TUTOR PROFESSIONAL DEVELOPMENT HANDBOOK: B.Ed in Initial Teacher Education Language and Literacy Year 4

HANDBOOK FOR COORDINATORS











GOVERNMENT OF GHANA







TUTOR PROFESSIONAL DEVELOPMENT HANDBOOK: B.Ed in Initial Teacher Education Language and Literacy Year 4

Coordinator Version

Foreword to the Year 4 Tutor Professional Development Handbook

The development of this set of Tutor Professional Development Handbooks, for Year 4 Bachelor of Education (B.Ed.) courses in Initial Teacher Education marks both an end and a beginning.

It marks an end in that this is the final set of Tutor Professional Development Handbooks to be written, bringing an end to three years of writing by teams from across the four mentoring Universities (Kwame Nkrumah University of Science and Technology, University for Development Studies, University of Ghana and University of Education, Winneba) and Colleges of Education.

It marks a beginning because the significant reforms in teacher education which these Handbooks are helping to bring about has only just begun. The first student teachers who have directly benefitted from these Handbooks entered Colleges of Education in 2019 and won't graduate until 2023. Once these B.Ed. graduates enter Ghana's basic school classrooms, I am confident that we will see a year-on-year increase in the number of teachers meeting the quality benchmarks set out in the National Teachers' Standards (NTS).

It is our intention and belief that these Handbooks will be used in Universities and Colleges of Education for many years to come and that they will play a central role in helping us to bring about a sustained transformation in our basic education system so that we achieve the goal of the Education Strategic Plan (2018-2030) that "all pupils are equipped with appropriate literacy, numeracy and social development skills to effectively transition to second cycle education."

I would like to take this opportunity to thank the Ghana Tertiary Education Commission, the UK's Foreign, Commonwealth and Development Office (FCDO) and Mastercard Foundation for their support over the past three years in making all this possible.

Robin Todd

Executive Director, T-TEL

June 2022

Year Four

Writing the weekly PD sessions: Guidance for the Subject Writing Leads (SWL).

- ➤ It is critical that what SWL write provides direct subject and B.Ed. specific guidance, so SL/HoD can support and scaffold tutors learning and professional development. This requires direct reference to each course manual and explanations of any areas which may be challenging.
- The sessions need to provide the main PD opportunity for tutors to ensure they fully understand what they need to teach and have the opportunity to plan together to make sure the new B.Ed. courses are taught well.
- ➤ Developments since the manuals were written require SWL to **add additional detail to PD sessions**. Specifically, this means a focus on:
 - Integrating GESI to ensure the needs of females, males and students with special education needs are well catered for
 - Integrating ICT and 21c skills to ensure students learn to use technology effectively to support their own and pupils' learning
 - National Teacher Education Assessment Policy (NTEAP)
 - the three assessment components for the semester for each course: subject project (30%), subject portfolio (30%) and end of semester examination (40%). These need to be introduced in session 1. PD writers will need to provide an example subject portfolio and project assessment components. if these are not written into the course manuals, see Appendix 1: Course Assessment Components.
 - integrating the use of continuous assessment designed to support student teacher learning in each PD session
 - In year four there are two assessment components associated with the STS Portfolio course: the Professional Portfolio, this is presented with evidence of the Student Teacher meeting the NTS and assessed at a post internship seminar (viva), and the Action Research Project. Tutors need to be prepared for assessing these components.
- ➤ The PD session template provides the frame for SWL to write the guidance for the Subject Leads (SL)/HoDs on how to lead and support the professional development of tutors in the weekly sessions
- Age level specialisms. To ensure appropriate subject and age level focus for the PD sessions:
 - o there will be a subject specialist writing for each subject
 - where subjects are grouped direct reference needs to be made to examples of activities in the course manuals for each subject with explanations and guidance as required
 - where there are different age levels direct reference needs to be made to the course manuals for activities for each age level
- This is the student teachers' final year and involves planning for and teaching sequences of lessons next academic year across all required subjects with regard for: the basic school curriculum GESI responsiveness, cross-cutting and transferable skills, including ICT.
- PD sessions in all subjects will need to include preparation for this final push to beginning teaching
- > SL/HoD need to have details of the resources needed for the activities.

Tutor PD Session

Name of Course: English

This PD Session document consists of the following English courses:

Junior High School Specialism

African Literature

The concept and nature of African literature: The concept of literature, meaning of African literature, nature of African literature I, nature of African literature II

Varieties of English

Foundations of varieties of English: What is language variety? What is the foundation of language variety? Situating language variety in context.

How to use this PD Manual

This Professional Development (PD) manual comprises two courses in English. In this manual, there are some generic statements and instructions in the various lessons, which can be adapted to suit the respective courses. Tutors should, therefore, refer to the individual course manuals during the PD sessions.

Age Level: JHS Name of Subject/s:

1. African Literature

2. Varieties of English

Semester 2

Year 4
Tutor PD Session 1

Fo	cus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
_	ints provide	Leading the session.	Activity during the PD	session
	e frame for	What the SL/HoDs will	Session. What PD Session	36331011
	at is to be	have to say during each	participants (Tutors) will	
	ne in the	stage of the session	do during each stage of the	
session. The		stage of the session	session.	
SWL should use			363310111	
	e bullets to			
	ide what they			
_	ite for the			
	HoD and			
_	tors to do and			
	during each			
	ssion. Each			
	llet needs to			
	addressed			
	d specific			
	erence			
	ould be made			
to	the course			
	nual/s.			
	Introduction	1A	1A	20 mins
to	the semester	1.1 Discuss with tutors	1.1 Discuss the two	
– iı	n session one	the two courses of the	courses of the Year 4	
>	Overview of	Year 4 Semester 2 of the	Semester 2 of the Junior	
	subject/s age	Junior High School (JHS)	High School (JHS)	
	level/s to be	programme. Ask them to	programme. Recount how	
	covered in	recount how they were	you were coping with the	
	the PD	coping with the groupings	groupings in subject areas	
	sessions and	in subject areas in	in previous PD sessions	
	guidance on	previous PD sessions and	and how these culminated	
	grouping	how these culminated in	in the practical content	
	tutors	the practical content	delivery and learning in the	
	according to	delivery in the class	class.	
	the			
	subject/s,	1.2 Discuss with tutors	1.2 Discuss the difference	
	age level/s.	the difference between	between subjects of the	
>	Introduction	subjects of the same	same specialism, e.g.,	
	to the course	specialism, e.g., English	English Language, and	
	manual/s	Language, and subjects of	subjects of different age	
		different age levels, e.g.	levels, e.g. Early Grade,	

- Overview of course learning outcomes
- > Introduction to the two continuous assessment components to be undertaken in each subject during the semester (See Course Assessment Components Appendix NB in subjects where there are no assessment components in the course manuals examples will need to be provided by the SWL for the SL/HoD.
- 1b Introduction to the session
- Review prior learning
- Reading and discussion of the introductory sections of the lesson up to and including learning outcomes

- Early Grade, Upper
 Primary and Junior High.
 Note: Remind tutors that
 this Year 4 Semester 2
 English courses are only
 two with the same
 specialist concerns,
 concepts, praxis, and
 methodological
 perspectives and that
 from time to time the
 tutors will be asked to
 refer t activities in their
 respective courses.
- 1.3 Ask tutors to refer to their respective course manuals for Year 4
 Semester 2 of the English language and discuss the structure and content of the course manuals that generally comprise:
- i) The course information and vision for the new four-Year B.Ed. curriculum.
- ii) The course details, goal for the English language manual, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusivity.
- iii) List of course learning outcomes and their related learning indicators.
- iv) The course content
 which is broken down
 into units for each week,
 the topic and sub-strands
 and their related teaching
 and learning activities to
 achieve the learning

- Upper Primary and Junior High.
- Note: You are to note that this Year 4 Semester 2 English courses are only two with the same specialist concerns, concepts, praxis, and methodological perspectives and that from time to time you will refer to activities in your respective courses.
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- iii) List of course learning outcomes and their related learning indicators.iv) The course content
- which is broken down into units for each week, the topic and sub-strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies.

and indicators Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

outcomes and the teaching and learning strategies.

- v) Course assessment components.
- 1.4 In their course groups, ask tutors to read the course Learning Outcomes (CLOs) and their indicators (LIs) in their respective course manuals, discuss, and write down at least two relationships each between the CLOs and the LIs to be shared with the larger group.

Examples:

African Literature: (CLO): Demonstrate an understanding of the origin and development of African literature (NTS2c, p.12)

(LIS):

i. Trace the beginnings of African literature.ii. Differentiate African literature from other literatures.

Varieties of English: (CLO): demonstrate knowledge of the foundations of language varieties (NTS 2c: 13)

(LIs):

i. Explain the factors that account for the existence of varieties in (English) language.
ii. Identify the different varieties in English in given contexts

v) Course assessment components.

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contexts

i. Explain the factors that account for the existence of varieties in (English) language.
ii. Identify the different varieties in English in given

1.5 Discuss with tutors the two continuous assessment components in both courses of Year 4 Semester 2.

Examples:

Subject Project:

Overall weighting of project = 30% Weighting of individual parts of the subject project out of 100 i. Introduction (10

marks): a clear statement of aim and purpose of the project.

ii. Methodology (20 marks): what the student teacher has done, why and how to achieve the aim and purpose of the project

iii. Substantive section(40): presentation,analysis andinterpretation of what hasbeen done, learned orfound out.

iv. Conclusion (30): key outcomes of the project and reflection on what the student teacher has learnt.

Subject Portfolio:

10%.

Overall weighting of project = 30%
Weighting of individual parts of portfolio out of 100
i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).
i(b) Presentation and organisation of portfolio

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(40): presentation, analysis and interpretation of what has been done, learned or found out.

iv. Conclusion (30): key outcomes of the project and reflection on what the student teacher has learnt.

Subject Portfolio:

Overall weighting of project = 30%
Weighting of individual parts of portfolio out of 100
i(a). Each of the three (3) items selected by the student teacher is 30 %

(90%).
i(b) Presentation and
organisation of portfolio
10%.

OR

items selected by the student teacher is 30 % (60%). ii(b) Mid semester assessment 30% ii(c) Presentation and organisation of portfolio

ii(a). Each of the two (2)

Examples of specific projects:

African Literature

10%

A project work on conceptualising and providing contextual features that clearly distinguish African literature from European literature.

Varieties of English:

Designing, in a form of graphic organiser, the foundation of language variety.

NOTE: Refer tutors to appendix 2 in the PD manual and ask them to read on assessment in the appendix for a few minutes and ask each pair to take turns to talk to the larger group about their understanding of the two continuous assessment components (subject project and subject portfolio). Example:

The subject project is a mini classroom research on the course being taught ranging from content to pedagogy and the subject portfolio is

OR

ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).
ii(b) Mid semester assessment 30% ii(c) Presentation and organisation of portfolio 10%

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Varieties of English:

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NOTE: Refer to appendix 2 in the PD manual and read on assessment in the appendix for a few minutes and take turns to talk to the larger group about your understanding of the two continuous assessment components (subject project and subject portfolio).

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The subject project is a mini classroom research on the course being taught ranging from content to pedagogy and the subject portfolio is how well

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1.6 Discuss with tutors the experiences they have gathered from student teachers during their Year 4 Semester 1 Supported Teaching in School (STS) practice in their respective partner schools and how these past experiences can impact this PD session and subsequent content delivery.

1.6 Discuss the experiences you have gathered from Year 4 Semester 1 Supported Teaching in School (STS) practice in your respective partner schools and indicate how useful they are to you.

Note: Remind tutors to examine the differences between Year 3 Semester 2 STS experiences and those of Year 4 Semeter 1 STS experiences.

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Example:

Year 3 Semester 2 STS
experiences prepare the
student teacher toward a
full semester's field work
of Year 4 while those of
Year 4 Semester 1 give
practical experiences on
the field preparing
him/her as beginning
teacher in the world of
work.

Example:

Year 3 Semester 2 STS experiences prepare the student teacher toward a full semester's field work of Year 4 while those of Year 4 Semester 1 give practical experiences on the field.

1.7 Ask tutors to be in mixed pairs as appropriate and allow them to discuss the main

1.7 In your mixed pairs discuss the main purpose of the current PD Session and share your views.

purpose of the current PD Session and share their views.

For example, one of the purposes is to adopt the appropriate teaching and learning strategies, relevant resources to ensure effective implementation of the key principles and practices of the B.Ed. programme.

1.8 Lead a discussion with tutors to discuss the Learning Outcomes (LOs) of lesson one and their Learning Indicators (LIs) by stating their relationship.

Examples:

African Literature :

(LO): Demonstrate an understanding of the origin and development of African literature (NTS2c, p.12).

(LIs):

- Trace the beginnings of African literature
- ii. Differentiate African literature from other literatures.

Varieties of English:

(LO):Demonstrate knowledge of the foundations of language varieties (NTS 2c: 13) (NTS 1c:12, NTS 2e, 2f:13). (LIs):

 Explain the factors that account for the existence of varieties in (English) language. For example, one of the purposes is to adopt the appropriate teaching and learning strategies, relevant resources to ensure effective implementation of the key principles and practices of the B.Ed. programme.

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Varieties of English:

(LO):Demonstrate knowledge of the foundations of language varieties (NTS 2c: 13) (NTS 1c:12, NTS 2e, 2f:13). (LIs):

 i. Explain the factors that account for the existence of varieties in (English) language. ii. Identify the different varieties in English in given contexts (Refer tutors to the learning outcomes and indicators sections of the lessons).

Note: Refer tutors to lesson one of the course manual for the learning outcomes and indicators.

1.9 Refer tutors to the lesson descriptions of lesson 1 and ask them to read and discuss those lesson descriptions.

Examples:

African Literature:

African Literature, as a course, is designed to build on student teachers' knowledge in literature and it is purposefully intended to discuss literary issues related to the African continent.

Varieties of English:

Varieties of English, as a course, is designed to help student teachers to explore the foundations of language varieties and to examine them in their various contexts.

1.10 Discuss with tutors the distinctive features of lesson 1 and any challenging areas or areas of misconceptions that might need some clarification.

ii. Identify the different varieties in English in given contexts (Refer tutors to the learning outcomes and indicators sections of the lessons).

Note: Refer to lesson one of the course manual for the learning outcomes and indicators.

1.9 Refer to the lesson descriptions of lesson 1 and read and discuss those course descriptions.

Examples:

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E. g. African Literature, as a course, is designed to build on student teachers' knowledge in literature and it is purposefully intended to discuss literary issues related to the African continent.

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1.10 Discuss the distinctive features of lesson 1 and any challenging areas or areas of misconceptions that might need some clarification.

Examples of distinctive features:

African Literature:

- i. Concept of African literature
- ii. Nature of African literature
- iii. Literature-in-English and English literature

Varieties of English:

i. Language varietyii. Foundation of language varietyiii. Language variety in

Examples of Misconceptions or Challenging Areas African Literature:

context

That literature-in English is the same as English literature.

Clarification:

English literature refers to the literary works written in Great Britain and British colonies that mainly reflects the English culture whereas literature in English refers to literary works from all over the world written in any other language with its cultural background but translated into English

Varieties of English:

That the rationale behind the varieties of English language is basically geographical.

Examples of distinctive features:

African Literature:

- i. Concept of African literature
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~	uıı	,,,	uu	•	

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As this course is dealing with supporting and or assessing the Professional **Teaching** Portfolio Development or the Classroom **Enquiry** and **Action Research Project Report** writing, tutors should be provided with quidance on what to do including organisation of Post Intern

Seminar.

Supporting Professional Teaching Portfolio (PTP)

1.11 Discuss with tutors the need to develop Professional Teaching Portfolio and task them to examine the importance of Year 3 Semester 2, specifically, teaching portfolio, to Year 4 Semester 2 activities.

Examples of the need for PTP:

- It outlines teachers' accomplishments that may help them to gain employment or a higher-level position in the work force.
- ii. A teaching portfolio is a story about you and who you are as an educator.
- iii. It demonstrates your skills and knowledge and provides evidence of your successful teaching practices.
- iv. It is an effective way for teachers to reflect upon, describe, and document their teaching

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Guidance to Classroom Enquiry and Action Research Project Report Writing

1.12 Discuss with tutors Year 3 Semester 2 classroom enquiry procedures of identifying learners' learning needs, proposing intervention activities, using post intervention data in bridging the learning gap and finally writing a report. (Refer to Activities 8.2.3.1 - 8.2.3.4 of Year 3 Semester 2 Handbook)

Note: Remind tutors that they will have to play a significant role in guiding the student teachers in organising their post intern seminars in Year 4 Semester 2. This can be done through coplanning, timelines for report drafting, reviewing the draft, making corrections and submitting the final report.

(Refer tutors to Activity 8.2.3.4 of the STS Handbook for Year 3, p. 98)

Providing Prompts to help Support Transition from School to the Teaching Career of the World of Work

Guidance to Classroom Enquiry and Action Research Project Report Writing

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Handbook)

Providing Prompts to help Support Transition from School to the Teaching Career of the World of Work For each session remember this is the final semester before Students start teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc

1.13 Discuss with tutors some of the activities from levels 100-400 that relate to Gender, Equality and Social Inclusion (GESI), Cross Cutting Issues (CCI), Information and Communication Technology (ICT) and 21st Century skills and which may be applicable to the world of work as the student teachers make transition from school to the contextual realities of the world of work as beginning teachers.

Examples of GESI responsive activities:

Making reasonable adjustmentsfor physically challenged learners.
Both male and female learners playing leading roles in agroup task, using brailles and other needed SEN resources.

Examples of CCI activities:

Gender mainstreaming, community empowerment, sustainability, equity and inclusion, and social accountability.

Examples of ICT activities

Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, Tools

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Examples of ICT activities

Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, Tools for

	1.6		
	for checking grammar	checking grammar errors	
	errors online.	online.	
	Examples of 21 st Century	Examples of 21 st Century	
	skills: Comunication skills,	activities: Comunication	
	collaboration, observation	skills, collaboration,	
	and enquiry skills, digital	observation and enquiry	
	literacy, creativity,	skills, digital literacy,	
	personal development	creativity, personal	
	and global citizenship.	development and global	
	and global citizensing.	citizenship.	
2 Concont	2.1 Lead a discussion with	2.1 Discuss and focus on	15 mins
2 Concept			12 1111112
Development	tutors and focus on the	the identification of new	
(New learning	identification of new	concepts, new learnings	
likely to arise in	concepts, new learnings	and potential barriers that	
lesson/s):	and potential barriers	are introduced into the	
Identification	that are introduced into	lesson which need to be	
and	the lesson which need to	explored.	
discussion of	be explored.		
new			
learning,	Examples of New	Examples of New Concepts	
potential	Concepts in the Lesson	in the Lesson	
barriers to			
learning for	African Literature:	African Literature:	
student	i. The concept of	i. The concept of African	
teachers or	African literature	literature	
students,	ii. The concept and	ii. The concept and nature	
new	nature of African	of African literature	
concepts or	literature	iii. The concept of	
pedagogy	iii. The concept of	literature-in-English and	
being	literature-in-English	English literature	
introduced in	and English literature		
the lesson,	Varieties of English:	Varieties of English:	
which need	i. The concept of language	i. The concept of language	
to be	variety	variety	
explored	ii. The concept of	ii. The concept of	
with the	foundation of language	foundation of language	
SL/HoD	variety.	variety.	
NB The guidance	iii. The concept of	iii. The concept of	
for SL/HoD			
1	language variety in	language variety in	
should set out	context.	context.	
what they need	Examples of New	Examples of New	
to do to	Learnings:	Learnings:	
introduce and			
explain the	African Literature:	African Literature:	
issues/s with	i. Student teachers'	i. Student teachers' ability	
tutors	ability to write their	to write their own short	

own short stories.

ii. Student teachers'
ability to differentiate
between literature in
English and English
literature.

stories.

ii. Student teachers' ability to differentiate between literature in English and English literature.

Varieties of English:

 i. Student teachers' ability to define and explain the concept of varieties of English.

ii. Student teachers' ability to give an extended explanation of foundation of language variety iii. Student teachers' ability to state the rationale behind the varying nature of languages they are familiar with.

Examples of Potential Barriers

African Literature:

Student teachers may not know much about African Literature in terms of its contextual features.

Suggested Solution:

African literature is a body of traditional oral and written literatures in Afro-Asiatic and African languages together with works written by Africans in European languages.

Varieties of English:

Student teachers may not have been exposed to the rationale for the language varieties around the world.

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Varieties of English:

You may not have been exposed to the rationale for the language varieties around the world.

Suggested Solution:

One of the reasons for the existence of language varieties is the speaker's purpose in communication, the relationship between speaker and hearer, the production circumstances, and various demographic affiliations that a speaker can have.

2.2 Ask tutors, in their course groups, to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topics in their respective manuals. *Examples:*

Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.

2.3 Discuss with tutors how the suggested teaching strategies in lesson 1 will be used to promote learning at the 4-Year B.Ed. and Basic levels.

Examples:

Identifying the features of the Basic School Curriculum and those of the B.Ed. programme and aligning them with the suggested teaching strategies in the course manual.

Suggested Solution:

One of the reasons for the existence of language varieties is the speaker's purpose in communication, the relationship between speaker and hearer, the production circumstances, and various demographic affiliations that a speaker can have.

2.2 Consider the suggested strategies in the manual and examine the most appropriate ones that you can use for effective learning.

Examples:

Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.

2.3 Discuss how the suggested teaching strategies in lesson 1 will be used to promote learning at the 4-Year B.Ed. and Basic levels.

Examples:

Identifying the features of the Basic School Curriculum and those of the B.Ed. programme and aligning them with the suggested teaching strategies in the course manual.

3.Planning for teaching, learning and assessment activities for the lesson/s

- Reading and discussion of the teaching and learning activities
- Noting, addressing, and explaining areas where tutors may require clarification
- Noting opportunitie s for making explicit links to the Basic School Curriculum
- Noting opportunitie s for integrating: GESI responsivene ss and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should

3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.

Examples Teaching and
Learning Activities:
African Literature: Task
student teachers in their
mixed ability groups to
use available online tools
to search online for the
meaning and nature of
African Literature.
This is followed by an oral
presentation by student
teachers on the basis of
their research.

Varieties of English:

Task student teachers to search online for information on the foundation of language variety.

Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills

3.2 Discuss with tutors how GESI responsiveness, ICT and 21st Century skills will help to promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.

Note: The delivery of English lessons in both the B.Ed. and Basic School curricula may be enhanced through the 3.1 Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.

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3.2 Discuss how GESI responsiveness , ICT and 21st Century skills will help to promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.

Note: The delivery of English lessons in both the B.Ed. and Basic School curricula may be enhanced through the integration of include at least two opportunitie s to use continuous assessment to support student teacher learning

- Resources:
 - links to the existing PD Themes, for example, action research, questionin g and to other external reference material: literature, on web, Youtube, physical resources, power point; how they should be used. Considerat ion needs to be given to local availability o guidance on any power point presentati

ons, TLM

integration of GESI, ICT and 21st century skills.

Examples of 21st century skills:

Comunication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.

Examples of GESI responsiveness:

Making reasonable adjustmentsfor physically challenged learners.
Both male and female learners playing leading roles in agroup task.

The use of braille and audio machines for orals, etc.

Examples of ICT

Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, tools for checking grammar errors online.

Examples of linking to the Basic School Curriculum:

Tasking student teachers to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).

Again, referring student teachers to the Basic

GESI, ICT and 21st century skills.

Examples of 21st century skills:

Comunication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and alobal citizenship.

Examples of GESI responsiveness:

Making reasonable adjustmentsfor physically challenged learners.
Both male and female learners playing leading roles in agroup task.

The use of braille and audio machines for orals, etc.

Examples of ICT

Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, tools for checking grammar errors online.

Examples of linking to the Basic School Curriculum:

You may have to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).

Again, refer to the Basic School Curriculum for or other resources which need to be developed to support learning

> Tutors should be expected to have a plan for the next lesson for student teachers

School Currriculum for some of the key features, e.g. the Core Competencies, such as: critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and alobal citizenship (CG), personal development and leadership (PL) and digital literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6) 3.3 Ask one tutor to model a selected activity in a teaching situation.

Examples:

African Literature:

Modeling the teaching of the concept and nature of African literature using available and appropriate ICT tools.

Varieties of English:

Modeling the teaching of situating language variety in context.

Using Continuous Assessment in Supporting Student Learning

3.4 Discuss with tutors the course assessment components (continuous assessment) in both courses (African Literature and Varieties of English) that can be used to support student learning bearing in mind the structure of the

some of the key features, e.g. the Core Competencies, such as: critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital I literacy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6) 3.3 Pay attention as the tutor models a selected activity in a teaching situation.

Examples:

African Literature:

Modeling the teaching of the concept and nature of African literature using available and appropriate ICT tools.

Varieties of English:

Modeling the teaching of situating language variety in context.

Using Continuous Assessment in Supporting Student Learning

3.4 Discuss the course assessment components (continuous assessment) in both courses (African Literature and Varieties of English) that can be used to support student learning bearing in mind the structure of the prospective subject project

prospective subject project topics in terms of the introduction, methodology, substantive section and the conclusion and the collection of the appropriate artefacts and their organisation in the subject portfolio.

topics in terms of the introduction, methodology, substantive section and the conclusion and the collection of the appropriate artefacts and their organisation in the subject portfolio.

