • Has long-term (weekly, termly) objectives of what and how learners should learn. • Has lesson objectives which are clear to learners at beginning of lessons and their 	<ul style="list-style-type: none"> • Plans and delivers varied and challenging lessons, showing a grasp of the intended outcomes of their teaching • They do not always recognise when some 	<ul style="list-style-type: none"> • Is not able to plan or deliver effective lessons, 	

	<p>beginning of lessons and their progress towards these is monitored</p> <ul style="list-style-type: none"> • Has lesson structures and tasks which vary and are pitched just beyond what learners already know to stretch and inspire, • Uses whole class, group, pair, individual work and ICT to expand or consolidate learning • Recognises when some, most or all learners do not understand a concept or do not achieve the intended learning outcomes, and addresses this as soon as possible through individual 	<p>progress towards these is monitored</p> <ul style="list-style-type: none"> • Has lesson structures and tasks which vary and are pitched just beyond what learners already know to stretch and inspire, • Uses whole class, group, pair, individual work and ICT to expand or consolidate learning • Recognises when some, learners do not understand a concept or do not achieve the intended learning outcomes, and addresses this as soon as possible through individual teaching, re-teaching content or setting homework. 	<p>learners do not understand a concept or achieve the intended learning outcome</p>		
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	teaching, re-teaching content or setting homework.				
b. Carries out small-scale action research to improve practice.	<ul style="list-style-type: none"> • Is highly effective at undertaking action research to improve: the learning opportunities of students or to promote greater inclusion; and through this develop their teaching, classroom management and organisation strategies. • Demonstrates skill in identifying problem(s) during teaching and learning interactions, collects data to justify identified problem, uses simple descriptive analysis to analyse data collected and uses 	<ul style="list-style-type: none"> • Is effective at undertaking action research to improve: the learning opportunities of students or to promote greater inclusion; and through this develop their teaching, classroom management and organisation strategies. • Demonstrates skill in identifying problem(s) during teaching and learning interactions, collect data to justify 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. 	<ul style="list-style-type: none"> • Can carry out small scale action research to improve their practice • Needs some support in identifying specific problems to investigate and in collecting and analysing data 	<ul style="list-style-type: none"> • Is not able to carry out small-scale action research to improve practice. 	

	appropriate tools, including ICT to structure findings and propose solution/intervention to the identified problem.				
c. Creates a safe, encouraging learning environment	<p>Consistently,</p> <ul style="list-style-type: none"> • Is warm, friendly, and fair, offers praise and encouragement • Withholds any form of corporal punishment or threatening behaviour. • Encourages learners to engage, they are not afraid to answer or ask questions and are not publicly or privately reprimanded for wrong answers. • Pre-empts any bullying or teasing. • Encourages good hygiene e.g., 	<p>Much of the time:</p> <ul style="list-style-type: none"> • Is warm, friendly, and fair, offers praise and encouragement • Withholds any form of corporal punishment or threatening behaviour. • Encourages learners to engage, they are not afraid to answer or ask questions and are not publicly or privately reprimanded for wrong answers. • Pre-empts any bullying or teasing. • Encourages good hygiene e.g., handwashing, ensure their learners get access to water, 	<p>Sometimes</p> <ul style="list-style-type: none"> • Is warm, friendly, and attempts to be fair • Withholds any form of corporal punishment or threatening behaviour. • Encourages learners to engage, they are not afraid to answer or ask questions and are not publicly or privately reprimanded for wrong answers. • Attempts to pre-empts any bullying or teasing. • Encourages good hygiene e.g., handwashing, ensure their 	<ul style="list-style-type: none"> • Is not able to create a safe, encouraging learning environment 	