Note: The continuous assessment components for both African Literature and Varieties of English in the course manual include the subject portfolio and subject project assessments. These should be used to provide day-to-day feedback about the learning and teaching process, identify strengths and weaknesses in order to bridge the learning gaps among students.

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The assessment components should be in line with the NTEAP.

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Examples of subject projects in the specific courses:

Examples of subject projects in the specific courses:

African Literature

African Literature

A project work on conceptualising and providing contextual features that clearly distinguish African literature from European literature.

A project work on conceptualising and providing contextual features that clearly distinguish African literature from European literature.

Varieties of English:

Designing, in a form of graphic organiser, the foundation of language variety.

3.5 Request that tutors discuss assessment instruments aside what is in their respective manuals.

For example, ICT assessment tools that can be used for assessment of students. Assessment tools aid in assessing and evaluating student learning and can provide different options to assess students beyond the traditional examination.

Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot

N/B:

Digital Assessment Tools for Teachers

- 1. Socrative quizzes and questions with real-time grading.
- 2. Google Forms easy to use.
- 3. Mentimeter pre-built education templates.
- 4. Poll Everywhere used by 300,000 teachers.
- 5. Kahoot game-based assessment tool.

Varieties of English:

Designing, in a form of graphic organiser, the foundation of language variety.

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	i.e. (Assessment Of Learning (AOL)) of the course manual and	i.e. (Assessment Of Learning (AOL)) of the course manual and	
	compare with the	compare with the	
	components prescribed by	components prescribed by	
	NTEAP and review as	NTEAP and review as	
	appropriate.	appropriate.	
4. Evaluation	4.1 Ask tutors to reflect	4.1 Reflect on what you	15 mins
and review of	on what they have learnt	have learnt in the session	
session:	in the session. Request	and share your ideas with	
a. Tutors need to	them to share it with the	the class.	
identify critical	larger group.		
friends to	4.2 Remind tutors to	4.2 Receive any critical	
observe lessons	identify a critical friend to	friend who comes in to sit	
and report at	observe them in Lesson 1	in your class.	
next session	as they teach class and		
b. Identifying	provide feedback at the	4.3 Read lesson 2 to	
and addressing	next PD Session.	prepare for next week's PD	
any outstanding	4.3 Ask tutors to read	session.	
issues relating to	lesson 2 from the PD		
the lesson/s for	manual in preparation for		
clarification	the next session.		

Year 4 Semester 2

Tutor PD Session 2

Lesson Title:

English:

AFRICAN LITERATURE (JHS)

The origin and development of African literature: Origin of African literature,
 Development of African literature, African literature, Features of African literature,
 Origin of African literature, Development of African literature,

VARIETIES OF ENGLISH (JHS)

Historical varieties of English: Introduction to the course. Old English. Middle English,
 Present-day English

Fo	cus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
	ints provide	Leading the session.	Activity during the PD	session
	e frame for	What the SL/HoDs will	Session. What do PD	36331011
	nat is to be	have to say during each	Session participants	
	ne in the	, ,	· ·	
		stage of the session	(Tutors) will do during	
	ssion. The		each stage of the session?	
_	VL should use			
	e bullets to			
_	ide what they			
	ite for the			
	/HoD and			
	tors to do and			
	y during each			
	ssion. Each			
	llet needs to			
be addressed,				
	d specific			
_	ferences			
sh	ould be made			
to	the course			
ma	anual/s.			
1 I	ntroduction	1.1 Use the snowballing	1.1 A tutor to recall one	20 mins
to	the session	strategy to recap the	thing he/she learned in the	
>	Review prior	main issues raised during	last PD session and identify	
	learning	the last PD session (thus,	another tutor to share	
>	A critical	ask a tutor to recall one	his/her views. He/she also	
	friend to	thing he/she learned in	remembers another tutor	
	share	the last PD	to share a similar view, and	
	findings for a	lesson/session. After	the activity continues in a	
	short	reviewing what he/she	chain order).	
	discussion	can recall, he /she		
	and lessons	identifies another tutor to		
	learned	share his/her views, and		

- Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators
- Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify, address, and explain any areas where tutors might require clarification on any aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- the activity continues in a chain order).
- 1.2 Invite the critical friend who observed a lesson the previous week to give his report for reflection.
- 1.3 Ask tutors in mixed pairs to discuss the primary purpose of the current PD Session and share their views.

 For example, one of the purposes is to adopt the appropriate teaching and learning strategies, relevant resources to ensure effective implementation of the fundamental principles and practices of the B.Ed. Programme.

African Literature:

The African Literature lesson aims to introduce student teachers to the origin and development of African Literature.

Varieties of English:
The purpose of the lesson
is to help student teachers
to examine the historical
account of how the
English language
developed.

1.4 Lead tutors to discuss the Learning Outcomes (LOs) of lesson four and their Learning Indicators (LIs), stating their relationship.

- 1.2 Listen carefully to and reflect on the observed lesson bringing out the lessons learned
- 1.3 Discuss the primary purpose of the current PD Session and share your views.

For example, one of the purposes is to adopt the appropriate teaching and learning strategies, relevant resources to ensure effective implementation of the fundamental principles and practices of the B.Ed. Programme.

African Literature:

The African Literature lesson aims to introduce student teachers to the origin and development of African Literature.

Varieties English:
The purpose of the lesson
is to help student teachers
to examine the historical
account of how the English
language developed.

1.4 In pairs refer to the primary learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators are to the CLOs

Examples:

African Literature: (LO): Demonstrate an understanding of the origin and development of African literature (NTS2c, p.12).

(LI):

Trace the beginnings of African literature Differentiate African literature from other kinds of literature

Varieties of English: (LO): explore the historical and regional varieties of English (NTS3i, p.14). (LI):

Give a historical account of how the English language has developed Describe the features of the broad regional varieties of English Differentiate between historical and regional varieties of English (Refer tutors to the learning outcomes and indicators sections of the lessons).

1.5 Refer tutors to the lesson descriptions of lesson 2 and ask them to read and discuss them, bringing out the distinctive features of the lesson.

E.g. African Literature: the lesson is designed to introduce student teachers to African literature's origin and development.

and share your views with the group.

Examples:

African Literature:

(LO): Demonstrate an understanding of the origin and development of African literature (NTS2c, p.12).

(LI):

Trace the beginnings of African literature Differentiate African literature from other kinds of literature

Varieties of English: (LO): explore the historical and regional varieties of English (NTS3i, p.14). (LI):

Give a historical account of how the English language has developed Describe the features of the significant regional varieties of English Differentiate between historical and regional varieties of English (Refer to the learning outcomes and indicators sections of the lessons).

1.5 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson

E.g. African Literature: the lesson is designed to introduce student teachers to African literature's origin and development.

	Varieties of English: helps	Varieties of English: helps	
	student teachers develop	student teachers develop	
	appropriate English	appropriate English	
	language classroom	language classroom	
	management skills,	management skills,	
	including decision-making	including decision-making	
	and problem-solving.	and problem-solving.	
	and problem solving.	and problem solving.	
	1.5 Ask tutors in their	1.5 Tell your elbow partner	
	course groups to	the areas in the lesson you	
	brainstorm challenging	think are likely to create	
	areas in the lesson that	problems during the lesson	
	might need some	introduction.	
	clarification.		
	Examples:	Examples:	
	African Literature: It is	African Literature: It is	
	likely that students-	likely that students-	
	teachers may have	teachers may have	
	challenges knowing the	challenges knowing the	
	origin of African	origin of African Literature	
	Literature (GESI).	(GESI).	
	This can be avoided when	This can be avoided when	
	they are exposed to or	they are exposed to or told	
	told about the origin of	about the origin of African	
	African Literature	Literature	
	,		
	Varieties of English:	Varieties of English:	
	Student teachers may	Student teachers may	
	likely have challenges	likely have challenges	
	understanding what	understanding what	
	middle English is	middle English is	
	This can be avoided when	This can be avoided when	
	they have in-depth	they have in-depth	
	knowledge about	knowledge about language	
	language contact.	contact.	
This course	Supporting Professional	Supporting Professional	
supports and	Teaching Portfolio (PTP)	Teaching Portfolio (PTP)	
assesses the	1.6 Discuss the necessity	1.6 Discuss the need to	
Professional	of developing a	develop Professional	
Teaching	Professional Teaching	Teaching Portfolio and	
Portfolio	Portfolio with tutors and	examine the importance of	
Development or	assign them the task of	Year 3 Semester 2,	
the Action	evaluating the relevance	specifically, teaching	
Research Project	of Year 3 Semester 2	portfolio, to Year 4	
Report writing.	activities, specifically the	Semester 2 activities.	

In addition, tutors need to be provided with guidance on what to do, including the organisation of the Post Internship Seminar. teaching portfolio, to Year 4 Semester 2 activities.

PTP is required in the

following situations: i. It details instructors' accomplishments that may assist them in obtaining employment or a higher-level position in the workforce. ii. A teaching portfolio tells a tale about you as a teacher and who you are. iii. It exhibits your abilities and knowledge, as well as evidence of your practical teaching methods. iv. It is a valuable tool for teachers to consider, describe, and document their teaching philosophy, goals, and accomplishments.

Guidance to Classroom Enquiry and Action Research Project Report Writing

1.7 Ask tutors in groups to brainstorm the Year 3
Semester 2 classroom inquiry techniques of identifying learning needs and share findings as appropriate. E.g., proposing intervention activities, bridging the learning gap using postintervention data, and lastly, writing a report. (Refer to Activities 8.2.3.1 - 8.2.3.4 of Year 3 STS Handbook)

Note: Remind tutors that in Year 4 Semester 2, they

Examples of the need for PTP:

i. It details instructors' accomplishments that may assist them in obtaining employment or a higher-level position in the workforce. *ii* . A teaching portfolio tells a tale about you as a teacher and who you are. iii. It exhibits your abilities and knowledge, as well as evidence of your practical teaching methods. iv. It is a valuable tool for teachers to consider, describe, and document their teaching philosophy, goals, and accomplishments.

Guidance to Classroom Enquiry and Action Research Project Report Writing

1.7 Brainstorm Year 3
Semester 2 classroom
inquiry procedures to
identify learners' learning
needs and share your
thoughts. E.g., proposing
intervention activities,
using post-intervention
data in bridging the
learning gap and finally
writing a report (Refer to
Activities 8.2.3.1 - 8.2.3.4
of Year 3 STS Handbook)

will be expected to play a critical role in assisting student-teachers in organising their postintern lectures. Coplanning, timelines for report drafting, evaluating the draft, making revisions, and submitting the final report are all ways to do this. (Refer tutors to Activity 8.2.3.4 of the STS Handbook for Year 3 Semester 2, p. 98) **Providing Prompts to Providing Prompts to help** help Support Transition **Support Transition from** from School to the School to the Teaching Career of the World of **Teaching Career of the** Work **World of Work** For each 1.8 Remind tutors to 1.8 Remember to revise review activities from the activities from levels session, remember this is levels 100 to 400 that 100-400 that relate to the final relate to Gender, Equality, Gender, Equality and Social semester before and Social Inclusion Inclusion (GESI), Cross-Students begin (GESI), Cross-Cutting Cutting Issues (CCI), teaching; Issues (CCI), Information Information and provide prompts and Communication Communication to help support Technology (ICT), and Technology (ICT) and 21st this transition 21st Century skills with Century skills with your for planning and student-teachers as they student-teachers as they give regard for transition from school to transition from school to GESI, CCI, ICT the contextual realities of the contextual realities of the world of work as the world of work as etc. beginning teachers. beginning teachers. **Examples of GESI Examples of GESI** responsive activities: responsive issues: Making reasonable Making reasonable adjustments for physically adjustments for physically challenged learners challenged learners Both male and female Both male and female learners, playing leading learners, playing leading roles in agroup task, using roles in agroup task, using brailles and other needed brailles and other needed SEN resources. SEN resources.

	5 / (00)	5 / (00)	
	Examples of CCI:	Examples of CCI:	
	Gender mainstreaming,	Gender mainstreaming,	
	community	community empowerment,	
	empowerment,	sustainability, equity and	
	sustainability, equity and	inclusion, and social	
	inclusion, and social	accountability.	
	accountability.	accountability.	
	decountability.		
	E las after to the	5 and a Cotton	
	Examples of ICT tools	Examples of ICT tools	
	Office 365 vs G-suite for	Office 365 vs G-suite for	
	education, google meet	education, google meet for	
	for online teaching,	online teaching, google	
	google classroom for	classroom for online	
	online assignment	assignment submissions,	
	submissions, plagiarism	plagiarism checking	
	checking software, Tools	software, Tools for	
	for checking grammar	checking grammar errors	
	errors online.	online.	
	errors orinine.	Omme.	
	Examples of 21 st Century	Examples of 21st Century	
	skills: Communication	skills: Communication	
	skills, collaboration,	skills, collaboration,	
	observation and enquiry	observation and enquiry	
	skills, digital literacy,	skills, digital literacy,	
	creativity, personal	creativity, personal	
	development and global	development and global	
	citizenship	citizenship	
2 Concept	2.1 Lead a discussion with	2.1 Discuss and focus on	15 mins
Development	tutors and focus on	identifying new concepts,	
(New learning	identifying new concepts,	new learnings, and	
likely to arise in	new learning and	potential barriers	
lesson/s):	potential barriers that are	introduced into the lesson	
> Identification	likely to cause learning	that need to be explored.	
and	challenges and how they	and freed to be explored.	
discussion of	can be resolved.		
		Evamples of New Consents	
new	Examples of New	Examples of New Concepts	
knowledge,	Concepts in the Lesson	in the Lesson	
potential			
barriers to	African Literature:	African Literature:	
learning for	i. The concept of the	i. The concept of the origin	
student	origin African Literature	African Literature	
teachers or	ii. The idea and	ii. The concept and	
students,	development of African	development of African	
new	literature	literature	
concepts or	iii. The idea of features of	iii. The concept of features	
pedagogy	African literature	of African literature	
	Ajrican incruture	1	
being		Varieties of English:	

introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors; they should take feedback to gauge understanding and support tutor engagement.

Varieties of English:

- i. The concept of old English
- ii. The idea of middle English.
- iii. The idea of modern English.

Examples of New Learnings:

African Literature:

i. Student teachers' ability to explain the origin of African Literature ii. Student teachers' ability to differentiate between the features of African literature English literature

Varieties of English:

i. Student teachers' ability to define and explain the concept of Old English. ii. Student teachers' ability to identify and explain the word structure of Old English iii. Student teachers' ability to see the differences between old English and Middle English through the word structure

Examples of Potential Barriers

African Literature:

Student teachers may not know much about African Literature in terms of its origin.

Suggested Solution:

African literature dates back thousands of years to Ancient Egypt and hieroglyphs, or writing that uses pictures to

- i. The concept of old English
- ii. The concept of middle English.
- iii. The concept of modern English.

Examples of New Learnings:

African Literature:

i. Student teachers' ability to explain the origin of African Literature. ii. Student teachers' ability to differentiate between the features of African literature English literature.

Varieties of English:

i. Student teachers' ability to define and explain the concept of Old English. ii. Student teachers' ability to identify and explain the word structure of Old English.

iii. Student teachers can see the differences between old English and Middle English through the word structure.

Examples of Potential Barriers

African Literature:

Student teachers may not know much about African Literature in terms of its origin.

Suggested Solution:

African literature dates back thousands of years to Ancient Egypt and hieroglyphs, or writing that uses pictures to represent represent words. Sub-Saharan Africa developed written literature during the nineteenth and early twentieth centuries

Varieties of English:

Student teachers may not have been exposed to the rationale for the language varieties around the world.

Suggested Solution:

One of the reasons for the existence of language varieties is language contact

2.2 Ask tutors in their course groups to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topics in their respective manuals.

Examples:

Group work, think-pairshare, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.

2.3 Discuss with tutors how the suggested teaching strategies in lesson 2 will promote learning at the 4-Year B.Ed. And Basic levels. Examples: Identifying the features of the Basic School Curriculum and those of the B.Ed. programme and

words. Sub-Saharan Africa developed written literature during the nineteenth and early twentieth centuries.

Varieties of English:

Student teachers may not have been exposed to the rationale for the language varieties around the world.

Suggested Solution:

One of the reasons for the existence of language varieties is language contact

2.2 Consider the suggested strategies in the manual and examine the most appropriate ones that you can use for effective learning.

Examples:

Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.

2.3 Discuss how the suggested teaching strategies in lesson 1 will promote learning at the 4-Year B.Ed. and Basic levels.

Examples:

Identifying the features of the Basic School Curriculum and those of the B.Ed. programme and

	aligning them with the	aligning them with the	
	suggested teaching	suggested teaching	
	strategies in the course	strategies in the course	
	manual	manual	
Planning for	3.1 Ask tutors to	3.1 Brainstorm the	40 mins
aching,	brainstorm the suggested	suggested teaching and	
rning and	teaching and learning	learning activities in your	
sessment	activities in their course	course manual and share	
ivities for the	manuals and share their	your thoughts	
son/s	thoughts.		
Reading and	Examples Teaching and	Examples Teaching and	
discussion of	Learning Activities:	Learning Activities:	
the teaching	African Literature : Task	African Literature : Task	
and learning	student teachers in their	student teachers in their	
activities	mixed ability groups to	mixed ability groups to use	
Noting,	use available online tools	available online tools to	
addressing,	to search online for the	search online for the	
and	meaning and nature of	meaning and nature of	
explaining	African Literature.	African Literature.	
areas where		•	
•		1 -	
•	_		
	based on their research.	research.	
	5 0	1 -	
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		, , , ,	
	variety.	variety.	
•	Links to the Busis Cohool	Limbo to the Busic Cabool	
	•		
0 0	•	1	
	JAIIIS	JIIII	
•	3.2 Discuss with tutors	3.2 Discuss how GESI	
	•	I	
	•	1	
<u>-</u> .	• •	1 -	
-		-	
of			
continuous	Note The delivery of	Note The delivery of	
assessment	English lessons in both the	English lessons in both the	
opportunitie	B.Ed. and Basic School	B.Ed. and Basic School	
	ching, and cessment civities for the son/s Reading and discussion of the teaching and learning activities Noting, addressing, and explaining areas where tutors may require clarification Reporting opportunities for making explicit links to the Basic School Curriculum Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills Reading, discussion, and identification of continuous assessment	Planning for aching, strategies in the course manual Planning for aching, strains and sessment sivities for the son/s Reading and discussion of the teaching and learning activities in their course manuals and share their thoughts. Examples Teaching and Learning Activities: African Literature: Task student teachers in their mixed ability groups to use available online tools to search online for the meaning and nature of African Literature. An oral presentation by student teachers follows based on their research. An oral presentation by student teachers follows based on their research. Varieties of English: Task student teachers to search online for information on the foundation of language variety. Noting opportunitie s for integrating: GESI responsivene ss and ICT and 21st C skills Reading, discussion, and identification of continuous assessment Note The delivery of English lessons in both the Basic School Curricula. Note The delivery of English lessons in both the	suggested teaching strategies in the course manual Planning for sching, brainstorm the suggested teaching and teaching and learning activities in their course manuals and share their thoughts. Reading and discussion of the teaching and dearning activities: African Literature: Task african Literature: Task student teachers in their mixed ability groups to use available online tools to search online for the meaning and nature of African Literature. African Literature. African Literature. An oral presentation by student teachers follows based on their research. Reporting opportunitie s for making explicit links to the Basic School curriculum Noting opportunitie sarch online for information on the foundation of language variety. Noting opportunitie sarch online for information on the foundation of language variety. Noting opportunitie shoughts. Examples Teaching and learning activities in your course manual and share your thoughts Examples Teaching and Learning activities in your course manual and share your thoughts Examples Teaching and Learning activities in your course manual and share your thoughts Examples Teaching and Learning activities in your course manual and share your thoughts Examples Teaching and Learning activities in your course manual and share your thoughts Examples Teaching and Learning activities in your course manual and share your thoughts Examples Teaching and Learning activities in your course manual and share your thoughts Examples Teaching and Learning activities in your thoughts Examples Teaching and Learning activities in vour thoughts Examples Teaching and Learning activ

s in the lesson. Each lesson should include at least two opportunitie s to use continuous assessment to support studentteacher learning; subjectspecific examples should be provided for SL/HoD

Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on the web, Utube, physical resources, PowerPoint; how they should be used. Consideratio n needs to be given to local availability

curricula may be enhanced through the integration of GESI, ICT and 21st-century skills.

Examples of 21st-century skills:

Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship

Examples of GESI responsiveness:

Making reasonable adjustmentsfor learners from diverse backgrounds.
Both male and female learners, playing leading roles in agroup task.

The use of braille and audio machines for orals etc

Examples of ICT tools

Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking software, tools for checking grammar errors online.

Examples of linking to the Basic School Curriculum:

Referring student teachers to the Basic School Curriculum for some of the key features, such as the Core Competencies, which include critical thinking curricula may be enhanced through the integration of GESI, ICT and 21st-century skills.

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Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking software, tools for checking grammar errors online.

Examples of linking to the Basic School Curriculum:

Referring student teachers to the Basic School Curriculum for some of the key features, such as the Core Competencies, which include critical thinking and problem solving (CP), > Tutors should be expected to have a plan for the next lesson for student teachers

and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL), and digital literacy (DL) (DL) (English Language Curriculum for Primary Schools - B4-B6) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6)

creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL), and digital literacy (DL) (DL) (English Language Curriculum for Primary Schools - B4-B6) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6)

3.3 Ask one tutor to model a selected activity in a teaching situation.

3.3 Pay attention as the tutor models a selected activity in a teaching situation.

Examples:

African Literature:

Modelling the teaching of the concept and development of African literature using available and appropriate ICT tools

Examples:

African Literature:

Modelling the teaching of the concept and development of African literature using available and appropriate ICT tools

Varieties of English:

Modelling the teaching of Middle English comparing it to Modern English.

Varieties of English:

Modelling the teaching of Middle English comparing it to Modern English.

Using Continuous Assessment in Supporting Student Learning

3.4 Discuss with tutors the course assessment components (continuous assessment) in both courses (African Literature and Varieties of English) that can be used to support student learning bearing in mind the structure of the prospective subject

Using Continuous Assessment in Supporting Student Learning

3.4 Discuss the course assessment components (continuous assessment) in both courses (African Literature and Varieties of English) that can be used to support student learning bearing in mind the structure of the prospective subject project topics in terms of the

project topics in terms of the introduction, methodology, substantive section and the conclusion and the collection of the appropriate artefact and their organisation in the subject portfolio. introduction, methodology, substantive section and the conclusion and the collection of the appropriate artefacts and their organisation in the subject portfolio.

Note: The course manual's continuous assessment components for African Literature and Varieties of English include the subject portfolio and subject project assessments. These should be used to provide day-to-day feedback about the learning and teaching process and identify strengths and weaknesses to bridge the learning gaps among students.

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The assessment components should be in line with the NTEAP.

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Examples of subject projects in the specific

Examples of subject projects in the specific courses:

courses:

African Literature

African Literature

Project work on the origin and development of African Literature Project work on the origin and development of African Literature

Varieties of English:

Varieties of English:

A project work on Old, Middle and Modern Englishes bearing in mind the differences and similarities A project work on Old, Middle and Modern Englishes bearing in mind the differences and similarities 3.5 Request that tutors discuss how to use other assessment instruments aside from their respective manuals.

For example, ICT assessment tools that can be used for assessment of students Assessment tools aid in assessing and evaluating student learning and can provide different options to assess students beyond the traditional examination.

Note: Several tools are available, including grading rubrics, canvas assignments, plagiarism detection, selfassessment, peer assessment, surveys, and classroom polling. quiz bot

N/B:

Digital Assessment Tools for Teachers

- 1. Socrative quizzes and questions with real-time grading.
- 2. Google Forms easy to use.
- 3. Mentimeter pre-built education templates.
- 4. Poll Everywhere used by 300,000 teachers.
- 5. Kahoot game-based assessment tool.
- i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by

3.5 Discuss the use of other assessment instruments aside from what is in your respective manuals.

For example, ICT assessment tools can be used for the assessment of students. Assessment tools aid in assessing and evaluating student learning and can provide different options to assess students beyond the traditional examination

Note: Several tools are available, including grading rubrics, canvas assignments, plagiarism detection, self-assessment, peer assessment, surveys, and classroom polling. quiz bot

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- 1. Socrative quizzes and questions with real-time grading.
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- i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.

		T .	T	
		NTEAP and review as		
		appropriate.		
4.	Evaluation	4.1 Ask tutors to reflect	4.1 Reflect on what you	15 mins
an	d review of	on what they have learnt	have learnt in the session	
ses	ssion:	in the session. Then,	and share your ideas with	
		request them to share it	the class.	
1.	Tutors	with the larger group.		
	should			
	Identify	4.2 Task Tutors to identify	4.2 Wholeheartedly	
	critical	a critical friend to observe	receive any critical friend	
	friends to	them in Lesson 2 as they	who comes in to sit in your	
	observe	teach a class and provide	class.	
	lessons and	feedback at the next PD		
	report at the	Session.		
	next session			
2.	Identifying	4.3 Ask tutors to read	4.3 Read lesson 3 to	
	and	lesson 3 from the PD	prepare for next week's PD	
	addressing	manual in preparation for	session.	
	any	the next session.		
	outstanding			
	issues			
	relating to			
	the lesson/s			
	for			
	clarification			

Age Level: JHS Name of Subject: English Language

Semester 2
Junior High School Specialism
African Literature

Blocs of African Literature:Anglophon e bloc,Francopho ne bloc,Lusophone bloc

Varieties of English

Regional varieties of English: Native varieties, British English, American English

Tutor PD Session 3

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed, and specific references should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
Introduction to the session Review prior learning Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators	1.1 Task tutors to use shower thoughts to reflect on their experiences from student teachers during their Year 4 Semester 1 Supported Teaching in School (STS) and how these past experiences can impact this PD session and subsequent content delivery. Note: Remind tutors to examine the differences between Year 3 STS	1.1 Reflect and write down the experiences you have gathered from Year 4 Semester 1 Supported Teaching in School (STS) practice in your respective partner schools and indicate how useful they are to you. Note: Examine the differences between Year 3	20 mins

Overview of content and identification of any distinctive aspects of the lesson/s,

NB The guidance for SL/HoD should identify, address, and explain any areas where tutors might require clarification on any aspect of the lesson.

NB SL/HoD should

ask tutors to plan for their teaching as they go through the PD session experiences and Year 4 STS experiences.

Example:

Year 3 STS prepares the student-teacher toward an entire semester's fieldwork of Year 4 while that of Year 4 give practical experiences on the field, preparing them as a beginning teacher in the world of work.

1.2 Allow tutors to work in mixed pairs as appropriate to discuss the significant goal of the current PD Session and exchange their perspectives.

For example, one of the purposes is to adopt the appropriate teaching and learning strategies, relevant resources to ensure the effectiveness of African Literature and Varieties of English

1.3 Lead a conversation with tutors about the Learning Outcomes (LOs) of lesson 3 and their Learning Indicators (LIs), stating their link. Examples:

African Literature :

(LO): Explore the various blocs in African literature

(LI):

Identify the distinct blocs in African literature.

Varieties of English:

(LO): explore the historical and regional varieties of English (NTS3i, p.14).

STS experiences and those of Year 4 STS experiences. Example:

Year 3 STS prepares the student-teacher toward an entire semester's fieldwork of Year 4 while that of Year 4 give practical experiences on the field.

1.2 In your mixed pairs, discuss the main purpose of the current PD Session and share your views.

For example, one of the purposes is to adopt the appropriate teaching and learning strategies, relevant resources to ensure the effectiveness of African Literature and Varieties of English

1.3 Discuss the Learning Outcomes (LOs) of lesson one and their Learning Indicators (LIs) by stating their relationship. *Examples:*

African Literature :

(LO): Explore the various blocs in African literature

(LI):

Identify the distinct blocs in African literature.

Varieties of English:

(LO): explore the historical and regional varieties of English (NTS3i, p.14).

(LIs)

i. give a historical account of how the English language has developed ii. describe the features of the significant regional varieties of English iii. differentiate between historical and regional varieties of English

Note: Refer tutors to lesson 3 of the course manual for the learning outcomes and indicators.

1.4 Refer tutors to the lesson descriptions of lesson 3 and ask them to read and discuss those course descriptions.

Examples:

African Literature:

The lesson is designed to build on student teachers' explore the various blocs of African Literature

Varieties of English:

Varieties of English, as a course, is designed to help student teachers explore the factors that lead to regional language varieties.

1.5 Discuss with tutors the distinctive features of lesson 3 and any challenging areas or areas of misconceptions that might need some clarification.

Examples of distinctive features:

African Literature:

(LIS)

i. give a historical account of how the English language has developed ii. describe the features of the significant regional varieties of English iii. differentiate between historical and regional varieties of English

Note: Refer tutors to lesson 3 of the course manual for the learning outcomes and indicators.

1.4 Refer to the lesson descriptions of lesson 1 and read and discuss those course descriptions.

Examples:

African Literature:

The lesson is designed to build on student teachers' explore the various blocs of African Literature

Varieties of English:

Varieties of English, as a course, is designed to help student teachers explore the factors that lead to regional language varieties.

1.5 Discuss the distinctive features of lesson 1 and any challenging areas or areas of misconceptions that might need some clarification.

Examples of distinctive features:

African Literature:

i. Concept of Anglophone bloc, African literature i. Concept of Anglophone bloc African literature ii. Natrue of Francopho ne bloc African literature iii. The nature of the Lusophone bloc ii. Natrue of Francopho ne bloc African literatureiii. The nature of the Lusophone bloc.

Varieties of English:

i. Native varietiesii. British varietiesiii. American varieties in the context

Examples of Misconceptions or Challenging Areas African Literature:

That anglophone literature is the same as English literature.

Clarification:

English literature refers to literary work written not just in England but also in *Ireland, Wales, Scotland,* British colonies, including the United States of America, whereas anglophone literature refers to fiction written in English; however, in the context of postwar canon formation, Anglophone refers specifically to literature written in English from former British colonies (excluding the *United States*)— *known at* one point by the anodyne term Commonwealth literature

Varieties of English:

That the rationale behind the varieties of English language is geographical

Varieties of English:

i. Native varietiesii. British varietiesiii. American varieties in the context

Examples of Misconceptions or Challenging Areas African Literature:

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Clarification:

The factors that bring about varieties of the English language can be regional (geographical), ethnic (national and racial), and social (class, age, gender, socioeconomic status and education)

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This course deals with supporting and assessing the **Professional Teaching Portfolio Development or** the Classroom **Enquiry and Action** Research Project Report writing. Tutors need to be provided with guidance on what to do, including the organisation of the Post Intern Seminar.

Supporting Professional Teaching Portfolio (PTP)

1.6 Ask tutors to discuss the necessity of developing a Professional Teaching Portfolio with tutors and assign them to evaluate the relevance of personal, professional teaching portfolio envisaging its benefits to student-teachers in Year 4 Semester 2. Examples of the need for PTP:

i. It outlines teachers' accomplishments that may help them gain employment or a higherlevel position in the workforce.

ii. A teaching portfolio is a story about you and who you are as an educator. iii. It demonstrates your skills and knowledge and provides evidence of your successful teaching practices.

iv. It is an effective way for teachers to reflect upon, describe, and document their teaching philosophy, goals, and achievements.

Supporting Professional Teaching Portfolio (PTP)

1.6 Discuss the need to develop Professional Teaching Portfolio and examine the importance of Year 3 Semester 2, specifically, teaching portfolio, to Year 4 Semester 2 activities.

Examples of the need for PTP:

i. It outlines teachers' accomplishments that may help them gain employment or a higherlevel position in the workforce.

ii. A teaching portfolio is a story about you and who you are as an educator. iii. It demonstrates your skills and knowledge and provides evidence of your successful teaching practices.

iv. It is an effective way for teachers to reflect upon, describe, and document their teaching philosophy, goals, and achievements.

	Guidance to Classroom	Guidance to Classroom	
	Enquiry and Action	Enquiry and Action	
		• •	
	Research Project Report	Research Project Report	
	Writing	Writing	
	1.7 Task tutors to	1.7 Discuss Year 3	
	brainstorm the procedures	Semester 2 classroom	
	for identifying learning	enquiry procedures of	
	needs, providing	identifying learners'	
	intervention activities,	learning needs, proposing	
	using post-intervention	intervention activities,	
	data to close the learning	using post-intervention	
	gap, and finally publishing	data in bridging the	
	a report as a classroom	learning gap and finally	
	enquiry procedure in Year	writing a report (Refer to	
	3 Semester 2. (See Year 3	Activities 8.2.3.1 - 8.2.3.4	
	STS Handbook, Activities	of Year 3 STS Handbook)	
	8.2.3.1 - 8.2.3.4.)		
	Note : Remind tutors that		
	they will have to play a		
	significant role in guiding		
	the student-teachers in		
	organising their post intern		
	seminars in Year 4		
	Semester 2. This assistance		
	can be done through co-		
	planning, timelines for		
	report drafting, reviewing		
	the draft, making		
	corrections and submitting		
	the final report.		
	/- c		
	(Refer tutors to Activity		
	8.2.3.4 of the STS		
	Handbook for Year 3, p.		
	98)		
	Duoviding Duovente to belie	Duoviding Duomata to hali	
	Providing Prompts to help	Providing Prompts to help	
	Support Transition from School to the	Support Transition from	
		School to the Teaching Career of the World of	
	Teaching Career of the World of Work	Work	
For each session,	1.8 Discuss with tutors	1.8 Discuss some of the	
remember this is	issues like Gender,	activities from levels 100-	
the final semester	Equality, and Social	400 that relate to Gender,	
before Students	Inclusion (GESI), Cross-	Equality and Social	
	· · · · ·		
start teaching;	Cutting Issues (CCI),	Inclusion (GESI), Cross-	

provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc Information and Communication Technology (ICT), and 21st Century skills that they will use to remind student-teachers as they transition from school to the contextual realities of the world of work as beginning teachers.

Examples of GESI responsive issues:

Making reasonable adjustments for learners of diverse backgrounds.
Both male and female learners play leading roles in agroup task, using brailles and other needed SEN resources.

Examples of CCI issues:

Gender mainstreaming, community empowerment, sustainability, equity and inclusion, and social accountability.

Examples of ICT issues

Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking software, Tools for checking grammar errors online.

Examples of 21st Century

Skills: Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal Cutting Issues (CCI),
Information and
Communication
Technology (ICT) and 21st
Century skills that you can
use to remind your
students as they transition
from school to the
contextual realities of the
world of work as beginning
teachers.

Examples of GESI responsive activities:

Making reasonable adjustmentsfor physically challenged learners Both male and female learners playing leading roles in agroup task, using brailles and other needed SEN resources

Examples of CCI activities:

Gender mainstreaming, community empowerment, sustainability, equity and inclusion, and social accountability.

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Skills: Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal

	development and global	development and global	
	citizenship	citizenship	
2 Concept	2.1 Task tutors to use	2.1 Discuss and focus on	15 mins
Development (New	shower thoughts to reflect	identifying new concepts,	
learning likely to	on the lesson and come	new learnings, and	
arise in lesson/s):	out with new concepts,	potential barriers	
Identification	new learning, and	introduced into the lesson	
and discussion	potential barriers	that need to be explored.	
of new learning,	introduced into the lesson		
potential	that need to be explored.		
barriers to	Examples of New Concepts	Examples of New Concepts	
learning for	in the Lesson	in the Lesson	
student	African Literature:	African Literature:	
teachers or	i. The implication of the	i. The implication of the	
students, new	anglophone bloc.	anglophone bloc.	
concepts or	ii. The concept and	ii. The concept and	
pedagogy being	implication of the	implication of the	
introduced in	Francophone bloc.	Francophone bloc.	
the lesson,	iii. The concept and	iii. The idea the implication	
which need to	implication lusophone bloc	lusophone	
be explored	Varieties of English:	Varieties of English:	
with the	i. The concept of native	i. The concept of native	
SL/HoD	varieties.	varieties	
NB The guidance	ii. The idea of regional	ii. The idea of regional	
for SL/HoD should	varieties.	varieties	
set out what they	iii. The idea of contact and	iii. The idea of contact and	
need to do to	language change	language change.	
introduce and	Examples of New	Examples of New	
explain the issues/s with tutors	Learnings:	Learnings:	
with tutors	African Literature:	African Literature:	
	Student teachers' ability to	Student teachers' ability to	
	explain the blocs of African	explain the blocs of African	
	literature and their	literature and their	
	implication to the writer	implication to the writer	
	Implication to the writer	Implication to the writer	
	Varieties of English:	Varieties of English:	
	i. Student teachers' ability	i. Student teachers' ability	
	to define and explain what	to define and explain what	
	is meant by a native	is meant by a native	
	variety.	variety	
	ii. Student teachers' ability	ii. Student teachers' ability	
	to explain regional	to explain regional	
	varieties in terms of	varieties in terms of	
	monolingual speaking	monolingual speaking	
	communities.	communities.	

Examples of Potential Barriers

African Literature:

Student teachers may not know what blocs are and their differences

Suggested Solution:

The African literature written in Portuguese is lusophone, while the literature written in French is Francophone. Unlike francophone literature, which has evolved from an artistic endeavour aimed at the educated few to popular literature intended to appeal to the broadest possible audience, *lusophone literature* appears to be mired in ideology—the promotion of class struggle and the demand for universal freedom (e.g. Castro Soromenho)—at least for the time being. Political events, the Portuguese brand of colonialism, and censorship (Agostinho Neto, for example, was imprisoned multiple times for his provocative publications) have contributed to the corpus of literature's overall neglect.

Varieties of English:

Student teachers may not have been exposed to the rationale for the language varieties around the world.

Suggested Solution:

Language contact and

Examples of Potential Barriers

African Literature:

Student teachers may not know what blocs are and their differences

Suggested Solution:

The African literature written in Portuguese is lusophone, while the literature written in French is Francophone. Unlike francophone literature, which has evolved from an artistic endeavour aimed at the educated few to popular literature intended to appeal to the broadest possible audience, *lusophone literature* appears to be mired in ideology—the promotion of class struggle and the demand for universal freedom (e.g. Castro Soromenho)—at least for the time being. Political events, the Portuguese brand of colonialism, and censorship (Agostinho Neto, for example, was imprisoned multiple times for his provocative publications) have contributed to the corpus of literature's overall neglect.

Varieties of English:

Student teachers may not have been exposed to the rationale for the language varieties around the world.

Suggested Solution:

Language contact and

linguistic-induced change are the primary reasons for the existence of language variations. Others include the speaker's goal in communication, the speaker's relationship with the listener, the production circumstances, and the speaker's varied demographic affiliations.

2.2 Ask tutors in their course groups to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topics in their respective manuals.

Examples:
Group work, think-pairshare, school visits,
discussion, concept
mapping, individual work
and presentation, teacher
modelling, brainstorming
and questioning
techniques.

2.3 Discuss with tutors how the suggested teaching strategies in lesson 3 will promote learning at the 4-Year B.Ed. and Basic levels.

Examples:
Identifying the features of
the Basic School
Curriculum and those of
the B.Ed. Programme and
align them with the
suggested teaching
strategies in the course
manual.

linguistic-induced change are the primary reasons for the existence of language variations. Others include the speaker's goal in communication, the speaker's relationship with the listener, the production circumstances, and the speaker's varied demographic affiliations.

2.2 Consider the suggested strategies in the manual and examine the most appropriate ones that you can use for effective learning.

Examples:
Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.

2.3 Discuss how the suggested teaching strategies in lesson 3 will promote learning at the 4-Year B.Ed. and Basic levels.

Examples:
Identifying the features of the Basic School
Curriculum and those of the B.Ed. programme and aligning them with the suggested teaching strategies in the course manual.

3. Planning for teaching, learning and assessment activities for the lesson/s

- Reading and discussion of the teaching and learning activities
- Noting, addressing, and explaining areas where tutors may require clarification
- Noting
 opportunities
 for making
 explicit links to
 the Basic School
 Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student-teacher learning

3.1 Conduct a questionand-answer session with tutors on the many suggested teaching and learning activities in the class delivery.

Examples Teaching and Learning Activities:

African Literature: Tutor discusses with student teachers the concept of Lusophone as a bloc. Tasks student teachers to search online for the features of writing in a Lusophone bloc.

Tutor taps student
teachers' knowledge from
"Our people, our world" to
discuss the colonial
masters' various policies
on colonised people.
Tasks student teachers to
make a comparison
between and among the
three blocs of African
literature.

Varieties of English:

Discuss with student teachers who the British are and the language that identifies them.
Writes words (British English, e.g. occurred, travelled, favour) on the board and tasks student teachers to come out with similar words.
Constructs sentences peculiar with British English on the board for discussion.

3.1 Discuss the various suggested teaching and learning activities used in lesson delivery in our various lesson manuals.

Examples Teaching and Learning Activities:

African Literature: Tutor discusses with student teachers the concept of Lusophone as a bloc. Tasks student teachers to search online for the features of writing in a Lusophone bloc.

Tutor taps student teachers' knowledge from "Our people, our world" to discuss the colonial masters' various policies on colonised people. Tasks student teachers to make a comparison between and among the three blocs of African literature.

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Discuss with student teachers who the British are and the language that identifies them.
Writes words (British English, e.g. occurred, travelled, favour) on the board and tasks student teachers to come out with similar words.
Constructs sentences peculiar with British English on the board for discussion.

> Resources:

- o links to the existing PD Themes, such as action research, questioning, and other external reference material: literature, on the web, Youtube, physical resources, PowerPoint; how they should be used. Consideratio n needs to be given to local availability guidance on
- guidance on any
 PowerPoint presentation
 s, TLM or other
 resources
 which need
 to be
 developed to
 support
 learning
- Tutors should be expected to have a plan for the next lesson for student teachers

Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills

3.2 Discuss with tutors how GESI responsiveness, ICT, and 21st Century skills will help promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.

Note The delivery of English lessons in both the B.Ed. and Basic School curricula may be enhanced through the integration of GESI, ICT and 21st-century skills.

Examples of 21st-century skills:

Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship

Examples of GESI responsiveness:

Making reasonable adjustmentsfor physically challenged learners.
Both male and female learners play leading roles in a group task.
The use of braille and audio machines for orals, etc.

Examples of ICT

Office 365 vs G-suite for education, google meet for online teaching, google classroom for online

Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills

3.2 Discuss how GESI responsiveness, ICT, and 21st Century skills will help promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.

Note The delivery of English lessons in both the B.Ed. and Basic School curricula may be enhanced through the integration of GESI, ICT and 21st-century skills.

Examples of 21st-century skills:

Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship

Examples of GESI responsiveness:

Making reasonable adjustmentsfor physically challenged learners.
Both male and female learners play leading roles in a group task.
The use of braille and audio machines for orals, etc.

Examples of ICT

Office 365 vs G-suite for education, google meet for online teaching, google classroom for online

assignment submissions, plagiarism checking software, tools for checking grammar errors online.

Examples of linking to the Basic School Curriculum:

Discuss the practicum student teachers underwent in partner schools, matching them against what they were taught. (STS).

Remind tutors to refer student teachers to the Basic School Curriculum for some of the key features, e.g. the Core Competencies, such as critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital literacy (DL) (Ref. p.viii, English Language *Curriculum for Primary* Schools - B4-B6)

3.3 Ask one tutor to model a selected activity in a teaching situation.

Examples: African Literature:

Modelling the teaching of the differences in the two

assignment submissions, plagiarism checking software, tools for checking grammar errors online.

Examples of linking to the Basic School Curriculum:

Discuss the practicum student teachers underwent in partner schools, matching them against what they were taught. (STS).

Remember to refer student-teachers to the Basic School Curriculum for some of the key features, e.g. the Core Competencies, such as critical thinking and problem-solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital literacy (DL) (Ref. p.viii, English Language *Curriculum for Primary* Schools - B4-B6) 3.3 A tutor to model a selected activity in a teaching situation, and the rest listen.

Examples:
African Literature:

Modelling the teaching of the differences in the two types of Francophone African literature using available and appropriate ICT tool types of Francophone African literature using available and appropriate ICT tools

Varieties of English:

Modelling the teaching of native varieties

Using Continuous Assessment in Supporting Student Learning

3.4 Task a tutor in each course to explain the assessment components (continuous assessment) in both courses (African Literature and Varieties of English) that can be used to support student learning bearing in mind the structure of the prospective subject project topics in terms of the introduction, methodology, substantive section and the conclusion and the collection of the appropriate artefacts and their organisation in the subject portfolio.

Note: The course manual's continuous assessment components for African Literature and Varieties of English include the subject portfolio and subject project assessments. These should be used to provide day-to-day feedback about the learning and teaching process and identify strengths and weaknesses to bridge the learning gaps among students.

Varieties of English:

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Using Continuous Assessment in Supporting Student Learning

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Note: The course manual's continuous assessment components for African Literature and Varieties of English include the subject portfolio and subject project assessments. These should be used to provide day-to-day feedback about the learning and teaching process and identify strengths and weaknesses to bridge the learning gaps among students.

The assessment components should be in line with the NTEAP.

Examples of subject projects in the specific courses:

African Literature

Project work on conceptualising the various blocs of African literature Varieties of English:
Project work on the difference and similarity of English and American literature

3.5 Request that tutors discuss how to use other ICT assessment instruments aside from their respective manuals to assess student-teachers.

For example, ICT assessment tools can be used for the assessment of students. Assessment tools aid in assessing and evaluating student learning and can provide different options to assess students beyond the traditional examination

Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, peer assessment, surveys, and classroom polling. quiz bot The assessment components should be in line with the NTEAP.

Examples of subject projects in the specific courses:

African Literature

Project work on conceptualising the various blocs of African literature **Varieties of English**: Project work on the difference and similarity of English and American literature

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Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, peer assessment, surveys, and classroom polling. quiz bot

	NI/D.	NI/D.	
	N/B:	N/B:	
	Digital Assessment Tools	Digital Assessment Tools	
	for Teachers	for Teachers	
	1. Socrative - quizzes and	1. Socrative - quizzes and	
	questions with real-time	questions with real-time	
	grading.	grading.	
	2. Google Forms - easy to	2. Google Forms - easy to	
	use.	use.	
	3. Mentimeter - pre-built	3. Mentimeter - pre-built	
	education templates.	education templates.	
	4. Poll Everywhere - used	4. Poll Everywhere - used	
	by 300,000 teachers.	by 300,000 teachers.	
	5. Kahoot - game-based	5. Kahoot - game-based	
	assessment tool.	assessment tool.	
	i.e. (Assessment Of	i.e. (Assessment Of	
	Learning (AOL)) of the	Learning (AOL)) of the	
	course manual and	course manual and	
	compare with the	compare with the	
	components prescribed by	components prescribed by	
	NTEAP and review as	NTEAP and review as	
	appropriate.	appropriate.	
4. Evaluation and	4.1 Ask tutors to reflect on	4.1 Reflect on what you	15 mins
review of session:	what they have learnt in	have learnt in the session	
a. Tutors need to	the session. Then, request	and share your ideas with	
identify critical	them to share it with the	the class.	
friends to observe	larger group.		
lessons and report			
at the next session	4.2 Task Tutors to identify	4.2 Identify a critical friend	
b. Identifying and	a critical friend to observe	to observe you in Lesson 3	
addressing any	them in Lesson 3 as they	as you teach a class and	
outstanding issues	teach a class and provide	provide feedback at the	
relating to the	feedback at the next PD	next PD Session.	
lesson/s for	Session.		
clarification			
	4.3 Ask tutors to read	4.3 Read lesson 4 to	
	lesson 4 from the PD	prepare for next week's PD	
	manual in preparation for	session.	
	the next session.	3033011.	
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Tutor PD Session

Age Levels: JHS Name of Subject: English Language

AFRICAN LITERATURE (JHS)

Implications of the various Blocs of African Literature to writers: Implication of Anglophone bloc, Implication of Francophone bloc, Implication of Lusophone bloc

VARIETIES OF ENGLISH (JHS)

Regional varieties of English II: Regional varieties of English Australian English, Canadian English, South African English, New Zealand English

Tutor PD Session 4

Tutor PD Session	†	1	ı
Focus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
points provide the	Leading the session. What	Activity during the PD	session
frame for what is	the SL/HoDs will have to	Session. What PD Session	
to be done in the	say during each stage of	participants (Tutors) will	
session. The SWL	the session	do during each stage of the	
should use the		session.	
bullets to guide			
what they write for	r		
the SL/HoD and			
tutors to do and			
say during each			
session. Each bulle	t		
needs to be			
addressed and			
specific reference			
should be made to	r		
the course			
manual/s.			
1 Introduction to	1.1 Use 'snowballing'	1.1 A tutor to recall one	20 mins
the session	strategy to recap the main	thing he/she leaned in the	
Review prior	issues raised during the	last PD session and	
learning	last PD session (thus, ask a	identifies another tutor to	
A critical friend	tutor to recall one thing	share his/her views he	
to share	he/she leaned in the last	/she also identifies	
findings for a	PD lesson/session. After	another tutor to share a	
short discussio	reviewing what he/she can	similar view and the	
and lessons	recall, he /she identifies	activity continues in a	
learned	another tutor to share	chain order).	
Reading and	his/her views and the		
discussion of	activity continues in a		
the	chain order).		
introductory			
sections of the	1.2 Invite the critical friend	1.2 Listen carefully to and	
lesson up to	who observed a lesson the	reflect on the observed	
and including			

- learning outcomes and indicators
- Overview of content and identification of any distinctive aspects of the lesson/s,
 NB The guidance

NB The guidance for SL/HoD should identify, address and *provide* explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

previous week to give his report for reflection.

1.3 Ask tutors in mixed pairs to discuss the main purpose of the current PD Session and share their views.

For example:
African Literature:
Purpose of the African
Literature lesson is to
discuss the implications of
various blocs of African
Literature to African
writers.

Varieties of English:
The purpose of the lesson
is to explain the concept of
regional varieties and to
explore the rationale
behind such varieties

1.4 Lead tutors to discuss the Learning Outcomes (LOs) of lesson four and their Learning Indicators (LIs) stating their relationship.