	<p>handwashing, ensure their learners get access to water, food and latrines in order to learn.</p> <ul style="list-style-type: none"> • Is neatly organised in the classroom, with outstanding displays to encourage learning. 	<p>food and latrines in order to learn.</p> <ul style="list-style-type: none"> • Is neatly organised in the classroom, with displays to encourage learning. 	<p>learners get access to water, food and latrines in order to learn.</p>		
<p>d. Manages behaviour and learning with small and large classes.</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • Maintains friendly but firm discipline • Uses group and pair work to overcome challenges of large classrooms • Alters seating plans so that females and males are mixed and that all learners get to the front. • Manages resources so all learners (especially 	<p>Much of the time:</p> <ul style="list-style-type: none"> • Maintains friendly but firm discipline • Uses group and pair work to overcome challenges of large classrooms • Alters seating plans so that females and males are mixed and that all learners get to the front. • Manages resources so all learners (especially those from vulnerable groups) get access to resources 	<ul style="list-style-type: none"> • Is able to manage behaviour and learning with small classes but needs some support to manage larger classes 	<ul style="list-style-type: none"> • Is not able to manage behaviour and learning with either small or large classes. 	

	<p>those from vulnerable groups) get access to resources including one book or set of manipulatives per child.</p> <ul style="list-style-type: none"> • Involves learners as monitors, uses peer teaching to support learning. 	<p>including one book or set of manipulatives per child.</p> <ul style="list-style-type: none"> • Involves learners as monitors, uses peer teaching to support learning. 			
Teaching and Learning, the student teacher:					
<p>Employs a variety of instructional strategies that encourage learner participation and critical thinking.</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • Uses an outstanding variety of appropriate strategies, for example: whole-class dialogue, questioning, group/peer work (collaborative learning), demonstrations, explanations, experimentation, project/enquiry-based learning, different learner 	<p>Much of the time:</p> <ul style="list-style-type: none"> • Uses a variety of strategies, for example: whole-class dialogue, questioning, group/peer work (collaborative learning), demonstrations, explanations, experimentation, project/enquiry-based learning, different learner groupings, peer teaching/support, manipulatives/modelling, field trips, games, role play, songs, 	<ul style="list-style-type: none"> • Uses a variety of strategies to encourage learner participation but could be more adventurous in trying new approaches 	<ul style="list-style-type: none"> • Does not employ a variety of instructional strategies to encourage learner participation and critical thinking. 	

	<p>groupings, peer teaching/ support, manipulatives /modelling, field trips, games, role play, songs, storytelling and ICT in their lessons.</p> <ul style="list-style-type: none"> • Encourages active learning and participation 	<p>storytelling and ICT in their lessons.</p> <ul style="list-style-type: none"> • Encourages active learning and participation 			
<p>f. Pays attention to all learners, especially girls and learners with Special Educational Needs (SEN), ensuring their progress.</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • Ensures that quiet or non-participating learners contribute and learn, differentiating questions or work accordingly • Ensures full participation by girls • Seats learners with disabilities near to front to see or hear better 	<p>Much of the time:</p> <ul style="list-style-type: none"> • Ensures that quiet or non-participating learners contribute and learn, differentiating questions or work accordingly • Ensures full participation by girls • Seats learners with disabilities near to front to see or hear better • Provides resources appropriate to 	<ul style="list-style-type: none"> • Pays attention to all learners, especially girls and learners with Special Educational Needs (SEN), • Needs support to ensure the strategies they use meet the needs of all groups to ensure their progress. 	<ul style="list-style-type: none"> • Does not pay sufficient attention to all learners, especially girls and learners with Special Educational Needs (SEN), 	

	<ul style="list-style-type: none"> • Provides resources appropriate to their needs such as plates to teach geometry to visually impaired learners, or Braille, or adapts ICT accordingly • Notices when learners are absent, not engaged or paying attention and alters strategies accordingly. 	<p>their needs such as plates to teach geometry to visually impaired learners, or Braille, or adapts ICT accordingly</p> <ul style="list-style-type: none"> • Notices when learners are absent, not engaged or paying attention and alters strategies accordingly. 			
g. Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.	<p>Consistently,</p> <ul style="list-style-type: none"> • Differentiates instructional strategies are to target different grades learning within the one classroom, organising the classroom to support multigrade learning through seating, same or mixed grade groups, individual 	<p>Much of the time,</p> <ul style="list-style-type: none"> • Differentiates instructional strategies are to target different grades learning within the one classroom, organising the classroom to support multigrade learning through seating, same or mixed grade groups, individual self-directed work • Equally displays and assigns 	<ul style="list-style-type: none"> • Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes. • Needs some support to ensure the strategies they use meet the needs of all groups to ensure their progress. 	<ul style="list-style-type: none"> • Does not employ instructional strategies appropriate for mixed ability, multilingual and multi-age classes. 	