Examples:
Afrrican Lterature:
(LO): Explore the various
blocs in African literature
(LI):
Identify the distinct blocs in

Varieties of English: (LO):explore the historical and regional varieties of English (NTS3i, p.14).

African literature

lesson bringing out the lessons learned

1.3 Discuss the main purpose of the current PD Session and and share your views.

For example:
African Literature:
Purpose of the African
Literature lesson is to
discuss the implications of
various blocs of African
Literature to African
writers.

Varieties English:
The purpose of the lesson
is to explain the concept of
regional varieties and to
explore the rationale
behind such varieties

1.4 In pairs, refer to the

main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators are to the CLOs and share your views with the group. Examples:
African Lterature:
(LO): Explore the various blocs in African literature (LI): Identify the distinct blocs in African literature

Varieties of English: (LO):explore the historical and regional varieties of English (NTS3i, p.14). (LI):

Give a historical account of how the English language has developed describe the features of the major regional varieties of English differentiate between historical and regional varieties of English differentiate between historical and regional varieties of English differentiate between historical and regional varieties of English

- 1.5 Refer tutors to the lesson descriptions of lesson 4 and ask them to read and discuss them bringing out the distinctive features of the lesson. E.g. African Literature : the lesson is designed to discusses the implications of the various blocs of African Literature to African writers. Varieties of English: The lesson introduces studentteachers to regional varieties and the factors that cause such varieties.
- 1.6 Ask tutors in their course groups to brainstorm challenging areas in the lesson that might need some clarification.

Examples of distinctive features:

African Literature:

i. implication of
Anglophone bloc African
literature
ii. implication of
Francophone bloc African
literature

(LI):

Give a historical account of how the English language has developed describe the features of the major regional varieties of English differentiate between historical and regional varieties of English differentiate between historical and regional varieties of English differentiate between historical and regional varieties of English

- 1.5 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson E.g. African Literature: the lesson is designed to discusses the implications of the various blocs of African Literature to African writers. Varieties of English: The lesson introduces studentteachers to regional varieties and the factors that cause such varieties.
- 1.6 Tell your elbow partner the the areas in the lesson you think are likely to create problem during the lesson introduction.

 Examples of distinctive features:

 African Literature:

 i. implication of

 Anglophone bloc African

Anglophone bloc African literature ii. implication of Francophone bloc African literature

iii. implication of iii. implication of Lusophone bloc Lusophone bloc Varieties of English: Varieties of English: i. New Zealand English i. New Zealand English ii. South African English ii. South African English iii. Canadian English iii. Canadian English Varieties of English: Examples of Examples of Misconceptions or Misconceptions or **Challenging Areas Challenging Areas** African Literature: **African Literature**: That African literature is That African literature is not important. not important. Clarification: Clarification: African literature is not African literature is not important only because of important only because of its relevant setting and its relevant setting and relatable story-lines. It also relatable story-lines. It also increases our social increases our social consciousness, and raises consciousness, and raises awareness of social, awareness of social, political, and economic political, and economic crises that the African crises that the African continent is facing. continent is facing Varieties of English: Varieties of English: That the rationale behind That the rationale behind the varieties of English the varieties of English language is basically language is basically geographical. geographical. Clarification: Clarification: The factors that bring The factors that bring about varieties of the about varieties of the English language can be English language can be regional (geographical), regional (geographical), ethnic (national and ethnic (national and racial), and social (class, racial), and social (class, age, gender, age, gender, socioeconomic status and socioeconomic status and education) education) As this course is **Supporting Professional Supporting Professional** dealing with **Teaching Portfolio (PTP) Teaching Portfolio (PTP)**

supporting and or

assessing the **Professional Teaching Portfolio Development or Classroom Enquiry** and Action Research **Project Report** writing. Tutors need to be provided with guidance on what to do including organisation of **Post Internship** Seminar.

1.7 Discuss the necessity of developing a Professional Teaching Portfolio with tutors, and assign them the task of evaluating the relevance of Year 3 Semester 2 activities, specifically the teaching portfolio, to Year 4 Semester 2 activities. i. PTP is required in the following situations: i.It details instructors' accomplishments that may assist them in obtaining employment or a higherlevel position in the workforce. ii.A teaching portfolio tells a tale about you as a teacher and who you are. iii.It exhibits your abilities and knowledge, as well as

Guidance to Classroom Enquiry and Action Research Project Report Writing

evidence of your effective

iv. It is a useful tool for

describe, and document

their teaching philosophy,

teachers to consider,

accomplishments.

goals, and

teaching methods.

1.8 Ask tutors in groups to brainstorm the Year 3 Semester 2 classroom inquiry techniques of identifying learning needs and share findings as appropriate. E.g., proposing intervention activities, bridging the learning gap using post intervention data, and

1.7 Discuss the need to develop Professional Teaching Portfolio and examine the importance of Year 3 Semester 2, specifically, teaching portfolio, to Year 4 Semester 2 activities.

Examples of the need for PTP:

i. It details instructors' accomplishments that may assist them in obtaining employment or a higher-level position in the workforce. ii .A teaching portfolio tells a tale about you as a teacher and who you are. iii.It exhibits your abilities and knowledge, as well as evidence of your effective teaching methods. iv. It is a useful tool for teachers to consider, describe, and document their teaching philosophy, goals, and accomplishments.

Guidance to Classroom Enquiry and Action Research Project Report Writing

1.8 Brainstorm Year 3
Semester 2 classroom
enquiry procedures of
identifying learners'
learning needs and share
your thoughts. E.g.,
proposing intervention
activities, using post
intervention data in
bridging the learning gap
and finally writing a report

	lastly writing a report.	(Refer to Activities 8.2.3.1 -	
	(Refer to Activities 8.2.3.1 -	8.2.3.4 of Year 3 Semester	
	8.2.3.4 of Year 3 Semester	2 Handbook)	
	2 Handbook)		
	Note : Remind tutors that		
	in this semester (Year 4		
	Semester 2), they will be		
	expected to play a key role		
	in assisting student-		
	teachers in organizing their		
	post-intern lectures. Co-		
	planning, timelines for		
	report drafting, evaluating		
	the draft, making revisions,		
	and submitting the final		
	report are all ways to do		
	this. (Refer tutors to Activity		
	8.2.3.4 of the STS		
	Handbook for Year 3		
	Semester 2, p. 98)		
	Jemester 2, pr sey		
	Providing Prompts to help	Providing Prompts to help	
	Support Transition from	Support Transition from	
	Support Transition from School to the Teaching	Support Transition from School to the Teaching	
	School to the Teaching Career of the World of	School to the Teaching Career of the World of	
	School to the Teaching Career of the World of Work	School to the Teaching Career of the World of Work	
For each session	School to the Teaching Career of the World of Work 1.9 Remind tutors to	School to the Teaching Career of the World of Work 1.9 Remember to revise	
remember this is	School to the Teaching Career of the World of Work 1.9 Remind tutors to review activities from	School to the Teaching Career of the World of Work 1.9 Remember to revise the activities from levels	
remember this is the final semester	School to the Teaching Career of the World of Work 1.9 Remind tutors to review activities from levels 100 to 400 that	School to the Teaching Career of the World of Work 1.9 Remember to revise the activities from levels 100-400 that relate to	
remember this is	School to the Teaching Career of the World of Work 1.9 Remind tutors to review activities from	School to the Teaching Career of the World of Work 1.9 Remember to revise the activities from levels	
remember this is the final semester before Students	School to the Teaching Career of the World of Work 1.9 Remind tutors to review activities from levels 100 to 400 that relate to Gender, Equality,	School to the Teaching Career of the World of Work 1.9 Remember to revise the activities from levels 100-400 that relate to Gender, Equality and Social	
remember this is the final semester before Students begin teaching	School to the Teaching Career of the World of Work 1.9 Remind tutors to review activities from levels 100 to 400 that relate to Gender, Equality, and Social Inclusion (GESI),	School to the Teaching Career of the World of Work 1.9 Remember to revise the activities from levels 100-400 that relate to Gender, Equality and Social Inclusion (GESI), Cross	
remember this is the final semester before Students begin teaching provide prompts to	School to the Teaching Career of the World of Work 1.9 Remind tutors to review activities from levels 100 to 400 that relate to Gender, Equality, and Social Inclusion (GESI), Cross Cutting Issues (CCI),	School to the Teaching Career of the World of Work 1.9 Remember to revise the activities from levels 100-400 that relate to Gender, Equality and Social Inclusion (GESI), Cross Cutting Issues (CCI),	
remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give	School to the Teaching Career of the World of Work 1.9 Remind tutors to review activities from levels 100 to 400 that relate to Gender, Equality, and Social Inclusion (GESI), Cross Cutting Issues (CCI), Information and Communication Technology (ICT), and 21st	School to the Teaching Career of the World of Work 1.9 Remember to revise the activities from levels 100-400 that relate to Gender, Equality and Social Inclusion (GESI), Cross Cutting Issues (CCI), Information and Communication Technology (ICT) and 21st	
remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI,	School to the Teaching Career of the World of Work 1.9 Remind tutors to review activities from levels 100 to 400 that relate to Gender, Equality, and Social Inclusion (GESI), Cross Cutting Issues (CCI), Information and Communication Technology (ICT), and 21st Century skills with student-	School to the Teaching Career of the World of Work 1.9 Remember to revise the activities from levels 100-400 that relate to Gender, Equality and Social Inclusion (GESI), Cross Cutting Issues (CCI), Information and Communication Technology (ICT) and 21st Century skills with your	
remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give	School to the Teaching Career of the World of Work 1.9 Remind tutors to review activities from levels 100 to 400 that relate to Gender, Equality, and Social Inclusion (GESI), Cross Cutting Issues (CCI), Information and Communication Technology (ICT), and 21st Century skills with student- teachers as they transition	School to the Teaching Career of the World of Work 1.9 Remember to revise the activities from levels 100-400 that relate to Gender, Equality and Social Inclusion (GESI), Cross Cutting Issues (CCI), Information and Communication Technology (ICT) and 21st Century skills with your student-teachers as they	
remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI,	School to the Teaching Career of the World of Work 1.9 Remind tutors to review activities from levels 100 to 400 that relate to Gender, Equality, and Social Inclusion (GESI), Cross Cutting Issues (CCI), Information and Communication Technology (ICT), and 21st Century skills with student- teachers as they transition from school to the	School to the Teaching Career of the World of Work 1.9 Remember to revise the activities from levels 100-400 that relate to Gender, Equality and Social Inclusion (GESI), Cross Cutting Issues (CCI), Information and Communication Technology (ICT) and 21st Century skills with your student-teachers as they transition from school to	
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remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI,	School to the Teaching Career of the World of Work 1.9 Remind tutors to review activities from levels 100 to 400 that relate to Gender, Equality, and Social Inclusion (GESI), Cross Cutting Issues (CCI), Information and Communication Technology (ICT), and 21st Century skills with student- teachers as they transition from school to the contextual realities of the	School to the Teaching Career of the World of Work 1.9 Remember to revise the activities from levels 100-400 that relate to Gender, Equality and Social Inclusion (GESI), Cross Cutting Issues (CCI), Information and Communication Technology (ICT) and 21st Century skills with your student-teachers as they transition from school to the contextual realities of	
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	adjustmentsfor physically challenged learners. Both male and female learners playing leading roles in agroup task, using brailles and other needed SEN resources etc. Examples of CCI: Gender mainstreaming, community empowerment, sustainability, equity and inclusion, and social accountability.	adjustmentsfor physically challenged learners. Both male and female learners playing leading roles in agroup task, uing brailles and other needed SEN resources. Examples of CCI: Gender mainstreaming, community empowerment, sustainability, equity and inclusion, and social accountability.	
	Examples of ICT tools Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, Tools for checking grammar errors online. Examples of 21st Century skills: Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, persoonal devlopment and global citizenship.	Examples of ICT tools Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, Tools for checking grammar errors online. Examples of 21st Century skill: Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, persoonal devlopment and global citizenship.	
2 Concept Development (New learning likely to arise in lesson/s): ➤ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or	2.1 Lead a discussion with tutors and focus on the identification of new concepts, new learning and potential barriers that are likely to cause learning challenges and how they can be resolved. Examples of New Concepts in the Lesson Examples of New Concepts in the Lesson	2.1 Discuss and focus on the identification of new concepts, new learnings and potential barriers that are introduced into the lesson which need to be explored. Examples of New Concepts in the Lesson	15 mins

pedagogy being introduced in the lesson, which need to be explored with the SL/HoD

NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.

African Literature:

i. The concept of e blocii. The concept of the ne bloc

iii. The concept of lusophone bloc

Varieties of English:

- i. The concept of native varieties.
- ii. The concept of regional varieties
- iii. The concept of contact and language change

Examples of New Learnings:

African Literature:

i. Student teachers' ability
to explain the bloc of
African literature
ii. Student teachers' ability
to differentiate between
lusophone and
francophone

Varieties of English:

i. Student teachers' ability to define and explain what is meant by native variety ii. Student teachers' ability to explain the role contact plays language variation

Examples of Potential Barriers

African Literature:

Student teachers may not know what blocs are and their differences

Suggested Solution:

African literature in
Portuguese is lusophone
and the one in French is
Francophone. Whereas
francophone literature has
evolved from an artistic

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endeavour aimed at the educated few to a popular literature intended to appeal to the largest possible public, lusophone literature appears, at least for the moment, mired in ideology-the promotion of class struggle and the demand for freedom for every one (e.g. Castro Soromenho)-. Political events, the brand of colonialism imposed by the Portuguese, and censorship (Agostinho Neto for example was jailed several times for his controversial publications) have contributed to the general neglect that this body of literature has suffered.

Varieties of English:

Student teachers may not have been exposed to the rationale for the language varieties around the world. **Suggested Solution**:

The Primary reason for the existence of language varieties is language contact and language induce change. Others may be the speaker's purpose in communication, the relationship between speaker and hearer, the production circumstances, and various demographic affiliations that a speaker can have.

2.2 Ask tutors, in their course groups, to consider the suggested strategies in

endeavour aimed at the educated few to a popular literature intended to appeal to the largest possible public, lusophone literature appears, at least for the moment, mired in ideology-the promotion of class struggle and the demand for freedom for every one (e.g. Castro Soromenho)-. Political events, the brand of colonialism imposed by the Portuguese, and censorship (Agostinho Neto for example was jailed several times for his controversial publications) have contributed to the general neglect that this body of literature has suffered.

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Suggested Solution:

The Primary reason for the existence of language varieties is language contact and language induce change. Others may be the speaker's purpose in communication, the relationship between speaker and hearer, the production circumstances, and various demographic affiliations that a speaker can have.

2.2 Consider the suggested strategies in the manual and examine the

	the manual and choose the most appropriate ones for teaching the topics in their respective manuals. Examples: Group work, think-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.	most appropriate ones that you can use for effective learning. Examples: Group work, think-pair- share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.	
	2.3 Discuss with tutors how the suggested teaching strategies in lesson 4 will be used to promote learning at the 4-Year B.Ed. and Basic levels.	2.3 Discuss how the suggested teaching strategies in lesson 4 will be used to promote learning at the 4-Year B.Ed. and Basic levels.	
	Examples: Identifying the features of the Basic School Curriculum and those of the B.Ed. programme and aligning them with the suggested teaching strategies in the course manual.	Examples: Identifying the features of the Basic School Curriculum and those of the B.Ed. programme and aligning them with the suggested teaching strategies in the course manual.	
3.Planning for teaching, learning and assessment activities for the lesson/s Reading and discussion of	3.1 Ask tutors to brainstorm the suggested teaching and learning activities in their course manuals and share their thoughts.	3.1 Brainstorm the suggested teaching and learning activities in your course manual and share your thoughts	40 mins
the teaching and learning activities Noting, addressing, and explaining areas where tutors may require clarification	Examples Teaching and Learning Actvities: African Literature: Discusses with student teachers the implication of Anglophone bloc of African Literature to African writers and to the classroom practice	Examples Teaching and Learning Actvities: African Literature: Discusses with student teachers the implication of Anglophone bloc of African Literature to African writers and to the classroom practice	

- Noting opportunities for making explicit links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD
- Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube,

Tasks student teachers to search online for the uniqueness of the Anglophone bloc Discusses with student teachers the implication of the Francophone bloc of African Literature to African writers and to the classroom practice Tasks student teachers to search online for the uniqueness of the Francophone bloc

Varieties of English:

Go online for Australian English words and write them on the board.
Constructs sentences peculiar with Australian English on the board. Tasks student teachers to discuss the words and compare them with the British and American English that they have already discussed.

Discusses with student teachers who the Canadians are and the language that identifies them. Tasks student teachers go online for Canadian English words and write them on the board. Tasks student teachers to discuss the words and compare them with the Austrian English that they have already discussed. Discusses with student teachers the causes for the differences.

Links to the Basic School Curricula and the Use of Tasks student teachers to search online for the uniqueness of the Anglophone bloc Discusses with student teachers the implication of the Francophone bloc of African Literature to African writers and to the classroom practice Tasks student teachers to search online for the uniqueness of the Francophone bloc

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Links to the Basic School Curricula and the Use of physical resources, power point; how they should be used. Consideration needs to be given to local availability

Tutors should be expected to have a plan for the next lesson for student teachers

GESI, ICT and 21st Century Skills

3.2 Discuss with tutors how GESI responsiveness, ICT and 21st Century skills will help to promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.

Note: The delivery of English lessons in both the B.Ed. and Basic School curricula may be enhanced through the integration of GESI, ICT and 21st century skills.

Examples of 21st century skills:

Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, persoonal devlopment and global citizenship.

Examples of GESI responsiveness:

Making reasonable adjustmentsfor learners from diverse backgrounds. Both male and female learners playing leading roles in a group task.

The use of braille and audio machines for orals, etc.

Examples of ICT tools

Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, tools for

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Making reasonable adjustmentsfor physically challenged learners.
Both male and female learners playing leading roles in a group task.

The use of braille and audio machines for orals, etc.

Examples of ICT

Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, tools for

checking grammar errors online.

Examples of linking to the Basic School Curriculum:

Referring student teachers to the Basic School *Curriculum for some of the* key features, such as the Core Competencies, which include critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL), and digital literacy (DL) (DL) (English Language Curriculum for Primary Schools - B4-B6) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6)

3.3 Ask one tutor to model a selected activity in a teaching situation.

Examples:

African Literature:

Modeling the teaching of implication of blocs of African Literature using available and appropriate ICT tools.

Varieties of English:

Modeling the teaching of nativisation language resulting in varieties of language.

Using Continuous
Assessment in Supporting
Student Learning

checking grammar errors online.

Examples of linking to the Basic School Curriculum:

Referring student teachers to the Basic School Curriculum for some of the key features, such as the Core Competencies, which include critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL), and digital literacy (DL) (DL) (English Language Curriculum for Primary Schools - B4-B6) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6)

3.3 Pay attention as the tutor models a selected activity in a teaching situation.

Examples:

African Literature:

Modeling the teaching of implication of blocs of African Literature using available and appropriate ICT tools.

Varieties of English:

Modeling the teaching of nativisation language resulting in varieties of language.

Using Continuous
Assessment in Supporting
Student Learning

3.4 Discuss with tutors the course assessment components (continuous assessment) in both courses (African Literature and English Varieties) that can be used to support student learning, keeping in mind the structure of the prospective subject project topics in terms of the introduction, methodology, substantive section, and conclusion, as well as the collection of appropriate artifacts and their organization in the subject portfolio.

Note: The continuous assessment components for both African Literature and Varieties of English in the course manual include the subject portfolio and subject project assessments. These should be used to provide day-to-day feedback about the learning and teaching process, identify strengths and weaknesses in order to bridge the learning gaps among students.

The assessment components should be in line with the NTEAP.

Examples of subject projects in the specific courses:

African Literature
A project work on the of
the implication of the blocs

3.4 Discuss the course assessment components (continuous assessment) in both courses (African Literature and Varieties of English) that can be used to support student learning bearing in mind the structure of the prospective subject project topics in terms of the introduction, methodology, substantive section and the conclusion and the collection of the appropriate artefacts and their organisation in the subject portfolio.

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Examples of subject projects in the specific courses:

African Literature
A project work on the of
the implication of the blocs

of African Literature to the African writer.

Varieties of English:

A project work on regional varieties of English

3.5 Request that tutors discuss how to us other ICT tools for assessment aside the instruments in their respective manuals.

For example, ICT tools for assessment that can be used to assess students in the ESL classroom.

Assessment tools aid in assessing and evaluating student learning and can provide different options to assess students beyond the traditional examination.

Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot

N/B:

Digital Assessment Tools for Teachers

- 1. Socrative quizzes and questions with real-time grading.
- 2. Google Forms easy to use.
- 3. Mentimeter pre-built education templates.
- 4. Poll Everywhere used by 300,000 teachers.
- 5. Kahoot game-based assessment tool.

of African Literature to the African writer.

Varieties of English:

A project work on regional varieties of English

3.5 Discuss the use of other ICT tools for assessment aside the instruments in your respective manuals.

For example, ICT tools for assessment that can be used to assess students in the ESL classroom.

Assessment tools aid in assessing and evaluating student learning and can provide different options to assess students beyond the traditional examination.

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		i.e. (Assessment Of	i.e. (Assessment Of	
		Learning (AOL)) of the	Learning (AOL)) of the	
		course manual and	course manual and	
		compare with the	compare with the	
		components prescribed by	components prescribed by	
		NTEAP and review as	NTEAP and review as	
		appropriate.	appropriate.	
4.	Evaluation and	4.1 Ask tutors to reflect on	4.1 Reflect on what you	15 mins
rev	view of session:	what they have learnt in	have learnt in the session	
		the session. Request them	and share your ideas with	
1.	Tutors should	to share it with the larger	the class.	
	Identifying	group.		
	critical friends			
	to observe	4.2 Task Tutors to identify	4.2 Identify a critical friend	
	lessons and	a critical friend to observe	to observe you in Lesson 4	
	report at next	them in Lesson 4 as they	as you teach class and	
	session	teach class and provide	provide feedback at the	
2.	Identifying and	feedback at the next PD	next PD Session.	
	addressing any	Session.		
	outstanding			
	issues relating	4.3 Ask tutors to read	4.3 Read Lesson 5 to	
	to the lesson/s	Lesson 5 from the PD	prepare for next week's PD	
	for clarification	manual in preparation for	session.	
		the next session.		

Tutor PD Session

Age Level: JHS Name of Subject: English Language

Year 4 Semester 2

Tutor PD Session 5

Foo	cus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
poi	ints provide the	Leading the session. What	Activity during the PD	session
fra	me for what is to	the SL/HoDs will have to	Session. What PD Session	
be	done in the	say during each stage of	participants (Tutors) will	
ses	sion. The SWL	the session	do during each stage of the	
sho	ould use the		session.	
bu	llets to guide			
wh	at they write for			
the	SL/HoD and			
tut	ors to do and say			
du	ring each session.			
Eac	ch bullet needs to			
be	addressed and			
spe	ecific reference			
sho	ould be made to			
the	course			
ma	nual/s.			
1 Introduction to		1.1. Begin the session with	1.1. Give an icebreaker to	20 mins
the	esession	an icebreaker from one	begin the session.	
	Review prior	of the tutors.		
	learning			
	A critical friend	1.2. Invite tutors to tell	1.2. Tell the group how	
	to share findings	how useful PD session 4	useful PD session 4 was	
	for a short	was and how it influenced	and how it influenced your	
	discussion and	their teaching over the	teaching over the week.	
	lessons learned	week.		
	Reading and			
	discussion of the	1.3. Invite a critical friend	1.3. Critical friend to give a	
	introductory	to share their observations	report on the lesson	
	sections of the	with the group.	observations to the group.	
	lesson up to and	Note: Ensure the reports		
	including	cover, introduction, body		
	learning	and conclusion of the		
	outcomes and	lesson, resources and		
_	indicators	methodologies used, how		
	Overview of	GESI issues were handle,		
	content and	etc.	1 2 1 Discuss the	
	identification of	1.3.1. Lead a brief	1.3.1. Discuss the	
	any distinctive	discussion on outstanding	outstanding issues and	
	aspects of the	issues and lessons learnt	lessons you learnt from	
ı	lesson/s,	from the class observation	the reports with the group.	

NB The guidance for SL/HoD should identify, address and *provide* explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

reports. (For example, you can talk about how GESI issues were addressed in the lessons and how differently they could have been handled.)

1.4. Ask tutors to read and discuss the introductory sections of lesson 5 up to and including learning outcomes and indicators in the respective course manuals and indicate how relevant the LIs are for the successful achievement of the LOs at the end of the lesson.

Example:

African Literature:

LO: Demonstrate
knowledge of the various
themes in African
literature (NTS2d, p, 13).
LI: Students will be able to
identify common themes in
African literature in
selected passages.

Varieties of English:

LO: Explore the historical and regional varieties of English (NTS3i, p.14).
LI: Students will be able to give a historical account of how the English language has developed.

Note: The introductory sections of lesson 5 begins from 'Title of lesson up to learning outcomes and indicators. (Refer tutors to the introductory sections of lessons 5 in the two course manuals)

1.4. Read and discuss the introductory sections of lesson 5 up to and including learning outcomes and indicators in the respective course manuals. Indicate how relevant the LIs are for the successful achievement of the LOs at the end of the lesson: *Example:*

African Literature:

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Varieties of English:

LO: Explore the historical and regional varieties of English (NTS3i, p.14).
LI: Students will be able to give a historical account of how the English language has developed.

1.4.1 Ask tutors to refer to the introductory part of lesson 5 in their course manuals to have an overview of the content to be taught in the lesson.

Example:

Varieties of English:

Topic: Regional varieties of English: Non-native;

African Literature:

Content to be taught: Major writers in African literature 1.4.2. In their course groups, ask tutors to read and discuss the lesson description and the purpose for the various lessons. (Refer tutors to the introductory part of the course manual to read on the lesson description and the purpose for each lessons.)

Example:

Varieties of English

Lesson Description: This lesson introduces studentteachers to the language varieties of the non-native speakers of English. Purpose: The purpose of the lesson is to help the student teacher to examine the key features of the English language curriculum.

African Literature,

Lesson Description: This lesson discusses the common themes in African Literature.

Purpose: The purpose: of this lesson is to discuss the common themes in African

1.4.1 Refer to the introductory part of lesson 5 in your course manuals to have an overview of the content to be taught in the lesson.

Example:

Varieties of English:

Topic: Regional varieties of English: Non-native; African Literature:

Topic: Major writers in African literature 1.4.2. In your course groups, refer to the introductory part of your course manuals and read and discuss the lesson description and purpose for lesson 5.

Literature with student teachers.

1.4.3. Ask tutors in their course groups to identify challenging areas in the lesson that might need some clarification and share with the whole group for discussion.

Example:

'Regional varieties of English: Non-native' might need clarification

Note:

It's concerned with the different dialects of the English language that is used by non-native speakers of the language. These variations may occur in lexis (vocabulary, grammar (structure of the language) or pronunciation (phonology).

1.5 Use Think-Pair-Share strategy to have tutors discuss controversial questions that are likely to arise from the introduction to the lesson.

Example

Varieties of English

What is the difference between an accent and a dialect?

Note

An accent is simply the pronunciation of a word that changes, usually depending on a geographical location, or even cultural and social influences. A dialect, however, goes further than that, in that there is

1.4.3. In your course groups, identify the challenging areas in the lesson that you think might need some clarification and share them with the whole group for discussion.

1.5. Using the Think-Pair-Share strategy, bring out the controversial questions that are likely to arise from the introduction to the lesson.

Example:

Varieties of English

What is the difference between an accent and a dialect?

African Literature

What are the characteristics of African literature?

	different vocabulary and		
	expressions, as well as		
	•		
	pronunciation, e.g. the		
	differences between British		
	and American English in		
	words like truck and lorry,		
	pants and trousers,		
	bathroom and loo.		
	African Literature		
	What are the		
	characteristics of African		
	literature?		
	Note:		
	Characteristics of African		
	literature include using		
	slave narratives, use of		
	themes that suggest		
	protests against		
	colonization, calls for		
	independence, African		
	pride, hope for the future,		
	and dissent.		
	1.6. Ask tutors to plan for	1.6. Plan for your teaching	
	their teaching as they go	as you go through the PD	
	through the PD session	session.	
As this course is	1.7 Ask tutors to share	1.7. Share with the whole	
dealing with	with the whole group,	group, what you have	
supporting and or	what they have done so far	done so far to support	
assessing the	to support student	student teachers in	
Professional	teachers in building their	building their Professional	
Teaching Portfolio	Professional Teaching	Teaching Portfolios or in	
Development	Portfolios or in their	their Classroom Enquiry	
and/or Classroom	Classroom Enquiry and	and Action Research	
Enquiry and Action	Action Research Project	Report Writing.	
Research Project	Report Writing.		
Report writing,	Example		
tutors should be	Tutors can refer student		
provided with	teachers to the STS		
guidance on what	Handbook (pages 97-98 &		
to do including	114-117) and review what		
organisation of Post	goes into the PTP as well		
Internship Seminar.	as the procedure for data		
	analysis and report writing		
	with them.		
	WILLI LIICIII.		

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=

or students, new concepts or pedagogy being introduced in the lesson. which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.

Topic: Regional varieties of English: Non -native.
Sub-topic: Non-native varieties

African Literature:

Topic: Major writers in African literature Sub-topic: Major writers of African literature

2.1.1. Ask tutors to bring out issues, in the content, that need clarification for discussion with the group.

Example:

Varieties of English:

'Asian varieties of English' (sub-topic) might need clarification.

African Literature:

'The works of major writers of African literature' (sub-topic) might need clarification.

2.1.2. Refer tutors to the individual manuals to read the topics and the subtopics for lesson 5 and evaluate the components that relate to the prior knowledge of student teachers. (Have them share their ideas with the whole group).

Examples:

Varieties of English:

Topic: Regional varieties of English: Non-native A sub-topic: African varieties of English Prior knowledge: Student teachers have already been introduced to the language varieties in native speakers of the English language.

Sub-topic: Non-native

varieties

African Literature:

Topic: Major writers in African literature Sub-topic: Major writers of African literature

2.1.1. Bring out issues, in the content, that need clarification for discussion with the group.

2.1.2. Refer to the individual manuals and read the topics and the sub-topics for lesson 5; and evaluate the components that relate to the prior knowledge of student teachers.

Examples:

Varieties of English:

Topic: Regional varieties of English: Non-native A sub-topic: African varieties of English Prior knowledge: Student teachers have already been introduced to the language varieties in native speakers of the English language.

African Literature

Topic: Major writers in African literature A sub-topic: Major writers of African literature Prior knowledge: Student teachers have been introduced to the implications of the various blocs of African Literature.

2.3 Put tutors in their course groups to discuss the challenges they might encounter when presenting some specific topics of their lessons.

Examples:

Varieties of English:

Challenge: It is likely that Student teachers may not have been well informed about the differences in the non-native speakers' use of the English language.

African Literature

Challenge: It is likely Student teachers may confuse issues in world literature with that of African Literature.

2.4. Lead tutors to find possible solutions to the challenges.

Example:

Varieties of English:

Tutors can task student teachers to collect data on African and Asian varieties of English and compare the two. This will expose students to the various regional variations and

African Literature

Topic: Major writers in African literature A sub-topic: Major writers of African literature Prior knowledge: Student teachers have been introduced to the implications of the various blocs of African Literature.

2.3 In your course groups discuss the challenges you might encounter when presenting topics of your lessons and share your them with the whole group

Examples:

Varieties of English:

Challenge: It is likely that Student teachers may not have been well informed about the differences in the non-native speakers' use of the English language.

African Literature

Challenge: It is likely Student teachers may confuse issues in world literature with that of African Literature.

2.4. Discuss possible ways of dealing with the challenges.

Example:

Tutors can task student teachers to collect data on African and Asian varieties of English and compare the two. This will expose students to the various regional variations and

	help eliminate any	help eliminate any	
	confusion.	confusion.	
	African Literature		
	Tutors can assign students		
	teachers, in small groups		
	or pairs, to go to the		
	library or online and write		
	the titles of works in the		
	literature section and		
	names of their authors;		
	and then categorise their		
	findings into the various		
	blocs discussed in lesson 3.		
	That will help student		
	teachers become familiar with and be able to		
	differentiate between		
	world literature and		
	African literature.		
	ryrrear meratare.		
	2.5. Ask tutors, in their	2.5. Refer to the strategies	
	course groups, to consider	section of your respective	
	the suggested strategies in	course manuals and	
	the manual and choose the	consider the suggested	
	most appropriate ones for	strategies in the manual	
	teaching the topics for	and choose the most	
	lesson 5 in their respective	appropriate ones for	
	manuals.	teaching the topics.	
	Examples of strategies	Examples of strategies	
	include:	include:	
	Group work, think-pair- share, school visits,	Group work, think-pair- share, school visits,	
	discussions, concept	discussions, cconcept	
	mapping, individual work	mapping, individual work	
	and presentation, teacher	and presentation, teacher	
	modelling, brainstorming	modelling, brainstorming	
	and questioning.	and questioning	
3.Planning for	3.1. Ask tutors to read the	3.1. Read the section on	40 mins
teaching, learning	section on teaching and	suggested teaching and	
and assessment	learning activities in the	learning activities in the	
activities for the	course manuals and	manuals and identify	
lesson/s	identify activities	activities suggested for the	
Reading and	suggested for the delivery	delivery of lesson 5.	
discussion of the	of lesson 5.		
teaching and			

- learning activities
- Noting, addressing, and explaining areas where tutors may require clarification
- Noting opportunities for making explicit links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning , subject specific examples should be provided for SL/HoD
- Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference

Examples:

Varieties of English:

Activities:

Tutor tasks student teachers to search online for African and Asian varieties of English.

African Literature

Activities:

Tutor assigns students teachers individually to go to the library/online and write the titles of work in the literature section and names of their authors.

- 3.1.1. Put tutors in their course groups to identify areas of the activities that need clarification and lead out such issues.
- 3.2. Discuss with tutors the appropriateness of the activities and strategies for the delivery of lesson 5 in both the College of Education (B.Ed) and the Basic School Curricula and how they will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration, digital literacy) and GESI issues, (such as making reasonable adjustmentsto make the classroom convenient for all manner of learners irrespective of their socio-cultural status).
- 3.3 Have tutors discuss in their various course groups how the different activities

Examples:

of suggested teaching and learning activities

Varieties of English:

Activities:

Tutor tasks student teachers to search online for African and Asian varieties of English.

African Literature

Activities

Tutor assigns students teachers individually to go to the library/online and write the titles of work in the literature section and names of their authors.

3.1.1. In your course groups, identify areas of the activities that need clarification.

- 3.2. Discuss the appropriateness of the activities and strategies suggested for the delivery of lesson 5 in both the College of Education (B.Ed) and the Basic School Curricula and how they will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration, digital literacy) and GESI issues, (such as making reasonable adjustmentsto make the classroom convenient for all manner of learners irrespective of their socio-cultural status).
- 3.3 Discuss in your various course groups how the different activities would

material:
literature, on
web, Utube,
physical
resources,
power point;
how they should
be used.
Consideration
needs to be
given to local
availability

Tutors should be expected to have a plan for the next lesson for student teachers

would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for lesson 5.

Example:

Varieties of English

Topic: Regional varieties of English
Sub-topic: 'Asian varieties of English',

OJ English,
LO: Explore the historical
and regional varieties of
English (NTS3i, p.14).
LI: Students will be able to
give a historical account of
how the English language
has developed Activity:
Tutor discusses non-native
language varieties of
English with student
teachers.

Note: By performing this activity in class, the LO and the LI are likely to be achieved.

3.4 Ask one tutor to model a selected activity in a teaching situation.

Examples:

Varieties of English:

African varieties of English can be modelled.

African Literature:

'Major writers of African literature' can be modelled.

3.5. Ask tutors to identify the 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic

be carried out in both CoE and basic school classrooms to achieve the LOs and the LIs of the course manual for lesson 5.

Example:

Varieties of English

Topic: Regional varieties of English
Sub-topic: 'Asian varieties of English',
LO: Explore the historical and regional varieties of English (NTS3i, p.14).
LI: Students will be able to give a historical account of how the English language has developed.
Activity: Tutor discusses non-native language varieties of English with

3.4 Select one activity and model it in a teaching situation.

Examples:

Varieties of English:

student teachers.

African varieties of English can be modelled.

African Literature:

'Major writers of African literature' can be modelled.

3.5. Identify the 21st century skills that can be developed or applied in the lesson and how you can help student teachers to support basic school

school leaners to develop these skills in beginning teacher activities. Example

- (1) The use of YouTube to watch live lessons on how to make the classroom convenient for all manner of learners.
- 2. Development of collaborative and communicative skills through group works and presentations.
- 3.6 Ask tutors to read the assessment activities in the two manuals and identify areas that require clarification
- 3.7. Discuss with tutors, areas that student teachers could research into for group presentation and class exercises.

Example:

Tasking student teachers to go to the college community and record (with permission) some of the variations of English that teachers and learners use in the community. (This activity could be developed into classroom enquiry action research or may be graded as part of the Subject Project).

3.8. Lead tutors to identify the needed inclusive resources for teaching and learning of the concepts in both CoE and basic school classrooms.

leaners to develop these skills in beginning teacher activities.

- 3.6. Read the assessment activities in the two manuals and identify areas that require clarification
- 3.7. Identify areas that student teachers could research into for group presentation and class exercises.

Example:

Tasking student teachers to go to the college community and record (with permission) some of the variations of English that teachers and learners use in community.

(This is activity could be developed into classroom enquiry action research or may be graded as part of the Subject Project).

3.8. Identify the needed inclusive resources for teaching and learning of the concepts in both CoE and basic school classrooms.

	Example:	Example:	
	Games, audio-visuals from	Games, audio-visuals from	
	YouTube in relation to	YouTube in relation to	
	teaching of the topics in	teaching of the topics in	
	lesson 5.	lesson 5.	
		Note: Some useful	
		Education Technology	
		Resources for teaching and	
		_	
	https://ths.tosehen.no.d	learning include:	
	https://the-teacher-next-	https://the-teacher-next-	
	door.com/teaching-	door.com/teaching-	
	themes-in-literature/	themes-in-literature/	
	Games for teaching	Games for teaching	
	identification of themes	identification of themes	
	https://video.search.yahoo	https://video.search.yahoo	
	.com/search/video; ylt=A	.com/search/video; ylt=A	
	wrEwhFPi3ph3hoA6wpXNy	wrEwhFPi3ph3hoA6wpXNy	
	oA; ylu=Y29sbwNiZjEEcG9	oA; ylu=Y29sbwNiZjEEcG9	
	zAzEEdnRpZAMEc2VjA3Bp	zAzEEdnRpZAMEc2VjA3Bp	
	dnM-	<u>dnM-</u>	
	?p=videos+for+teaching+ki	?p=videos+for+teaching+ki	
	ds+about+themes+in+liter	ds+about+themes+in+liter	
	ature&fr2=piv-	ature&fr2=piv-	
	web&fr=yfp-t-	web&fr=yfp-t-	
	s#id=3&vid=b35c09d41083	s#id=3&vid=b35c09d41083	
	ba111ecf90b19d8f7cc0∾	ba111ecf90b19d8f7cc0∾	
	tion=view	tion=view	
		Office 365 vs G-suite for	
		education, google meet for	
		online teachinggoogle	
		classroom for online	
		<u>assignment</u> submissions,	
		plagiarism checking	
		softwares, Tools for	
		checking grammar errors	
		<u> </u>	
4. Evaluation and	4.1 Ask tutors to use 'Tell	online 4.1 Using 'Tell your	15 mins
review of session:	your neighbour' strategy	neighbour', reflect on and	כווווו כד
TEALEM OF 2622IOII:	to have each tutor reflect	whisper one main thing	
1. Tutors should			
	on and whisper one main	you have learnt in the	
Identifying	thing s/he has learnt in the	session to another tutor	
critical friends to	session to another tutor	closer to you.	
observe lessons	close by.	4 4 4 14 00 16 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
and report at	4.1.1. Have tutors identify	4.1.1 Identify outstanding	
next session	outstanding issues relating	issues relating to the	
		lesson/s for clarification.	

2.	addressing any	to the lesson/s for clarification.		
	outstanding issues relating to the lesson/s for clarification	4.2 Ask tutors to identify critical friends who took part in the PD session to sit in their classes during lesson and report on observations made during	4.2. Identify critical friends who took part in the PD session to sit in your class during lesson and report on his/her observations at next PD session.	
		next PD session. 4.3 Ask tutors to remember to read lesson 6 from the PD manual in preparation for the next session.	4.3. Remember to read lesson 6 to prepare for next week's PD session.	

Age Level: JHS Name of Subject: English Language

Year 4 Semester 2

Tutor PD Session 6

Foo	cus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
poi	ints provide the	Leading the session.	Activity during the PD	session
fra	me for what is to	What the SL/HoDs will	Session. What PD Session	
be	done in the	have to say during each	participants (Tutors) will do	
ses	sion. The SWL	stage of the session	during each stage of the	
sho	ould use the		session.	
bul	llets to guide			
wh	at they write for			
the	SL/HoD and			
tut	ors to do and say			
du	ring each session.			
Eac	ch bullet needs to			
be	addressed and			
spe	ecific reference			
sho	ould be made to			
the	course			
ma	nual/s.			
	ntroduction to	1.1. Ask tutors to use 'Tell	1.1. Tell your friend the	20 mins
	esession	a Friend strategy' to have	main issues raised in the	
>	Review prior	tutors recap the main	previous PD session in	
	learning	issues raised in the	English and how they	
>	A critical friend	previous PD session in	helped you in your lesson	
	to share findings	English and how they	delivery within the week.	
	for a short	used the issues in their		
	discussion and	lesson presentation		
	lessons learned	within the week. (Invite		
>	Reading and	few people to share their		
	discussion of the	ideas with the group.)		
	introductory			
	sections of the	1.2. Invite critical friends	1.2. Give report on the	
	lesson up to and	to give their reports to	lesson observations to the	
	including	the group; and lead a	group.	
	learning	brief discussion on		
	outcomes and	outstanding issues and		
	indicators	lessons learnt from the		
>	Overview of	class observation reports.		
	content and	(For example, you can talk		
	identification of	about the new learnings		
	any distinctive	that showed up in the		
	aspects of the	lessons and are worth		
	lesson/s,	emulating).		

NB The guidance for SL/HoD should identify, address and *provide* explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

Note: Ensure the discussion covers, introduction, body and conclusion of the lesson, resources and methodologies used, how GESI issues were handle, etc.

1.3. Ask tutors to read and discuss the introductory sections of lesson 6 up to and including learning outcomes and indicators in the two course manuals and indicate how relevant the LIs are for the successful achievement of the LOs at the end of the lesson.

Example Varieties of English

LO: Develop the awareness of the varieties according to style, standard, social status and function (NTS1a, p.12).

LI: Students will be able to distinguish between formal English and informal English and explain the different contexts in which each variety is used.

African Literature

LO: Demonstrate knowledge of the various themes in African literature (NTS2d, p, 13).
LI: Students will be able to identify common themes in African literature in selected passages

1.3. Read and discuss the introductory sections of lesson 6 up to and including learning outcomes and indicators in the respective course manuals. Indicate how relevant the LIs are for the successful achievement of the LOs at the end of the lesson. For example

Varieties of English

LO: Develop the awareness of the varieties according to style, standard, social status and function (NTS1a, p.12). LI: Students will be able to distinguish between formal English and informal English and explain the different contexts in which each variety is used.

African Literature

LO: Demonstrate knowledge of the various themes in African literature (NTS2d, p, 13).

LI: Students will be able to identify common themes in African literature in selected passages

Note: The introductory sections of lesson 6 begins from 'Title of lesson up to learning outcomes and indicators. (Refer tutors to the introductory sections of the lessons 6 in the two course manuals)

1.4. Ask tutors to refer to the introductory part of lesson 6 in the two course manuals to read and discuss the distinctive features of the lessons such as the content to be taught, the lesson descriptions and the purpose.

Example:

style.

Varieties of English:

Topic: Variety according

to Style (formal/informal English)

Lesson Description: The lesson introduces student-teachers to the nature of both formal and informal varieties focusing specifically on the variety according to

Purpose: The purpose of the lesson is to help the student teacher examine language variety in the context of formal and informal usage.

African Literature:

Topic: Common themes in African literature
Lesson Description: This lesson discusses the

1.4. Refer to the introductory part of lesson 6 in your course manuals to read and discuss the distinctive features of the lessons such as the content to be taught, the lesson descriptions and the purpose.

Example:

Varieties of English:

Topic: Variety according to Style (formal/informal English)

Lesson Description: The lesson introduces student-teachers to the nature of both formal and informal varieties focusing specifically on the variety according to style.

Purpose: The purpose of the lesson is to help the student teacher examine language variety in the context of formal and informal usage.

African Literature:

Topic: Common themes in African literature
Lesson Description: This lesson discusses the

common themes in African Literature

Purpose: The purpose of this lesson is to discuss the common themes in African Literature with student teachers.

1.4.1. Ask tutors, still in their course groups, to identify areas in the lessons that might need some clarification and share with the whole group for discussion.

Example Varieties of English

Variety according to Style' might need clarification

Note:

It refers to how speakers use the language to make meaning in social encounters formally and informally.

1.5 Use Think-Pair-Share strategy to have tutors discuss controversial questions that are likely to arise from the introduction to the lesson.

Example:

African Literature
What do post- colonial
writers do in their
writings? (Postcolonial
literature often addresses
the problems and
consequences of the
decolonization of a
country, especially
questions relating to the
political and cultural

common themes in African Literature

Purpose: The purpose of this lesson is to discuss the common themes in African Literature with student teachers.

1.4.1. Still in your course groups, identify challenging areas in the lessons that might need some clarification and share with the whole group for discussion.

1.5. Using the Think-Pair-Share strategy, bring out the controversial questions that are likely to arise from the introduction to the lesson.

Example: African Literature

What do post- colonial writers do in their writings?

independence of formerly dominated people, and themes such as racialism and colonialism)

Varieties of English

What is the difference between jargons and slangs in English language? Jargons are distinct from slang. Slang refers to words used only by specific social groups, such as demographics based on region, age, or socio-economic identity. *In contrast, jargon is most* commonly used within specific occupations, industries, activities, or areas of interest. 1.6. Remind tutors to plan

Varieties of English

What is the difference between jargons and slangs in English language?

As this course is dealing with supporting and/or assessing the **Professional Teaching Portfolio** Development and/or the **Classroom Enquiry** and Action **Research Project** Report writing, tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.

1.7. Refer tutors to the STS Handbook page 114 to read and make a list of items (at least 3) that they will remind student teachers to add to their Professional Teaching Portfolio.

for their teaching as they

go through the PD

session.

Example

Artefacts such as
Trophies, Certificates,
Pictures of events, etc.
1.7.1. Refer tutors to STS
Handbook page 91-97 to
read and suggest how
student teachers can be
supported to analyse data
for Classroom Enquiry
Action Research report

1.7. Refer to the STS
Handbook page 114 to
make a list of items (at least
3) that you will remind
student teachers to add to
their Professional Teaching
Portfolio (During the
delivery of your lesson).

1.6. Remember to plan for

your teaching as you go

through the PD session.

Example

Artefacts such as Trophies, Certificates, Pictures of events, etc. 1.7.1. Refer to STS Handbook page 91-97, read and suggest how student teachers can be supported to analyse data for Classroom Enquiry Action Research report

		T	1
	(Remind tutors to		
	continue to support		
	students to make progress		
	in their CEAR)		
	47006	4-0-5 6	
	1.7.2 Refer tutors to the	1.7.2 Refer to the plan	
	plan made for student	made for student teachers'	
	teachers' survival skills, in	survival skills, in the	
	the previous session, and	previous session, and	
	ask them to discuss the	discuss the activities	
	activities scheduled for	scheduled for lesson 6.	
	lesson 6.		
	(Remind tutors to		
	remember to include the		
	activities in their lesson.)		
For each session	1.8. Ask tutors to	1.8. Brainstorm and come	
remember this is	brainstorm activities to	out with activities that can	
the final semester	carry out in the lesson to	be carried out in the lesson	
before Students	review preparation of	to review preparation of	
begin teaching	scheme of work and	scheme of work and lesson	
provide prompts to	lesson notes with student	notes with the student	
help support this	teachers.	teachers.	
transition for			
planning and give	1.8.1. Discuss how	1.8.1. Discuss how student	
regard for GESI, CCI,	student teachers could be	teachers could be helped to	
ICT etc.	helped to acquire the	acquire the skills for	
	skills for integrating ICT,	integrating ICT, CCI and	
	CCI and GESI issues in the	GESI issues in the delivery	
	delivery of the basic	of the basic school	
	school curriculum.	curriculum.	
	Example	Example	
	Selecting reading	Selecting reading materials	
	materials that are not	that are not gender bias	
	gender bias and planning	and planning teaching	
	teaching activities to meet	activities to meet the	
	the learning needs of all	learning needs of all	
	manner of learners in the	manner of learners in the	
	classroom, using videos in	classroom, using videos in	
	lessons, etc.	lessons, etc. (Encourage	
	Note: Encourage tutors to	tutors to make time to	
	make time to share these	share these ideas with	
	ideas with student	student teachers as part of	
	teachers as part of their	their preparation towards	
	preparation towards	beginning teaching).	
	beginning teaching).		

2 Concept Development (New learning likely to arise in lesson/s):

> Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for

NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.

2.1. Ask tutors, in their course groups, to go through the lesson manuals and come out with the main contents to be covered in lesson 6 and their distinct parts (topics and their subtopics).

Examples:

Varieties of English:

Topic: Variety according to Style (formal/informal English)

A sub-topic: Formal English

African Literature:

Topic: Common themes in African literature
A sub-topic: Identification of common themes in African literature

2.1.1 Ask tutors to bring out issues in the content, that need clarification for discussion with the group.

Example

Varieties of English

'Colloquial, jargons and slangs' (sub-topic) might need clarification

African Literature

'Textual analysis for common themes' subtopic) might need clarification.
2.1.2. Refer tutors to the course manual to read

2.1.2. Refer tutors to the course manual to read the topics and the subtopics for lesson 6 and evaluate the components that relate to the prior knowledge of student teachers. (Have them share their findings with

2.1. In your course groups, go through the lesson manuals and come out with the main contents to be covered in lesson 6 and their distinct parts (topics and their sub-topics).