	<p>self-directed work</p> <ul style="list-style-type: none"> • Equally displays and assigns females and males as monitors • Draws on and integrates the curriculum appropriately to tailor learning for different grades and levels of maturation • Acknowledges the different languages that learners know and use, code mixing and switching as appropriate to ensure understanding of lesson content, using bilingual texts, diagrams or displays to support this. 	<p>females and males as monitors</p> <ul style="list-style-type: none"> • Draws on and integrates the curriculum appropriately to tailor learning for different grades and levels of maturation • Acknowledges the different languages that learners know and use, code mixing and switching as appropriate to ensure understanding of lesson content, using bilingual texts, diagrams or displays to support this. 			
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<p>h. Sets meaningful tasks that encourage learner collaboration and leads to purposeful learning</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • Carefully designs tasks that require learners to share, talk and debate. • Assigns leadership roles to females and males equally, • Intervenes skilfully to push or expand learning. • Alters grouping according to what is to be learned: mixed/same ability; genders; interest; language 	<p>Much of the time:</p> <ul style="list-style-type: none"> • Carefully designs tasks that require learners to share, talk and debate. • Assigns leadership roles to females and males equally, • Intervenes to push or expand learning. • Alters grouping according to what is to be learned: mixed/same ability; genders; interest; language 	<ul style="list-style-type: none"> • Sets meaningful tasks that encourage learner collaboration and leads to purposeful learning • Needs some support to ensure the tasks they set secure all learner groups collaboration. 	<ul style="list-style-type: none"> • Does not set meaningful tasks that encourage learner collaboration and leads to purposeful learning 	
<p>i. Explains concepts clearly using examples familiar to learners.</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • Imaginatively uses, for example, drawings, diagrams, demonstrations, teaching and learning resources, ICT, analogy, metaphor and representation to get new 	<p>Much of the time,</p> <ul style="list-style-type: none"> • Imaginatively uses, for example, drawings, diagrams, demonstrations, teaching and learning resources, ICT, analogy, metaphor and representation 	<ul style="list-style-type: none"> • Uses examples, including those familiar to learners to get new concepts across in a variety of ways so that learners understand • Does not always recognise 	<ul style="list-style-type: none"> • Does not explain concepts clearly 	

	<p>concepts across in a variety of ways so that learners understand.</p> <ul style="list-style-type: none"> • Uses examples familiar to learners from their backgrounds and experiences without reinforcing traditional gender roles • Recognises how to re-present a concept if some learners do not understand 	<p>to get new concepts across in a variety of ways so that learners understand.</p> <ul style="list-style-type: none"> • Uses examples familiar to learners from their backgrounds and experiences without reinforcing traditional gender roles • Recognises how to re-present a concept if some learners do not understand 	<p>when learners do not understand or know how to re-present a concept when it is not understood</p>		
<p>j. Produces and uses a variety of teaching and learning resources that enhance learning, including ICT.</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • Makes resources from local materials where possible and in sufficient numbers for all learners to handle, for example, charts, simple story books, flash cards, bottle tops, stones, sticks, pens. 	<p>Much of the time,</p> <ul style="list-style-type: none"> • Makes resources from local materials where possible and in sufficient numbers for all learners to handle, for example, charts, simple story books, flash cards, bottle tops, stones, sticks, pens. • Integrates resources into to 	<ul style="list-style-type: none"> • Produces and uses a variety of teaching and learning resources that enhance learning, including ICT. • Needs some support to ensure the resources meet the needs of all learner groups. 	<ul style="list-style-type: none"> • Is not able to produce a variety of appropriate resources 	