15 mins

Examples:

Varieties of English

Topic: Variety according to Style (formal/informal English)

A sub-topic: Formal English

African Literature:

Topic: Common themes in African literature
A sub-topic: Identification of common themes in African literature

2.1.1. Bring out issues, you find in the content, that need clarification for discussion with the group.

Example

Varieties of English

'Colloquial, jargons and slangs' (sub-topic) might need clarification

African Literature

'Textual analysis for common themes' sub-topic) might need clarification.

2.1.2. Refer to your course manuals and read the topics and the sub-topics for lesson 6 and evaluate the components that relate to the prior knowledge of student teachers. (Share your findings with the whole group.)

the whole group).

Examples:

Varieties of English:

Topic: Variety according to Style (formal/informal English)
A sub-topic: Formal English
Prior knowledge of students: Student teachers have already been introduced to native and non-native types of varieties and varieties in

African Literature

some specific countries have been looked at.

Topic: Common themes in African literature
A sub-topic: Identification of common themes in African literature
Prior knowledge: Student teachers have been introduced to the major writers of African Literature.

2.2. Put tutors in their course groups to discuss the challenges they might encounter when presenting some specific topics of their lessons.

Examples:

Varieties of English:

Challenge: It is likely that student teachers may not have had any preview on varieties relating to style in the context of formal and non-formal language usage.

Examples:

Varieties of English:

Topic: Variety according to Style (formal/informal

English)

A sub-topic: Formal English Prior knowledge: Student teachers have already been introduced to native and non-native types of varieties and varieties in some specific countries have been looked at.

African Literature

Topic: Common themes in African literature A sub-topic: Identification of common themes in African literature

Prior knowledge: Student teachers have been introduced to the major writers of African Literature.

2.2. In your course groups discuss the challenges you might encounter when presenting topics of your lessons and share your challenges with the whole group

Examples:

Varieties of English:

Challenge: It is likely that student teachers may not have had any preview on varieties relating to style in the context of formal and non-formal language usage.

African Literature

Challenge: It is likely student teachers have a limited background in literature and may confuse issues in world literature with that of African Literature.

2.4 Ask tutors, in their course groups to brainstorm possible ways of dealing with the challenges.

Example

Tasking student teachers to read short but interesting passages from African writers, will expose them to African writers.

Also, tasking student teachers to listen to news from reputable radio and TV stations to make lists of utterances heard and work in groups to categorise them into formal and informal English will make students familiar with variation by style.

2.5. Ask tutors, in their course groups, to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topics for lesson 6

Examples of strategies include:

Group work, think-pairshare, school visits, discussions, concept

African Literature

Challenge: It is likely student teachers have a limited background in literature and may confuse issues in world literature with that of African Literature.

2.4. In your course groups, brainstorm possible ways of dealing with the challenges stated in 2.3.

.

2.5. Refer to the strategies section of your respective course manuals and consider the suggested strategies in the manual. Choose the most appropriate ones for teaching the topics.

Examples of strategies include:

Group work, think-pairshare, school visits, discussions, cconcept

		mapping, individual work	mapping, individual work	
		and presentation, teacher	and presentation, teacher	
		modelling, brainstorming	modelling, brainstorming	
		and questioning	and questioning	
3 [Planning for	3.1. Put tutors in their	3.1. In your course groups,	40 mins
	aching, learning	course group and ask	read the section on	40 111113
	d assessment	them to read the section	suggested teaching and	
_	tivities for the	on teaching and learning	learning activities in the	
	son/s	activities in the course	manual and identify	
>	•	manuals and identify	activities suggested for the	
	discussion of the	activities suggested for	delivery of lesson 6.	
	teaching and	the delivery of lesson 6.	delivery of lesson o.	
	learning	Examples:	Examples:	
	activities	Varieties of English:	Varieties of English:	
		Activities: Tutor	Activities: Tutor constructs	
	Ο,	constructs at least three	at least three phrases or	
	addressing, and		sentences each of	
	explaining areas where tutors	phrases or sentences each		
		of colloquial, jargon and	colloquial, jargon and slang	
	may require	slang on the board by	on the board by mixing	
_	clarification	mixing them up and tasks student teachers to	them up and tasks student	
	Noting		teachers to separate them	
	opportunities for	separate them using the	using the three concepts, table on the basis of their	
	making <i>explicit links</i> to the Basic	three concepts, table on the basis of their		
	School		understanding.	
		understanding.		
_	Curriculum	African Litouature	African Litonatura	
	Noting	African Literature: Activities: Tutor puts	African Literature:	
	opportunities for	student teachers in	Activities: Tutor puts student teachers in groups	
	integrating: GESI	groups and tasks them to	and tasks them to discuss	
	responsiveness and ICT and 21st	• '		
	C skills	discuss and identify themes discussed in the	and identify themes discussed in the selected	
>	Reading,	selected texts and present	texts and present them	
	discussion, and	them before the class.	before the class.	
	identification of	3.1.1. Ask tutors to	3.1.1. In your course	
	continuous	identify areas of the	groups, identify areas of the	
	assessment	activities that need	activities that need	
	opportunities in	clarification and lead	clarification.	
	the lesson. Each	them to address the	Clarification.	
	lesson should	issues.		
	include at least	3.2. Discuss with tutors	3.2. Discuss the	
	two	the appropriateness of the activities and	appropriateness of the	
	opportunities to use continuous		activities and strategies	
	assessment to	strategies for the delivery of lesson 6 in both the	suggested for the delivery of lesson 6 in both the	
	support student	College of Education (B.	College of Education (B.Ed.)	
	teacher learning			

- , subject specific examples should be provided for SL/HoD
- Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
- Tutors should be expected to have a plan for the next lesson for student teachers

- Ed.) and the Basic School Curricula.
- 3.2.1. Use 'Pick and Act' strategy to ask tutors, in their course groups to pick an activity and demonstrate how it can be used to enhance the core and transferable skills (such as critical thinking, communication, collaboration, digital literacy) and GESI issues.

Example

Tutor tasking student teachers to separate given sentences into colloquial, jargons and slangs (Varieties of **English**) and putting student teachers in groups and tasking them to discuss and identify themes discussed in the selected texts and present them before the class (African Literature), will develop critical thinking, collaboration, personal development and *leadership;* while making reasonable adjustmentsto make the classroom convenient for all manner of learners irrespective of their socio-cultural status will address GESI issues.

3.3 Have tutors discuss in their various course groups, how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manuals for lesson 6.

Curricula.
3.2.1. In your course groups, pick an activity from the lead, and demonstrate how it can be used to enhance the core and transferable skills (such as critical thinking, communication,

collaboration, digital

literacy) and GESI issues.

and the Basic School

Example

Tutor tasking student teachers to separate given sentences into colloquial, jargons and slangs (Varieties of English) and putting student teachers in groups and tasking them to discuss and identify themes discussed in the selected texts and present them before the class (African **Literature**), will develop critical thinking, collaboration, personal development and leadership; while making reasonable adjustments**t**o make the classroom convenient for all manner of learners irrespective of their socio-cultural status will address GESI issues.

3.3 Discuss in your various course groups how the different activities would be carried out in both CoE and basic school classrooms to achieve the LOs and the LIs of the course manuals for lesson 6.

Example:

Example:

Varieties of English
Topic: Colloquial, jargons
and slangs LO: Develop
the awareness of the
varieties according to
style, standard, social
status and function
(NTS1a, p.12);
and the

LI: Students will be able to Identify social varieties of English, e.g. men/women language, youth language in given texts.

Activity: Tutor constructs at least three phrases or sentences each of colloquial, jargon and slang on the board by mixing them up and tasks student teachers to separate them using the three concepts.

Note: By performing this activity in class, the LO and the LI are likely to be achieved.

3.4. Ask tutors to identify which, 21st century skills can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills in the basic school classroom.

Example:

1. The use of YouTube to watch videos based on some African literature will develop digital literacy.

Varieties of English

Topic: Colloquial, jargons and slangs LO: Develop the awareness of the varieties according to style, standard, social status and function (NTS1a, p.12); and the

LI: Students will be able to Identify social varieties of English, e.g. men/women language, youth language in given texts.

Activity: Tutor constructs at least three phrases or sentences each of colloquial, jargon and slang on the board by mixing them up and tasks student teachers to separate them using the three concepts.

3.4. Identify the 21st century skills that can be developed or applied in the lesson and how you can help student teachers to support basic school leaners to develop these skills in the basic school classroom.

Example:

- 1. The use of YouTube to watch videos based on some African literature will develop digital literacy.
- 2. Development of collaborative and

2. Development of collaborative and communicative skills through group works and presentations, etc.

communicative skills through group works and presentations, etc.

3.6. Refer tutors to the assessment section of the two manuals to read and identify the assessment opportunities in the lesson. (Ask them to pick out areas that require clarification)

Note: Assist your colleagues to review the assessment in the course manual to be in line with the NTEAP.

3.6. Refer to the assessment section of your manuals to read and identify the assessment opportunities in the lesson.

3.7. Engage tutors in discussion on tasks that student teachers could perform for class assignments or mini research.

Example:

African Writers

Student teachers can work in groups to read and identify the themes in selected African Writers' works.

(This exercise may be graded as part of students' Subject Portfolio and could later form part of the Professional Portfolio during beginning teaching)

Varieties of English

Students can work in pairs to explore the use of standard varieties and non-standard varieties of English in the College.

3.7. Identify tasks that student teachers could research into for group presentation and class exercises.

Example:

African Writers

Student teachers can work in groups to read and identify the themes in selected African Writers' works.

(This exercise may be graded as part of students' Subject Portfolio and could later form part of the Professional Portfolio during beginning teaching)

Varieties of English

Students can work in pairs to explore the use of standard varieties and nonstandard varieties of English in the College. (This exercise (This exercise is a miniresearch and may be considered for students' subject project). 3.7.1. Remind tutors to continue supporting student teachers to work on their Classroom Enquiry and Action Research projects.

3.8. Lead tutors to identify the needed inclusive resources for teaching and learning of the concepts in both CoE and basic school classrooms.

Example:

Sorting Games (For students to read given passages and group them according to their themes), Audio-visuals from YouTube in relation to teaching of themes and varieties of English.

Note:

Some useful Education
Technology Resources for
teaching and learning
include:

https://teachingmadepra ctical.com/teachingtheme-games/

https://the-teacher-next-door.com/teaching-themes-in-literature/
Games for teaching identification of themes https://video.search.yahoo.com/search/video; ylt=AwrEwhFPi3ph3hoA6wpXNyoA; ylu=Y29sbwNiZjEEcG9zAzEEdnRpZAMEc2VjA3BpdnM-

is a mini-research and may be considered for students' subject project).

3.7.1. Remember to continue supporting student teachers to work on their Classroom Enquiry and Action Research projects.

3.8. Identify the needed inclusive resources for teaching and learning of the concepts in both CoE and basic school classrooms.

Example:

Sorting Games (For students to read given passages and group them according to their themes, audio-visuals from YouTube in relation to teaching of themes and varieties of English.

Note:

Some useful Education
Technology Resources for
teaching and learning
include:

https://teachingmadepracti cal.com/teaching-themegames/

https://the-teacher-next-door.com/teaching-themes-in-literature/
Games for teaching identification of themes https://video.search.yahoo.com/search/video; ylt=Awr EwhFPi3ph3hoA6wpXNyoA; ylu=Y29sbwNiZjEEcG9zAzE EdnRpZAMEc2VjA3BpdnM-?p=videos+for+teaching+kid

?p=videos+for+teaching+k <u>s+about+themes+in+literat</u> ids+about+themes+in+lite <u>ure&fr2=piv-web</u>&fr=yfp-ts#id=3&vid=b35c09d41083 rature&fr2=pivweb&fr=yfp-tba111ecf90b19d8f7cc0&act *s#id=3&vid=b35c09d4108* ion=view videos for teaching how to 3ba111ecf90b19d8f7cc0& action=view identify themes videos for teaching how https://study.com/academy /lesson/comparingto identify themes https://study.com/acade <u>contrasting-varieties-of-</u> my/lesson/comparingenglish-lesson-for-kids.html contrasting-varieties-ofvideos on comparing and english-lesson-forcontrasting varieties of kids.html English videos on comparing and contrasting varieties of Office 365 vs G-suite for education, google meet for English online teachinggoogle Office 365 vs G-suite for classroom for online assignment submissions, education, google meet for online teachinggoogle plagiarism checking classroom for online softwares, Tools for assignment submissions, checking grammar errors plagiarism checking online softwares, Tools for checking grammar errors online Note: Remind tutors to make sure the resources are enough and appropriate to all learners (males, females and persons with SEN). 4. Evaluation and 4.1 Ask tutors to reflect 4.1 Reflect and share with 15 mins review of session: and share one main thing the group, one main thing 1. Tutors should they learnt from the that you have learnt from Identifying session that they will like the session that you will like critical friends to to practice within the to practice within the week. 4.1.1. Identify outstanding observe lessons week and report at 4.1.1. Have tutors identify issues relating to the next session outstanding issues lesson/s for clarification. 2. Identifying and relating to the lesson/s addressing any for clarification. outstanding issues relating to

the lesson/s for clarification	4.2 Ask each tutor to identify a critical friend who took part in the PD session to sit in his/her class during lesson and report on observations	4.2. Identify a critical friend who took part in the PD session to sit in your class during lesson and report on his/her observations at next PD session.
	made during next PD session.	
	4.3 Ask tutors to read lesson 7 from the PD handbook and their course manuals in preparation for the next session.	4.3. Read lesson 7 of the PD manual and your course manual to prepare for next week's PD session.

Age Levels/s: JHS Specialism English Language: English Language

Year 4 Semester 2

VARIETIES OF ENGLISH

Variety according to Standard: Standard and Non-Standard English and Sub-Standard English.

AFRICAN LITERATURE

Survey of African literature: Genre of African literature, Feature of genres of literature, and Early and modern poetry.

Tutor PD Session 7

Tutor PD Session /					
	cus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in	
	ints provide the	Leading the session.	Activity during the PD	session	
frame for what is to		What the SL/HoDs will	Session. What PD Session		
be	done in the	have to say during each	participants (Tutors) will do		
ses	ssion. The SWL	stage of the session	during each stage of the		
sho	ould use the		session.		
bu	llets to guide				
wh	nat they write for				
the	e SL/HoD and				
tut	tors to do and say				
	ring each session.				
Eac	ch bullet needs to				
be addressed and					
specific reference					
should be made to					
the	e course				
manual/s.					
Int	roduction to the	1.1 Use an icebreaker, for	1.1 Listen, respond and	20 mins	
ses	ssion	example, rhyme, song	participate to the		
>	Review prior	etc to start the	icebreaker, and volunteer		
	learning	session: provide it or	one if necessary.		
>	Reading and	invite any volunteer(s)			
	discussion of the	to provide one.			
	introductory	1.2 Use question and	1.2 Provide answers to the		
	sections of the	answer to recap the main	questions to recap some of		
	lesson up to and	issues raised in the	the main issues discussed in		
	including	previous PD session.	the previous PD session.		
	learning				
	outcomes and	1.3 Put tutors in gender	1.3 Discuss in your gender		
	indicators	groups and let them	groups the main purpose of		
>	Overview of	discuss the main	the current PD session and		
	content and	purpose of the current	share your views with the		
	identification of	PD session.	larger group.		

any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify, address and *provide* explanations for any areas where tutors might require clarification on an aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

For example:

Varieties of English: The purpose of this PD session and the current lesson is to introduce student teachers to language variety according to both standard and nonstandard usage of the English language.

1.4 Discuss with the mixed gender pairs, the main Learning Outcomes (LOs) and the Learning Indicators (LIs) stated in their respective course manuals. (Refer to the learning outcomes and indicators sections of the lessons. How are the indicators related to the learning outcome?

1.4 In mixed gender pairs, refer to the main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators align with the CLOs and share your views with the group.

For example:

Varieties of English: At the end of this lesson, students should be able to develop the awareness of the varieties according to style, standard, social status and function (NTS1a, p.12).

- (ii) African Literature: At the end of this lesson, student teachers should be able to discuss the nature of African literature in terms of type: poetry, drama and prose.
- 1.5 Refer tutors to the lesson description of Lesson 7 and identify the distinctive features of the lesson.

1.5 Identify the lesson descriptions in the manuals of Lesson 7 and the distinctive features of the lesson.

	1.6 Ask tutors to	1.6 Confer with your elbow	
	brainstorm on likely	partner some of the likely	
	controversial questions	controversial questions that	
	that needed to be	are possible to arise from	
	addressed for students	the lesson and address	
	before they go out to the	them for student teachers	
	field.	before they finally go out to	
	An example of a question which might arise: Are student teachers aware of varieties of English and what are the standards? Also, what are the	the field to teach.	
	linguistic backgrounds of student teachers?		
As this course is	1.7 Guide tutors to	1.7 Discuss artefacts that	
dealing with	discuss some artefacts	can be included in the	
supporting and/or	that can be included in	Professional Teaching	
assessing the	the Professional Teaching	Portfolio.	
Professional	Portfolio.		
Teaching Portfolio	Example: curriculum		
Development	vitae, reflections on		
and/or Classroom	lessons taught.		
Enquiry and Action			
Research Project			
Report writing,			
tutors should be			
provided with			
guidance on what			
to do including			
organisation of Post			
Internship Seminar.			
For each session	Note that this is the final	Remind student teachers to	
remember this is	semester before student	be mindful of GESI, CCI, ICT	
the final semester	teachers embark on their	etc issues.	
before Students	beginning teaching. In		
start teaching	view of that remind them		
provide prompts to	to be mindful of GESI, CCI,		
help support this	ICT, etc issues.		
transition for			
planning and give	Example of GESI issues to	Example of GESI issues to	
regard for GESI, CCI,	note:	note:	
ICT etc	Note leaners diverse	Note leaner diverse	
	backgrounds.	backgrounds.	

	Example of ICT issues	Example of ICT issues	
	Check availability of ICT	Check availability of ICT	
	tools in the school and	tools in the school and how	
	how to make good use of	to make good use of them.	
	them.		
	Example of CCI	Example of CCI	
	Ask tutors to identify	Identify likely problem for	
	likely problems for action	action research. E.g.	
	research. E.g.	Problems associated with	
	Problems associated with	leaners inability to read.	
	leaners inability to read.		
2. Concept	2.1 Use question and	2.1 Answer and ask	15 mins
Development (New	answer technique to	questions for	
learning likely to	identify key elements of	clarification to identify	
arise in lesson/s):	the lesson description in	key elements of the	
Identification	the various manuals and	lesson description in the	
and discussion of	address issues that may	course manuals and	
new learning,	arise. (Refer to the lesson	address issues that may	
potential	descriptions in the various	arise. (Refer to the	
barriers to	manuals – e.g., what are	lesson description in the	
learning for	the main issues to be	course manuals	
student teachers	covered in the lesson?	244 7	
or students, new	2.1.1 Using think-pair-	2.1.1 Through the think-	
concepts or	share strategy, ask tutors	pair-share, state the	
pedagogy being	to come out with the	main content to be	
introduced in	main content to be	covered in the	
the lesson, which need to	covered in the lessons	lesson and clarify	
be explored with	and clarify issues that may arise from the	issues that may arise from the discussion.	
·	•		
the SL/HoD	discussion. (Refer to the	(Refer to the section on topics and sub-	
NB The guidance for SL/HoD should set	sections on topics and sub-topics in the	•	
out what they need	respective course	topics in the respective course	
to do to introduce	manuals)	manuals).	
and explain the	manadisy	manaus).	
issues/s with tutors	For example:		
133dc3/3 With tators	Varieties of English:		
	Variety according to		
	Standard: Standard and		
	Non-Standard English and		
	Sub-Standard English.		
	African Literature: Survey		
	of African literature:		
	Genre of African		
	literature, Feature of		

	genres of literature, and		
	Early and modern poetry.		
	Larry and modern poetry.		
	2.2.5.1.1	2.21	
	2.2 Put tutors in their	2.2 In your course groups	
	course groups to discuss	discuss any challenges you	
	the challenges they might	are likely to encounter in	
	encounter when	presenting the various	
	presenting some specific	topics of the lessons.	
	topics of their lessons.	·	
	2.2.1 Use probing	2.2.1 Provide answers to	
	questions to identify	likely questions that will be	
	potential barriers student	raised by student teachers	
	teachers are likely to	relating to barriers to	
	•	_	
	meet in learning some	learning some concepts or	
	concepts or pedagogy in	pedagogy in teaching these	
	teaching these topics.	topics with the whole	
	For example: Student	group.	
	teachers may not have		
	been introduced to the		
	standard form of varieties		
	of the English language		
	usage and even the		
	dominant languages of		
	the communities they are		
	going to teach when they		
	go out finally.		
	ge carjay.		
	2.3 Ask tutors in their	2.3 Still in your course	
	course groups, to	groups, refer to the	
	consider the suggested	strategies section of your	
		•	
	strategies in the manual	respective course manuals	
	and choose the most	and consider the suggested	
	appropriate ones for	strategies in the manual.	
	teaching the topics in	Choose the most	
	their respective manuals.	appropriate ones for	
	Examples:	teaching the topics.	
	Think-pair-share strategy,		
	school visits, Discussion,		
	Concept mapping,		
	Individual work and		
	presentation, Teacher		
	modelling, Brainstorming		
	and Questioning.		
3. Planning for	3.1 Ask tutors to discuss	3.1 Discuss the various	
teaching, learning	the various teaching	teaching and learning	
and assessment	and learning activities	activities to be used in	
	to be used in the	the lesson delivery and	
	to be used in the	the lesson delivery and	

activities for the lesson/s

- Reading and discussion of the teaching and learning activities
- Noting, addressing, and explaining areas where tutors may require clarification
- Noting opportunities for making explicit links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
- Resources:
 - links to the existing PD Themes, for example, action research,

lesson delivery such as group work and how they will promote the content delivery of the New 4-year B. Ed. and Basic School Curricula. (Refer tutors to the teaching and learning activities sections of their course manuals

For example:
Varieties of English:
teaching and learning
activity is to discuss with
student teachers to
identify variety according
to style using question
and answer technique and
link it up with the current
lesson on standard and
non-standard variety of
the English language.

African Literature: teaching and learning activity is to discuss with student teachers to identify some African literary writings that they have read. Tutor refers them to the texts they used in the SHS.

- 3.2 Discuss how tutors will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st century skills. (Refer tutors to the teaching and learning activities sections of the course manuals)
- 3.3 Discuss with tutors the appropriateness of

how they will promote the content delivery of the B. Ed and Basic School Curricula. E.g., group work, think-pairshare, independent study, brainstorming (refer to the teaching and learning activities section of your course manual)

For example:
Varieties of English:
teaching and learning
activity is to discuss with
student teachers to identify
variety according to style
using question and answer
technique and link it up
with the current lesson on
standard and non-standard
variety of the English
language.

African Literature: teaching and learning activity is to discuss with student teachers to identify some African literary writings that they have read. Tutor refers them to the texts they used in the SHS

- 3.2 Deliberate on how you will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st century skills. (Refer to the teaching and learning activities sections of the course manuals)
- 3.3 Deliberate on the appropriateness of the

questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability

- o guidance on any power point presentations, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers

the activities and strategies (Use of traffic light in teaching, thinkpair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning) and how they will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration, digital literacy), and GESI (e.g. diversity issues, equal opportunities, non-sexist language) in the lessons in both the College of Education (B.ED) and the Basic School Curricula.

3.4 Ask one tutor to model a selected activity in a teaching situation. For example: In Varieties of English, model the teaching of the meaning of Standard English and explain why Standard English is considered as a variety.

For example: In African Literature, model the teaching of genre of African literature

3.5 Refer tutors to the assessment section of their respective manuals. Ask them to read on subject project and subject portfolio. Invite them to share their

activities and strategies (strategies (Use of traffic light in teaching, think-pairshare strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning) and show how these will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration, digital literacy) and GESI (e.g. diversity issues, equal opportunities, non-sexist language) in the lessons in both the College of Education (B.ED) and the Basic School Curricula.

3.4 Model a selected activity in a teaching situation.

For example: In Varieties of English, model the teaching of the meaning of Standard English and explain why Standard English is considered as a variety.

For example: In African
Literature, model the
teaching of genre of African
literature

3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.

understanding of each concept including the weightings on each component.
Remind tutors that these components of assessment are very important and will form the modes for assessing the student teachers' knowledge.

3.6 Ask tutors to examine the modes of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from school visits (STS) and end of semester examination. For example, have them to identify and discuss some areas for Subject projects for the semester. Briefly discuss the structure of the prospective subject projects' topics in terms of the introduction, methodology, substantive section and the conclusion.

Note: Remind tutors to be mindful of GESI issues such as the use of braille, the use of audios, videos etc.

3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers.

3.6 Examine the modes of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from school visits (STS) and end of semester examination. For example, identify and discuss some areas for your subject projects for the semester. Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion. Note: Be mindful of GESI issues such as the use of braille, the use of audios, videos etc.

3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group.

Evaluation and review of session: a. Tutors need to identify critical friends to observe lessons and report at next session b. Identifying and addressing any outstanding issues	For example: presentation, projects, debate, quizzes, assignments and tests. 4.1 Ask tutors to reflect on the lesson and share what they have learnt in the session which they will be using in their lessons. 4.2 Ask tutors to identify critical friends who took part in the PD session to	For example: presentation, projects, debate, quizzes, assignments and tests. 4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class. 4.2 Identify a critical friend who took part in the PD session to sit in your class	15 mins
at next session b. Identifying and	4.2 Ask tutors to identify	,	

Tutor PD Session

Age Level: JHS Specialism Name of Subject: English Language:

Year 4 Semester 2

LESSON TITLE:

VARIETIES OF ENGLISH

Social Varieties of English I: Social varieties, Varieties according to social class, Varieties according to age, Varieties according to class versus age.

AFRICAN LITERATURE

Survey of African literature: Drama and its Types and Textual Analysis of Drama for Identification of Themes

Tutor PD Session 8

Fo	cus: the bullet points	Guidance notes on	Guidance Notes on Tutor	
pro	ovide the frame for	Leading the session.	Activity during the PD	Time
wh	nat is to be done in	What the SL/HoDs will	Session. What PD Session	in
the	e session. The SWL	have to say during each	participants (Tutors) will do	session
sh	ould use the bullets	stage of the session	during each stage of the	
to	guide what they		session.	
wr	ite for the SL/HoD			
an	d tutors to do and			
say	y during each			
ses	ssion. Each bullet			
ne	eds to be addressed			
an	d specific reference			
sh	ould be made to the			
CO	urse manual/s.			
Int	roduction to the	1.1 Use an icebreaker	1.1 Listen and respond to	20
ses	ssion	to start the session:	an icebreaker, and	mins
\triangleright	Review prior	provide it or invite any	volunteer one if	
	learning	volunteer(s) to provide	necessary.	
	Reading and	one.		
	discussion of the			
	introductory	1.2 Let tutors write	1.2 Write down the main	
	sections of the	down the main	ideas raised in the	
	lesson up to and	ideas raised in the	previous PD session	
	including learning	previous PD session	individually and share	
	outcomes and	individually and	with the larger group.	
	indicators	share with the		
>	Overview of	larger group.		
	content and	Example:		
	identification of any	- What were the		
	distinctive aspects	main concepts		
	of the lesson/s,	you learnt in the		

NB The guidance for SL/HoD should identify, address and *provide* explanations for any areas where tutors might require clarification on an aspect of the lesson.

NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

previous PD sessions?

- 1.2.1 Use question and answer to recap the main ideas written down in the previous PD session
- 1.3 Lead tutors to discuss the student-teacher prior knowledge that will facilitate the success of the delivery of the current lessons. (Refer tutors to the RPK section of the course manual RPK).
- 1.4 Put tutors in gender groups and let them discuss the main purpose of the current PD session.

For example:

Varieties of English:

The purpose of this PD session and the current lesson is to examine the social varieties of the English language according to social class and age.

1.5 Discuss with the gender groups, the main Learning Outcomes (LOs) and the Learning Indicators (LIs) stated in their respective course manuals. (Refer to the learning outcomes and indicators sections of

- 1.2.1 Provide answers to the questions to recap some of the main ideas discussed in the previous PD session.
- 1.3 Tutors discuss with student-teachers' prior knowledge that will facilitate the success of the delivery of the current lessons. (Refer tutors to the RPK section of the course manual RPK).
- 1.4 Discuss in your gender groups the main purpose of the current PD sessions.
 And the current lesson.

1.5 In gender pairs, refer to the main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators align with the CLOs and share your views with the group.

[
	the lessons. How are		
	the indicators related to		
	the learning outcome?		
	For example:		
	Varieties of English : At		
	the end of this lesson,		
	students should be able		
	to develop the		
	awareness of the		
	varieties according to		
	style, standard, social		
	status and function		
	(NTS1a, p.12).		
	(ii) African Literature:		
	At the end of this		
	lesson, student teachers		
	should be able to		
	discuss the nature of		
	African literature in		
	terms of type: poetry,		
	drama and prose.		
	arama ana prose.		
	1.6 Refer tutors to the	1 6 Identify the lesson	
		1.6 Identify the lesson	
	lesson description of	descriptions in the manuals of lesson 8 and the	
	lesson 8 and identify		
	the distinctive features	distinctive features of the	
	of the lesson.	lesson.	
	476	170 6 31	
	1.7 Since this is the last	1.7 Confer with your elbow	
	PD session, ask tutors	partner some of the likely	
	to brainstorm on likely	controversial questions that	
	controversial questions	are possible to arise from	
	that needed to be	the lesson and address	
	addressed for students	them for student teachers	
	before they go out to	before they finally go out to	
	the field.	the field to teach.	
	An example of a		
	question which might		
	arise: what are the		
	problems associated		
	with varieties of English		
	language usage in		
	relation to social class		
	and age?		
As this course is	1.8 Lead tutors to	1.8 Discuss the contents of	
dealing with	discuss the need and	the Professional Teaching	
			i

supporting and/or contents in the Portfolio, its arrangement assessing the **Professional Teaching** and filing. Refer to the STS Professional Teaching Portfolio and how to Handbook IV pages 65-66. Portfolio Development gather, arrange and file Table: 7.2.7.2 and/or Classroom them. Refer to STS **Enquiry and Action** Handbook IV pages 65-Research Project 66, Table: 7.2.7.2 Report writing, tutors Examples of need: should be provided enhance teaching skills, with guidance on what serves as a record and to do including reference materials of organisation of Post one's professional work Internship Seminar. over time. 1.9 Ask tutors to 1.9 Remind student For each session remember this is the teachers to be mindful of remind student final semester before teachers to be mindful GESI, CCI, ICT etc issues as Students start teaching of GESI, CCI, ICT, etc they finally go out to teach. provide prompts to issues as they finally go help support this out to teach. transition for planning and give regard for **Example of GESI issues Example of GESI issues to** GESI, CCI, ICT etc to note: note: Assigning leadership Assigning leadership roles roles equally, putting equally, putting learners in *learners in mixed ability* mixed ability groupings groupings **Example of ICT issues Example of ICT issues** Check availability of ICT Check availability of ICT tools in the school and tools in the school and how how to make good use to make good use of them. of them. Make use of Make use of audio-visual audio-visual games. games. **Example of CCI Example of CCI** Identify likely problems in Ask tutors to identify likely problems for the classroom for action action research. research. Problems associated Problems associated with with varieties of English varieties of English Language usage Language usage (Ghanaian (Ghanaian English, English, British English, British English, American English) American English) according to social class

and age.

according to social class

and age.

2. Concept Development (New learning likely to arise in lesson/s):

➢ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD

NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors

2.1 Ask tutors to use 'tell an elbow friend' to identify key elements of the lesson description in the various manuals and address issues that may arise. (Refer to the lesson descriptions in the various manuals – e.g., what are the main issues to be covered in the lesson?

2.1.1 Using think-nair-

2.1.1 Using think-pair-share strategy, ask tutors to come out with the main content to be covered in the lessons and clarify issues that may arise from the discussion. (Refer to the sections on topics and sub-topics in the respective course manuals)

For example:
Varieties of English:
Social Varieties of
English: Social varieties,
Varieties according to
social class, Varieties
according to age,
Varieties according to
class versus age.

African Literature:
Survey of African
literature: Drama and
its Types and Textual
Analysis of Drama for
Identification of Themes

2.2 Put tutors in their course groups to discuss the challenges they might encounter when presenting some

2.1 Identify key elements of the lesson description in the course manuals and address issues that may arise through the use of 'tell an elbow friend' strategy. (Refer to the lesson description in the course manuals

2.1.1 Through the think-pair-share, state the main content to be covered in the lesson and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the respective course manuals).

2.2 In your course groups discuss any challenges you are likely to encounter in presenting the various topics of the lessons.

15 mins

	specific topics of their lessons. 2.2.1 Use probing questions to identify potential barriers student teachers are likely to meet in learning some concepts or pedagogy in teaching these topics. Varieties of English: Student teachers may not have been introduced to social	2.2.1 Provide answers to likely questions that will be raised by student teachers relating to barriers to learning some concepts or pedagogy in teaching these topics with the whole group.	
	class usage of varieties of English. African literature: Student teachers may not be conversant with some African literary writings.		
	2.3 Ask tutors in their course groups, to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topics in their respective manuals. Examples: Think-pair-share strategy, school visits,	2.3 Still in your course groups, refer to the strategies section of your respective course manuals and consider the suggested strategies in the manual. Choose the most appropriate ones for teaching the topics.	
	Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning.		
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Ask tutors to discuss the various teaching and learning activities to be used in	3.1 Discuss the various teaching and learning activities to be used in the lesson delivery and how	
Reading and discussion of the	the lesson delivery such as group work, think-	they will promote the content delivery of the B.	

- teaching and learning activities
- Noting, addressing, and explaining areas where tutors may require clarification
- Noting opportunities for making explicit links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
- > Resources:
 - o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Youtube, physical resources, power point; how they should be used. Consideration

pair-share, independent study, brainstorming and how they will promote the content delivery of the New 4-year B. Ed. Programme and the Basic School Curricula. (Refer tutors to the teaching and learning activities sections of their course manuals For example: Varieties of English: teaching and learning activity is to brainstorm with student teachers on the meaning of social class, discuss the language that identifies people in certain social classes and tasks student teachers to search online for kind of English language used

African Literature: teaching and learning activity is to discuss with student teachers what prose is and the types of prose in African literature, discuss the major writer and the common themes in their works and brainstorms with student teachers on characterization and style in prose.

by certain groups of

people in the society.

3.2 Discuss how tutors will promote the delivery of English lessons in both the

Ed Programme and the Basic School Curricula. E.g., group work, think-pair-share, independent study, and brainstorming (refer to the teaching and learning activities section of your course manual)

For example:
Varieties of English:
teaching and learning
activity is to brainstorm
with student teachers on
the meaning of social class,
discuss the language that
identifies people in certain
social classes and tasks
student teachers to search
online for kind of English
language used by certain
groups of people in the
society.

African Literature: teaching and learning activity is to discuss with student teachers what prose is and the types of prose in African literature, discuss the major writer and the common themes in their works and brainstorms with student teachers on characterization and style in prose.

3.2 Deliberate on how you will promote the delivery of English lessons in both the B.Ed. and Basic School

- needs to be given to local availability
- guidance on any power point presentations, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers
- B.Ed. and Basic School Curricula, as well as GESI and 21st century skills. (Refer tutors to the teaching and learning activities sections of the course manuals)
- 3.3 Discuss with tutors the appropriateness of the activities and strategies (*Use of traffic* light in teaching, thinkpair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning) and how they will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration, digital literacy), and GESI (e.g. diversity issues, equal opportunities, nonsexist language) in the lessons in both the College of Education (B.ED) and the Basic School Curricula.
- 3.4 Ask one tutor to model a selected activity in a teaching situation. For example: In Varieties of English, model the teaching of varieties according to social class

- Curricula, as well as GESI and 21st century skills. (Refer to the teaching and learning activities sections of the course manuals)
- 3.3 Deliberate on the appropriateness of the activities and strategies (strategies (Use of traffic light in teaching, think-pairshare strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning) and show how these will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration, digital literacy) and GESI (e.g. diversity issues, equal opportunities, non-sexist language) in the lessons in both the College of Education (B.ED) and the Basic School Curricula.
- 3.4 Model a selected activity in a teaching situation.
 For example:
 For example: In Varieties of English, model the teaching of varieties according to social class.
 For example: In African

Literature, model the

For example: In African Literature, model the teaching of the meaning of prose, major writers and characterisation

teaching of the meaning of prose, major writers and characterisation.

3.5 Refer tutors to the assessment section of their respective manuals. Ask them to read on subject project and subject portfolio. Invite them to share their understanding of each concept including the weightings on each component. Remind tutors that these components of assessment are very important and will form the modes for assessing the student teachers' knowledge.

3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.

3.6 Ask tutors to examine the modes of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from school visits (STS) and end of semester examination. For example, have them to identify and discuss some areas for Subject projects for the semester. Briefly discuss the structure of the prospective subject

3.6 Examine the modes of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from school visits (STS) and end of semester examination. For example, identify and discuss some areas for your subject projects for the semester. Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion. Note: Be mindful of GESI issues such as the use of

	projects' topics in terms of the introduction, methodology, substantive section and the conclusion. Note: Remind tutors to be mindful of GESI issues such as the use of braille, the use of audios, videos etc. 3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers. For example: presentation, projects,	3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group. For example: presentation, projects, debate, quizzes, assignments and tests.	
	debate, quizzes, assignments and tests.		
Evaluation and review of session: a. Tutors need to identify critical friends to observe lessons and report at next session b. Identifying and addressing any	4.1 Ask tutors to reflect on the lesson and share what they have learnt in the session which they will be using in their lessons. 4.2 Ask tutors to	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class. 4.2 Identify a critical friend	15 mins
outstanding issues relating to the lesson/s for clarification	identify critical friends who took part in the PD session to sit in their classes during lesson and report on observation made during next PD session.	who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session.	
	4.3 Ask tutors to read lesson 9 from the PD manual in preparation for the next session.	4.3 Read lesson 9 to prepare for next week's PD session	

Age Levels/s: JHS Specialism Name of Subject: English Language:

Year 4 Semester 2

LESSON TITLE:

VARIETIES OF ENGLISH

Social Varieties of English II: Varieties according to Gender, Varieties according to profession, varieties according to gender versus profession

AFRICAN LITERATURE

Survey of African literature: Meaning of prose, major writers and characterisation, Textual analysis of prose, Common themes

Tutor PD Session 9

Focus: the bullet points	Guidance notes on	Guidance Notes on Tutor	
provide the frame for	Leading the session.	Activity during the PD	Time
what is to be done in	What the SL/HoDs will	Session. What PD Session	in
the session. The SWL	have to say during each	participants (Tutors) will do	session
should use the bullets	stage of the session	during each stage of the	
to guide what they		session.	
write for the SL/HoD			
and tutors to do and			
say during each			
session. Each bullet			
needs to be addressed			
and specific reference			
should be made to the			
course manual/s.			
Introduction to the	1.1 Use an icebreaker	1.1 Listen and respond to	20
session	such as song, rhyme,	an icebreaker, and	mins
Review prior	story etc to start the	volunteer one if necessary.	
learning	session: provide it or		
Reading and	invite any volunteer(s)		
discussion of the	to provide one.		
introductory			
sections of the	1.2 Let tutors write	1.2 Write down the main	
lesson up to and	down the main ideas	ideas raised in the previous	
including learning	raised in the previous	PD session individually and	
outcomes and	PD session individually	share with the larger group.	
indicators	and share with the		
Overview of	larger group.		
content and	Example:		
identification of any	- What were		
distinctive aspects	some of the		
of the lesson/s,	main ideas you		
	learnt in the		

NB The guidance for SL/HoD should identify, address and *provide* explanations for any areas where tutors might require clarification on an aspect of the lesson.

NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

previous PD sessions?

- 1.2.1 Use question and answer to recap the main ideas learnt in the previous PD session
- 1.3 Lead tutors to discuss the student-teachers' prior knowledge that will facilitate the success of the delivery of the current lessons. (Refer tutors to the RPK section of the course manual RPK).
- 1.4 In gender groupings let tutors discuss the main purpose of the current lesson.
 For example:

Varieties of English:

The purpose of this current lesson is to introduce student teachers to the language varieties according to gender and profession.

1.5 Discuss with the gender groups, the main Learning Outcomes (LOs) and the Learning Indicators (LIs) stated in their respective course manuals. (Refer to the learning outcomes and indicators sections of the lessons. How are the indicators related to the learning outcome?

- 1.2.1 Provide answers to the questions to recap some of the main ideas discussed in the previous PD session.
- 1.3 Discuss with student-teachers their prior knowledge that will facilitate the success of the delivery of the current lessons. (Refer tutors to the RPK section of the course manual RPK).
- 1.4 Discuss in your gender groups the main purpose of the current lesson.

1.5 In gender pairs, refer to the main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators align with the CLOs and share your views with the group.

	Γ		1
	For example:		
	Varieties of English: At		
	the end of this lesson,		
	students should be able		
	to develop the		
	awareness of the		
	varieties according to		
	style, standard, social		
	status and function		
	(NTS1a, p.12).		
	(ii) African Literature:		
	At the end of this		
	lesson, student teachers		
	should be able to guide		
	student teachers to		
	make a survey of		
	African literary writings		
	from earliest to the		
	latest. It is also to assist		
	them to classify African		
	writers into major and		
	minor writers.		
	1.6 Refer tutors to the	1.6 Identify the lesson	
	lesson description of	descriptions in the manuals	
	lesson 9 and identify	of lesson 9 and the	
	the distinctive features	distinctive features of the	
	of the lesson.	lesson.	
	or the leggon.	1633011.	
	1.7 Ask tutors to	1.7 Brainstorm likely	
	brainstorm likely	controversial questions that	
	controversial questions	are possible to arise from	
	that needed to be	the lesson and address	
	addressed for students	them for student teachers	
	before they enter the	before they enter the world	
	world of work.	of work.	
	An example of a	-	
	question which might		
	arise: what are the		
	problems associated		
	with varieties of English		
	language usage in		
	relation to gender and		
	profession?		
As this course is	1.8 Ask tutors to write	1.8 Write down the items	
dealing with	down the items to be	to be assessed.	
supporting and/or	assessed during the		
<u> </u>	<u>. </u>	•	

		,	
assessing the	Post Internship Seminar		
Professional Teaching	such as Teaching		
Portfolio Development	Philosophy and		
and/or Classroom	Reflective Practice.		
Enquiry and Action			
Research Project	1.8.1 Discuss some	1.8.1 Discuss components	
Report writing, tutors	components to be	of classroom enquiry and	
should be provided	discussed in classroom	action research such as	
with guidance on what	enquiry and action	interventions and its	
to do including	research such as	application to a research	
organisation of Post	interventions and its	problem.	
Internship Seminar.	application to a		
	research problem.		
	Ask tutors to remind	Remind student teachers to	
	student teachers to be	be mindful of GESI , CCI , ICT	
	mindful of GESI , CCI ,	etc issues as they enter	
	ICT, etc issues as they	field of work.	
	enter field of work.	TICIA OI WOIK.	
	enter held of work.		
	Example of GESI issues	Example of GESI issues to	
	to note:	note:	
	Assigning leadership	Assigning leadership roles	
	roles equally and	equally and putting learners	
	putting learners in	in mixed ability groupings.	
	mixed ability groupings		
	Example of ICT issues	Example of ICT issues	
	Making good use of	Making good use of	
	available ICT tools in	available ICT tools in the	
	the school and	school and improvise where	
	improvise where	necessary.	
	necessary.	·	
	Example of CCI	Example of CCI	
	Ask tutors to identify	Problems associated with	
	likely problems for	varieties of English	
	action research and the	Language such as Ghanaian	
	appropriate	English, British English,	
	interventions that can	American English and their	
	be used to mediate the	usage relating to profession	
	problem in the	and gender.	
	classroom.		
	For example: Problems		
	associated with		
	varieties of English		
	Language such as		
	Ghanaian English,		
	British English,		

		1
American English and		
their usage relating to		
profession and gender.		
2.1 Use question and	2.1 Answer and ask	15
answer technique to	questions for clarification	mins
identify key elements of	to identify key elements of	
the lesson description	the lesson description in	
in the various manuals	the course manuals and	
and address issues that	address issues that may	
may arise. (Refer to the	arise. (Refer to the lesson	
lesson descriptions in	description in the course	
the various manuals –	•	
	manuals	
e.g., what are the main		
issues to be covered in		
the lesson?		
2.1.1 Using think-pair-	2.1.1 Think-pair-share, the	
share strategy, ask	main content to be covered	
tutors to come out with	in the lesson and clarify	
the main content to be	issues that may arise from	
covered in the lessons	the discussion. (Refer to the	
and clarify issues that	section on topics and sub-	
may arise from the	topics in the respective	
discussion. (Refer to the	course manuals).	
sections on topics and	course manadisj.	
sub-topics in the		
respective course		
manuals)		
For example:		
Varieties of English:		
Social Varieties of		
English II: Varieties		
according to Gender,		
Varieties according to		
profession, varieties		
according to gender		
versus profession.		
African Literature:		
Survey of African		
literature: Meaning of		
1		
prose, major writers		
and characterisation,		
Textual analysis of		
prose, Common themes		

- 2.2 Put tutors in their course groups to discuss the challenges they might encounter when presenting some specific topics of their lessons.
- 2.2.1 Use probing questions to identify potential barriers student teachers are likely to meet in learning some concepts or pedagogy in teaching these topics. For example: Student teachers may have difficulties in identifying the differences between standard varieties and non-standard varieties of English and use these varieties in their right contexts. Also, they might have difficulties in using the correct variety in different
- 2.3 Ask tutors in their course groups, to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topics in their respective manuals. Examples: Discussion, Concept mapping, Individual work and presentation, Think-pair-share strategy, Brainstorming and Questioning, school

domains.

- 2.2 In your course groups discuss any challenges you are likely to encounter in presenting the various topics of the lessons.
- 2.2.1 Provide answers to likely questions that will be raised by student teachers relating to barriers to learning some concepts or pedagogy in teaching these topics with the whole group.

2.3 Still in your course groups, refer to the strategies section of your respective course manuals and consider the suggested strategies in the manual. Choose the most appropriate ones for teaching the topics.

		visits, Teacher	
		modelling,	
3. Planning for		3.1 Ask tutors to	3.1 Discuss the various
teaching, learning and		discuss the various	teaching and learning
assessment activities		teaching and learning	activities used in the lesson
for	the lesson/s	activities to be used in	delivery and how they will
	Reading and	the lesson delivery such	promote the content
	discussion of the	as group work, think-	delivery of the B. Ed and
	teaching and	pair-share, and	Basic School Curricula. E.g.,
	learning activities	independent study and	group work, think-pair-
	Noting, addressing,	how they will promote	share, independent study,
	and explaining	the content delivery of	brainstorming (refer to the
	areas where tutors	the New 4-year B. Ed.	teaching and learning
	may require	and Basic School	activities section of your
	clarification	Curricula. (Refer tutors	course manual)
	Noting	to the teaching and	
	opportunities for	learning activities	
	making explicit links	sections of their course	
	to the Basic School	manuals	
	Curriculum		
	Noting	For example:	For example:
	opportunities for	Varieties of English:	Varieties of English:
	integrating: GESI	teaching and learning	teaching and learning
	responsiveness and	activity is to discuss	activity is to discuss with
	ICT and 21st C skills	with student teachers	student teachers the
	Reading, discussion,	to discuss with student	meaning of the concept of
	and identification of	teachers the meaning	gender and profession and
	continuous	of the concept of	the language that identifies
	assessment	gender and profession	each gender and people in
	opportunities in the	and the language that	each professional level.
	lesson. Each lesson	identifies each gender	
	should include at	and people in each	
	least two	professional level.	
	opportunities to use		
	continuous	African Literature:	African Literature: teaching
	assessment to	teaching and learning	and learning activity is to
	support student	activity is to discuss	discuss with student
	teacher learning	with student teachers	teachers the major writers
	Resources:	the major writers and	and the common themes in
(o links to the	the common themes in	their works, as well as the
	existing PD	their works, as well as	characterization and the
	Themes, for	the characterization	style and interpretations of
	example, action	and the style and	their texts.
	research,	interpretations of their	
	questioning and	texts.	
	to other external		
	to other external		

reference

- material:
 literature, on
 web, YouTube,
 physical
 resources, power
 point; how they
 should be used.
 Consideration
 needs to be given
 to local
 availability
- guidance on any power point presentations, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers

- 3.2 Ask tutors to give subject project that will be in line with the topic and its assessment should fall within the NTEAP assessment policy.
- Example:
 Task student teachers
 to identify a problem
 with the usage of
 American and British
 English. Collect data on
 both usages and draw a

clear-cut line of the

usages of both

languages.

- 3.3 Discuss how tutors will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st century skills. (Refer tutors to the teaching and learning activities sections of the course manuals)
- 3.4 Discuss with tutors the appropriateness of the activities and strategies (*Use of traffic* light in teaching, thinkpair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning) and how they will be used to enhance the core and transferable skills (e.g.

3.2 Give subject project that will be in line with the topic and its assessment should fall within the NTEP assessment policy.

Example:

Identify a problem with the usage of American and British English. Collect data on both usages and draw a clear-cut line of the usages of both languages.

- 3.3 Deliberate on how you will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st century skills. (Refer to the teaching and learning activities sections of the course manuals)
- 3.4 Deliberate on the appropriateness of the activities and strategies (strategies (Use of traffic light in teaching, think-pairshare strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning) and show how these will be used to enhance the core and transferable skills (e.g. critical thinking, communication,

critical thinking, communication, collaboration, digital literacy), and GESI (e.g. diversity issues, equal opportunities, nonsexist language) in the lessons in both the College of Education (B.ED) and the Basic School Curricula. collaboration, digital literacy) and GESI (e.g. diversity issues, equal opportunities, non-sexist language) in the lessons in both the College of Education (B.ED) and the Basic School Curricula.