	<ul style="list-style-type: none"> • Integrates resources into to the teaching new concepts or their consolidation • Requires learners to make resources as part of their learning • Uses ICT to support learning in a multitude of ways - a hands-on approach for learners. • Uses carefully selected commercially produced resources 	<p>the teaching new concepts or their consolidation</p> <ul style="list-style-type: none"> • Requires learners to make resources as part of their learning • Uses ICT to support learning in a multitude of ways - a hands-on approach for learners. • Uses carefully selected commercially produced resources 			
Assessment, the student teacher:					
k. Integrates a variety of assessment modes into teaching to support learning.	<p>Consistently,</p> <ul style="list-style-type: none"> • Integrates assessment modes into daily practice and include learners' verbal responses and written responses • Takes note of gaps in learning 	<p>Much of the time:</p> <ul style="list-style-type: none"> • Integrates assessment modes into daily practice and include learners' verbal responses and written responses • Takes note of gaps in learning (paying attention to gaps between 	<ul style="list-style-type: none"> • Integrates a variety of assessment modes into teaching to support learning. • Needs some support to ensure each assessment mode is appropriate to assessing the learning of the target 	<ul style="list-style-type: none"> • Does not integrate a variety of assessment modes into teaching to support learning. 	

	(paying attention to gaps between females and males and vulnerable groups) and uses this in their planning and delivery of the next lesson or even within the same lesson.	females and males and vulnerable groups) and uses this in their planning and delivery of the next lesson	group/s		
I. Listens to learners and gives constructive feedback	Consistently, <ul style="list-style-type: none"> • Gives formative feedback to individual learners. • Encourages learners to talk or respond without interruption, • Assesses their understanding, asks for expansion, alternative interpretations or clarification from the same learner or others, 	Much of the time: <ul style="list-style-type: none"> • Gives formative feedback to individual learners. • Encourages learners to talk or respond without interruption, • Assesses their understanding, asks for expansion, alternative interpretations or clarification from the same learner or others, • Gives constructive feedback to ensure or 	<ul style="list-style-type: none"> • Listens to learners and gives constructive feedback • Needs some support to ensure is appropriate for all groups, including the most vulnerable 	<ul style="list-style-type: none"> • Listens to learners but does not give constructive feedback 	

	<ul style="list-style-type: none"> • Gives constructive feedback to ensure or enhance understanding. 	enhance understanding.			
m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.	<p>Consistently,</p> <ul style="list-style-type: none"> • Identifies learners' misconceptions about e.g., mathematics, spelling of difficult words, scientific concepts, use of literary terminology are identified, and different strategies used to re-teach the learning • Provides careful explanations to support learning. • Turns to specialist advice where particular learners are unable to learn 	<p>Much of the time:</p> <ul style="list-style-type: none"> • Identifies learners' misconceptions about e.g., mathematics, spelling of difficult words, scientific concepts, use of literary terminology are identified, and different strategies used to re-teach the learning • Provides careful explanations to support learning. • Turns to specialist advice where particular learners are unable to learn 	<ul style="list-style-type: none"> • Identifies learners' difficulties or misconceptions • Needs some support in providing remediation for some vulnerable groups 	<ul style="list-style-type: none"> • Is not able to identify and remediate learners' difficulties or misconceptions 	

<p>n. Keeps meaningful records and communicates student progress regularly to learners and parents.</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • Keeps regular, detailed and legible records of learners' assessment, both ongoing, formative and summative assessment, • analyses any disparities between females and males and vulnerable groups • uses these to inform planning and teaching on a daily basis. • informs learners of the progress they are making, and how to improve, and also their parents, through written and verbal means of communication. 	<p>Much of the time:</p> <ul style="list-style-type: none"> • Keeps regular, detailed and legible records of learners' assessment, both ongoing, formative and summative assessment, • analyses any disparities between females and males and vulnerable groups • uses these to inform planning and teaching on a daily basis. • informs learners of the progress they are making, and how to improve, and also their parents, through written and verbal means of communication. 	<ul style="list-style-type: none"> • Keeps meaningful records and communicates student progress regularly to learners and parents. • Needs some support to ensure that the records are accurate in representing the learning of all groups and individuals 	<ul style="list-style-type: none"> • Does not keep meaningful records and communicates student progress regularly to learners and parents. 	
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<p>o. Demonstrates awareness of national and school levels of attainment of learners.</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • Maintains high expectations for all learners, • Acknowledges gaps between expectations of learners from the curriculum and the reality of low levels of learning outcomes for many learners. • Note's school performance over the years and works with colleagues to improve levels of attainment. 	<p>Much of the time,</p> <ul style="list-style-type: none"> • Maintains high expectations for all learners, • Acknowledges gaps between expectations of learners from the curriculum and the reality of low levels of learning outcomes for many learners. • Notes school performance over the years and works with colleagues to improve levels of attainment. 	<ul style="list-style-type: none"> • Demonstrates awareness of national and school levels of attainment of learners • Needs some support in using this in relation to their own learners 	<ul style="list-style-type: none"> • Is not aware of national and school levels of attainment of learners 	
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<p>p. Uses objective criterion referencing to assess learners.</p>	<p>Consistently,</p> <ul style="list-style-type: none"> • Assesses fairly, using pre-determined criteria and do not compare learner with learner. • At Junior uses published mark schemes for 'BECE' Level. 	<ul style="list-style-type: none"> • Much of the time, • Assesses fairly, using pre-determined criteria and do not compare learner with learner. • At Junior uses published mark schemes for 'BECE' Level. 	<ul style="list-style-type: none"> • Uses objective criterion referencing to assess learners, with some support 	<ul style="list-style-type: none"> • Does not Use objective criterion referencing to assess learners 	
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Instructional resources	<ul style="list-style-type: none"> • 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	<p>Cohen, L.; Manion, L. Morrison, K., & Wyse, D. (2010). <i>A Guide to Teaching Practice</i> (5th Ed.) New York: Routledge.</p> <p>McIntosh, P. (2010). <i>Action Research and Reflective Practice: Creative and visual methods to facilitate reflection and learning</i>. Lond</p> <p>Cohen, L.; Manion, L. Morrison, K., & Wyse, D. (2010). <i>A Guide to Teaching Practice</i> (5th Ed.) New York: Routledge.</p> <p>Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., Boddy, J., & Salvi, F. (2013). <i>Pedagogy, curriculum, teaching practices and teacher education in developing countries. Education rigorous literature review</i>. Department for International Development on: Routledge.www.teachersnetwork.org/tnli/research</p>
Additional Reading List	<p>Conn, K. (2014). <i>Identifying Effective Education Interventions in Sub-Saharan Africa: A meta-analysis of rigorous impact evaluations</i> (Doctoral dissertation, Columbia University).</p>

	<p>Lane, K. L., Carter, E. W., Common, C., and Jordan, A. (2012), <i>Teacher Expectations for Student Performance: Lessons Learned and Implications for Research and Practice</i>. In Bryan G. Cook, Melody Tankersley, Timothy J. Landrum (Eds.) <i>Classroom Behavior, Contexts, and Interventions (Advances in Learning and Behavioral Disabilities, Volume 25)</i> Emerald Group Publishing Limited, pp. 95-129.</p> <p>Ormrod, J.E. (2014). <i>Educational psychology: Developing learners</i>. Pearson: Boston.</p> <p>The Sabre Charitable Trust, (2017). <i>Assessment manual</i>. Accra: Conker House Publishing Ltd.</p> <p>Vavrus, F., & Bartlett, L. (2013). Testing and teaching. In: F. Vavrus & L. Bartlett (Eds.), <i>Teaching in tension: International pedagogies, national policies, and teachers' practices in Tanzania (93-114)</i>. Rotterdam: Sense.</p>
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