3.5 Ask one tutor to model a selected activity in a teaching situation.
For example: In Varieties of English, model the teaching of

varieties according to

Gender

3.5 Model a selected activity in a teaching situation.

For example: In African Literature, model the teaching of meaning of prose, major writers and characterisation.

For example: In Varieties of English, model the teaching of varieties according to Gender

3.5 Refer tutors to the assessment section of their respective manuals. Ask them to read on subject project and subject portfolio. Invite them to share their understanding of each concept including the weightings on each component. Remind tutors that these components of assessment are very important and will form the modes for assessing the student teachers'

knowledge.

For example: In African Literature, model the teaching of meaning of prose, major writers and characterisation.

3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.

3.6 Ask tutors to examine the modes of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from extended teaching (STS) and end of semester examination.

3.6 Examine the modes of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from extended teaching (STS) and end of semester examination.

For example:
Ask tutors to remind
student teachers to
identify and discuss
some areas for Subject
projects and Classroom
Enquiry and Action
Research.

For example:
Identify and discuss some areas for your subject projects and Classroom Enquiry and Action
Research.

3.6.1 Briefly discuss the structure of the prospective subject projects' topics in terms of the substantive sections: introduction, methodology, findings and conclusions.

3.6.1 Explain the structure of the subject project in terms of the substantive sections: introduction, methodology, findings and conclusions.

Note: Remind tutors to be mindful of GESI issues such as the use of braille, the use of audios, videos etc. Note: Be mindful of GESI issues such as the use of braille, the use of audios, videos etc.

3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers. For example:

presentation, projects,

3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group. For example: presentation, projects, debate, quizzes, assignments and tests.

	debate, quizzes,		
	assignments and tests.		
Evaluation and review	4.1 Ask tutors to reflect	4.1 Reflect on what you	15
of session:	on the lesson and share	have learnt in the session	mins
a. Tutors need to	what they have learnt	which you will be using in	
identify critical friends	in the session which	your lesson. Share your	
to observe lessons and	they will be using in	ideas with the class.	
report at next session	their lessons.		
b. Identifying and			
addressing any	4.2 Ask tutors to	4.2 Identify a critical friend	
outstanding issues	identify critical friends	who took part in the PD	
relating to the lesson/s	who took part in the PD	session to sit in your class	
for clarification	session to sit in their	during the lesson and	
	classes during lesson	report on his/her	
	and report on	observation during the next	
	observation made	PD session.	
	during next PD session.		
	4.3 Ask tutors to read	4.3 Remember to read	
	lesson 10 from the PD	lesson 10 to prepare for	
	manual in preparation	next week's PD session	
	for the next session.		

Tutor PD Session	
Age Levels/s: JHS Specialism	Name of Subject: English Language:
Year 4	Semester 2

Lesson titles:

African Literature: The short story

Varieties of English: Varieties of English according to function

Tutor PD Session 10

14(0) 1 D 36331011 10				
Focus: the bullet		Guidance notes on	Guidance Notes on Tutor	Time in
points provide the		Leading the session.	Activity during the PD	session
frame for what is to		What the SL/HoDs will	Session. What PD Session	
be done in the		have to say during each	participants (Tutors) will	
ses	ssion. The SWL	stage of the session	do during each stage of	
sh	ould use the bullets		the session.	
to	guide what they			
wr	ite for the SL/HoD			
an	d tutors to do and			
say	y during each			
ses	ssion. Each bullet			
ne	eds to be			
ad	dressed and			
specific reference				
should be made to				
the course manual/s.				
1 Introduction to the		1.1 Call the session to a	1.1 Attend to the SL's call	20 mins
session		start with any	to the start of session	
>	Review prior	icebreaker.	and provide the	
	learning		appropriate reaction	
	A critical friend to		to the icebreaker.	
	share findings for			
	a short discussion	1.2 Ask some critical	1.2 Share your	
	and lessons	friends to share their	experience, as a	
	learned	experience of the	critical friend, of how	
	Reading and	lessons they	the previous sessions	
	discussion of the	observed on the	was taught by a	
	introductory	previous PD session	colleague whose	
	sections of the	with the whole	lesson you observed.	
	lesson up to and	group.		
	including learning			
	outcomes and	1.3 Using a think-pair-	1.3 Think, pair and share	
	indicators	share activity, ask	with the whole group	
>	Overview of	tutors to discuss the	the student-teacher	
	content and	student-teacher prior	knowledge and	
	identification of	knowledge that will	experience upon	
	any distinctive	facilitate the success		

aspects of the lesson/s, NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

of the delivery of the current lessons. (Refer tutors to the RPK section of the course manual RPK).

Prior Knowledge:
African Literature:
Student teachers have been introduced to different African literature writings in

the previous lesson.

Varieties of English: Student teachers have already been introduced varieties according to gender and profession.

1.4 Ask tutors to reflect

on the introductory section of each lesson and indicate their observations, as well as bring up any outstanding issues for discussion (Questions: What are the major, distinctive features of the lesson presented in the lesson description? To what extent does the LI match the LO?). (Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs).

Notes: Lesson description African Literature: which you may build your lesson.

Prior Knowledge:
African Literature:
Student teachers have been introduced to different African literature writings in the previous lesson.

Varieties of English: Student teachers have already been introduced varieties according to gender and profession.

1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.

Notes: Lesson description African Literature: This lesson introduces student teachers to the structure and outline of local stories and guides them to write their own stories.

Varieties of English:

The lesson introduces student-teachers to the appreciation of the implication of the different varieties of English.

LOs and LIs:

African Literature:

Demonstrate knowledge of the short story in African literature.

- i. Able to re-tell stories from their localities
- ii. Use the outline of the short story to write their own stories

Varieties of English:

Appreciate the implication of the different varieties of English for teaching and learning English in Ghanaian classroom situation (NTS3a, p.14).

Identify and provide support for pupils who speak non-standard varieties of English in the classroom.

This lesson introduces student teachers to the structure and outline of local stories and guides them to write their own stories.

Varieties of English:

The lesson introduces student-teachers to the appreciation of the implication of the different varieties of English.

LOs and LIs:

African Literature:

Demonstrate knowledge of the short story in African literature.

- i. Able to re-tell stories from their localities
- ii. Use the outline of the short story to write their own stories

Varieties of English:

Appreciate the implication of the different varieties of English for teaching and learning English in Ghanaian classroom situation (NTS3a, p.14).

Identify and provide support for pupils who speak non-standard varieties of English in the classroom.

	1	T
	1.5 Lead an enquiry-	1.5 Discuss your
	based exploration	perception of the
	and discussion of the	distinctive scope of
	features of the	this lesson with the
	lessons. (Questions:	whole group
	<u> </u>	whole group
	What is the	
	distinctive scope of	
	each lesson? What	
	are the key content	
	areas to be covered	
	in each lesson?).	
	•	
	(Refer tutors to	
	lesson description,	
	topic and subtopics).	
	Example:	
	i. African Literature:	
	This lesson focuses	
	on treating the	
	features/characteris	
	tics of short stories,	
	how to identify the	
	themes in a short	
	story and textual	
	•	
	analysis.	
	ii. Varieties of English:	
	This lesson focuses	
	on teaching the	
	differences between	
	using English	
	language as a native	
	language and as an	
	additional language,	
	and how the	
	functions of the	
	language are	
	affected by these	
	circumstances	
As this course is	1.6 Guide tutors to	1.6 In a group discussion,
dealing with	distinguish between	distinguish between
supporting and/or	the professional	the professional
assessing the	teaching portfolio	teaching portfolio
Professional Teaching	(PTP) and the subject	(PTP) and the subject
	, ,	1
Portfolio	portfolio (SP).	portfolio (SP).
Development and/or		
the Classroom		
Enquiry and Action		
· · ·		1

Report writing, tutors should be provided with guidance on what to do including organisation of Post Internship Seminar. Internship Se	Research Project	Suggested answers:		
should be provided with guidance on what to do including organisation of Post Internship Seminar. Internship Semi	_	1		
with guidance on what to do including organisation of Post Internship Seminar. Internship Se				
what to do including organisation of Post Internship Seminar. Internshi	_			
organisation of Post Internship Seminar. documents, whereas SP is a set of the learner's works gathered by the teacher. ii. PTP is not used for continuous assessment of teacher, but SP is used for continuous assessment of learner. 1.7 Discuss with tutors the need for teachers to build a PTP. Suggested answers: i. It helps the teacher identify his professional traits, keep track of his evolution and communicate his uniqueness, thereby equipping him with a good	_			
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identify his professional traits, keep track of his evolution and communicate his uniqueness, thereby equipping him with a good		i. It helps the		
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track of his evolution and communicate his uniqueness, thereby equipping him with a good		<u>-</u>		
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communicate his uniqueness, thereby equipping him with a good				
his uniqueness, thereby equipping him with a good				
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thereby equipping him with a good				
equipping him with a good		<u> </u>		
with a good		I -		
_				
understandin		_		
		understandin		
g of his		g of his		
personality,		personality,		
weaknesses				
and strengths.				
ii. serves as a		_		
record of the				

teacher's achievements and evolution

- 1.8 Discuss with tutors the essential structure and components of each of the item in the portfolio, and the need to guide student-teachers to compose these well (e.g., teaching philosophy, CV, certificates, awards, prizes, citations, lesson plans, records of student performances, etc).
- 1.9 Discuss with tutors the structure of the Classroom Enquiry and Action Research design, and the need to grasp this framework well.

Notes:

- i. The CEAR is not like the other traditional research involving the mere gathering and interpretation of data, but also involves an attempt at mitigating an unfavourable situation.
- ii. It crucially involves three phases: the gathering and interpretation of data to describe the nature and extent of an unfavourable

- 1.8 Discuss the essential structure and components of each of the item in the portfolio, and the need to guide student-teachers to compose these well (e.g., teaching philosophy, CV, certificates, awards, prizes, citations, lesson plans, records of student performances, etc).
- 1.9 Discuss the structure of the Classroom Enquiry and Action Research design, and the need to grasp this framework well.

Notes:

The CEAR is not like the other traditional research involving the mere gathering and interpretation of data, but also involves an attempt at mitigating an unfavourable situation. It crucially involves three phases: the gathering and interpretation of data to describe the nature and extent of an unfavourable situation (the beforepicture; the preintervention; the pretest); the administration

situation (the beforepicture; the preintervention; the pretest); the administration of measures to deal with the said unfavourable situation (the intervention); and the gathering and analysis of data to describe the situation prevailing after an intervention to determine whether or not there has been a change (the afterpicture; the postintervention; the post-testt

of measures to deal with the said unfavourable situation (the intervention); and the gathering and analysis of data to describe the situation prevailing after an intervention to determine whether or not there has been a change (the after-picture; the post-intervention; the post-test).

- 1.10 Lead tutors to discuss how to support studentteachers write the various sections/chapters of a CEAR report:
 - Introduction
 - ii. Literature review
 - Methodology iii.
 - Presentation iv. and discussion of data (involving the presentation and discussion of data gathered at pre-

intervention, intervention and post1.10 Discuss how to support studentteachers write the various sections/chapters of a **CEAR** report: Introduction Literature review Methodology Presentation and discussion of data (involving the presentation and

discussion of data

intervention, intervention

and post-intervention

gathered at pre-

stages)

Conclusion

	· · · · · ·	T T
	intervention	
	stages)	
	v. Conclusion	
For each session,	1.11 Lead tutors to	1.11 Discuss the
remember this is the	discuss the	uniqueness of year
final semester before	uniqueness of year	four of the B. Ed.
Students begin	four of the B. Ed.	Programme and how
teaching so provide	Programme and how	this needs to impact
prompts to help	this needs to impact	the execution of your
support this	the execution of their	tasks.
transition for	tasks.	
planning and give		
regard for GESI, CCI,	Suggested answers:	Suggested answers:
ICT etc.	i. It is the final year or	i. It is the final year or
	stage of the training.	stage of the
	ii. It is the year in	training.
	which student-	ii. It is the year in
	teachers take their	which student-
	off-campus teaching	teachers take their
	practice and write	off-campus
	their CEAR report.	teaching practice
	iii. For most student-	and write their
	teachers, it is the	CEAR report.
	last year in which	iii. For most student-
	•	
	they will ever sit in	teachers, it is the
	class to be taught by	last year in which
	others.	they will ever sit in
		class to be taught
		by others.
	1.12 Discuss with	1.12 Discuss the need
	tutors the need to	to prepare student-
	prepare student-	teachers for the world
	teachers for the	of work and how this
	world of work and	course may contribute
	how this course may	to the preparation.
	contribute to the	
	preparation.	
	Suggested answers:	Suggested answers:
	i. They should	i. They should be
	be prepared	prepared
	because the	because the
	world of work	world of work
	requires	requires
	-	
	specific or	specific or

- specialised skills.
- ii. The skills they require to function are expected to be acquired from their training.
- specialised skills.
- ii. The skills they require to function are expected to be acquired from their training.
- 1.13 Brainstorm with tutors to determine the critical attitudes and know-how that they may bequeath student-teachers in this course to help them transition into the world of work.
- 1.13 Individually brainstorm to determine the critical attitudes and knowhow that you may bequeath student-teachers in this course to help them transition into the world of work.

Suggested answers:

- i. The need for improvisation
- ii. Practical and survival skills
- iii. Community entry, relations and engagement skills
- iv. Continuous professional development
- v. Integration of lessons, knowledge and skills
- 1.14 Ask tutors to suggest ways in which they may support student-teachers to always remember to embed GESI, CCI and ICT in their lessons as beginning teachers

- i. The need for improvisation
- ii. Practical and survival skills
- iii. Community entry, relations and engagement skills
- iv. Continuous professional development
- v. Integration of lessons, knowledge and skills
- 1.14 Suggest ways in which you may support student-teachers to always remember to embed GESI, CCI and ICT in their lessons as beginning teachers

2 Concept Development (New learning likely to arise in lesson/s):

ldentification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD

NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.

2.1. Ask tutors to present oral summaries of the major new content to be learnt in their respective lessons: concepts and pedagogies to be introduced in the lesson.

Notes: African Literature – Short story:

i. Definition of the concept of short story; features/char acteristics of short story; identification of themes in a short story; and analysis of the text of a short story.

Varieties of English – Varieties of English according to function:

- i. Distinction of the varieties of English according to their functions in two distinct kinds of circumstances where it is an additional language and where it is a native language.
- 2.2 Ask tutors to anticipate the barriers that may impede the success

2.1 Present to the whole group an oral summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced.

2.2 Tell the whole group what you imagine might be a barrier to the success of this lesson.

15 mins

			of the procestation			
			of the presentation			
			of these concepts.			
			Examples of barriers:		Examples of barriers:	
			African Literature:		African Literature:	
			Student teachers		Student teachers may	
			may confuse other		confuse other	
			literature writings		literature writings	
			with African		with African	
			Literature writings.		Literature writings.	
			Varieties of English:		Varieties of English:	
			Student teachers		Student teachers	
			might not have been		might not have been	
			previewed to the		previewed to the	
			function of varieties		function of varieties of	
			of English.		English.	
3.Plannir	ng for	3.1.	Ask tutors to read	3.	1 Read the teaching and	40 mins
teaching	, learning		the teaching and		learning activities	
and asse	essment		learning activities		proposed for the	
activities	s for the		proposed for the		respective lessons and	
lesson/s			respective lessons		subject them to a	
-	ling and		and subject them to		critical discussion.	
	ission of the		a critical discussion.		errieur diseassierri	
	ning and		a critical discussion.			
	_	laa.	to waite faw			
	ing activities		es to raise for			
> Notin	•		cussion:			
	essing, and	i.	Tutor knowledge,			
expla	aining areas		familiarity and			
wher	e tutors may		capacity to deploy			
requi	ire		the activity.			
clarif	ication	ii.	Applicability or			
> Notin	ng		appropriateness for			
oggo	ortunities for		lesson in peculiar			
	ng <i>explicit</i>		situations.			
	•	iii.	Support for tutors			
	ol Curriculum		who are			
> Notin						
	•		encountering an			
	ortunities for		activity for the first			
_	rating: GESI		time.			
-		iv.	Alternative activities			
	CT and 21st C		for the delivery of			
skills			the lesson.			
> Read	ling,					
	ission, and	3.2	Give each tutor an	3.	2 Reflect on the content	
	tification of		opportunity to ask		to be present and ask	
	inuous		the whole group for		the whole group for	
Conti		l	the whole group for		the whole group for	<u> </u>

- assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD
- Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
- Tutors should be expected to have a plan for the next lesson for student teachers

- support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson.
- 3.3 Ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.
- 3.4 Ask tutors to indicate how they will use ICT in the lesson.

Examples: African Literature – Short story:

- i. Ask studentteachers to surf the net for some short stories.
- ii. Show a YouTube video of a Ghanaian oral literary performance.
 - Varieties of English Varieties of English according to function:
- i. Ask studentteachers to surf the net for audio/videos of L1 and L2 speakers making a particular statement.
- ii. Play an audio or video of L1 and L2 speakers making

- support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson.
- 3.3 In a group discussion, explore the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.
- 3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.

a particular statement, to determine how their circumstances affect the function of language.

3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive.

3.5 Suggest the various ways in which they will make the lesson GESI responsive.

Notes: African Literature – Short story:

- i. Select a YouTube video that shows males, females and persons living with disability performing a speech task.
- ii. Form mixed ability and gender groups for group activities.
- iii. Give a minority the opportunity to play a leading role in group activities.

Varieties of English – Varieties of English according to function:

i. Select a YouTube video that shows males, females and persons living with disability performing speech task.

Notes: African Literature – short story:

- i. Select a YouTube video that shows males, females and persons living with disability performing a speech task.
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Varieties of English – Varieties of English

according to function:

- Select a YouTube video that shows males, females and persons living with disability performing speech task.
- ii. Form mixed ability and gender groups

- ii. Form mixed ability and gender groups for group activities.
- iii. Give a minority the opportunity to play a leading role in group activities.
- 3.6 Put tutors in mixed pairs to deliberate on how the contents of topics and the delivery of their lessons will develop the core competences.

Notes:

African Literature:

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video:
(digital literacy).

Varieties of English:

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video:
(digital literacy).

3.7 Ask tutors to use lesson content to design subject projects, and/or

- for group activities.
- iii. Give a minority the opportunity to play a leading role in group activities.
- 3.6 In mixed pairs (malefemale, able-disable), deliberate on how the contents and the delivery of their lessons will develop the core competences and share with the larger group.

Notes:

African Literature:

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy).

Varieties of English:

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy).

3.7 Use lesson content to design subject projects, and/or assessment

	assessment	instruments for	
	instruments for	subject portfolio. (one	
	subject portfolio.	content may also be	
	(One content may	tied in with other	
	also be tied in with	contents into a bigger	
	other contents into a	project).	
	bigger project).		
	(Refer tutors to		
	section 1.5 above for		
	examples of subject		
	projects and subject portfolios).		
	portjollosj.		
	3.8 Ask tutors to	3.8 Consider the	
	consider the	resources in the	
	resources in the	respective manuals	
	respective manuals	and suggest which	
	and suggest which	and how they may be	
	and how they may be	deployed. (<i>These</i>	
	deployed. (These	include ICT tools,	
	should include ICT	inclusive materials,	
	tools, inclusive materials, required	required and additional texts).	
	and additional texts).	duditional texts).	
	una additional texts.		
	3.9 Provide tutors with	3.9 Ask for assistance	
	assistance on how	regarding how	
	available digital tools	available digital tools	
	may be deployed	may be deployed	
	(PowerPoint – how to	(PowerPoint, YouTube	
	prepare	video, etc.).	
	presentations; YouTube video – how		
	to find YouTube		
	videos; etc).		
4. Evaluation and	4.1 Ask a tutor to identify	4.1 Identify a critical	15 mins
review of session:	a critical friend to sit	friend to sit in one of	
	in one of their	their lessons to report	
1. Tutors should	lessons to report in	in the in the	
Identifying critical	the in the	subsequent PD	
friends to observe	subsequent PD	session.	
lessons and report	session		
at next session 2. Identifying and	4.2 Ask tutors to indicate	4.2 Indicate any	
addressing any	any outstanding	outstanding issues	
outstanding issues	issues relating to	relating to the each	
relating to the	100000 101001115 00	lesson for discussion.	
	1	1	

lesson/s for clarification	each lesson for discussion.		
	4.3 Encourage tutors to read the PD and course manuals and gather and review relevant TLRs in preparation for the next PD session.	4.3 Read the PD and course manuals and gather and review relevant TLRs in preparation for the next PD session.	

Tutor PD Session	
Age Level: JHS	Name of Subject: English Language
Year 4	Semester 2

Lesson titles:

African Literature: Issues in African Literature and how to resolve them

Varieties of English: Variety according to function II

Tutor PD Session 11

Tu	tor PD Session 11			
Fo	cus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
ро	ints provide the	Leading the session.	Activity during the PD	session
fra	me for what is to	What the SL/HoDs will	Session. What PD Session	
be	done in the	have to say during each	participants (Tutors) will	
session. The SWL		stage of the session	do during each stage of	
sh	ould use the bullets		the session.	
to	guide what they			
wr	ite for the SL/HoD			
an	d tutors to do and			
say	y during each			
ses	ssion. Each bullet			
ne	eds to be			
ad	dressed and			
	ecific reference			
sh	ould be made to			
the	e course manual/s.			
1 I	ntroduction to the	1.1 Start the session with	1.1 Listen and respond to	20
ses	ssion	an icebreaker.	an icebreaker.	mins
>	Review prior			
	learning	1.2 Ask some critical	1.2 Share your experience,	
>	A critical friend to	friends to share their	as a critical friend, of	
	share findings for	experience of the	how the previous	
	a short discussion	lessons they observed	sessions was taught by	
	and lessons	on the previous PD	a colleague whose	
	learned	session with the	lesson you observed.	
	Reading and	whole group.		
	discussion of the			
	introductory	1.3 Lead tutors in a	1.3 Think and share with	
	sections of the	deliberative	the whole group the	
	lesson up to and	discussion of student-	student-teacher	
	including learning	teachers' prior	knowledge and	
	outcomes and	knowledge that will	experience upon	
_	indicators	facilitate the success	which you may build	
	Overview of	of the delivery of the	your lesson.	
	content and	current lessons. (Refer		
	identification of	tutors to the RPK		
	any distinctive	section of the course		
		manual RPK).		

aspects of the lesson/s, NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- 1.4 Ask tutors to reflect on the introductory section of each lesson and indicate their observations, as well as bring up any outstanding issues for discussion (Questions: What are main features of the lesson presented in the lesson description? What are some of the barriers to the delivery of each lesson? To what extent does the LI match the LO?). (Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs).
- 1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.

Notes

Prior knowledge:

African Literature:

Student teachers have studied themes and issues in African Literature and are trying to write their own stories and poems.

Varieties of English:

Student teachers have already been introduced to the function and implication of varieties of English as native and as additional languages and their classroom practices.

Lesson description

African Literature:

Notes

Prior knowledge:

African Literature:

Student teachers have studied themes and issues in African Literature and are trying to write their own stories and poems.

Varieties of English:

Student teachers have already been introduced to the function and implication of varieties of English as native and as additional languages and their classroom practices.

Lesson description

African Literature:

This lesson discusses some issues in African Literature and guides the discussion on possible means of resolving them.

Varieties of English:

The lesson introduces student teachers to functions of varieties English and their implications to the classroom teaching and learning.

LOs and LIs

African Literature:

Use ICT in learning about the issues confronting African literature and how these issues can be resolved (NTS3j, 14).

- Use internet to search for material on issues confronting African literature.
- ii. Suggest possible ways issues in 5.1 could be resolved.

Varieties of English:

Appreciate the implication of the different varieties of English for teaching and learning English in Ghanaian classroom situation (NTS3a, p.14).

 Identify and provide support for pupils who speak nonstandard varieties of English in the classroom. This lesson discusses some issues in African Literature and guides the discussion on possible means of resolving them.

Varieties of English:

The lesson introduces student teachers to functions of varieties English and their implications to the classroom teaching and learning.

LOs and LIs

African Literature:

Use ICT in learning about the issues confronting African literature and how these issues can be resolved (NTS3j, 14).

- Use internet to search for material on issues confronting African literature.
- ii. Suggest possible ways issues in 5.1 could be resolved.

Varieties of English:

Appreciate the implication of the different varieties of English for teaching and learning English in Ghanaian classroom situation (NTS3a, p.14).

 Identify and provide support for pupils who speak nonstandard varieties of English in the classroom.

- 1.5 Lead tutors in a collaborative enquiry and analysis of the features of the lessons. (Questions: What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). (Refer tutors to lesson description, topic and subtopics) Notes:
- 1.5 Discuss your appreciation of the distinctive features or scope of this lesson with the whole group.

African Literature:

This lesson focuses on treating the challenges facing African Literature (e.g. language, publishing companies, categorisation, female writers, foreign language, etc), and the solutions to these challenges.

Notes:

African Literature:

This lesson focuses on treating the challenges facing African Literature (e.g. language, publishing companies, categorisation, female writers, foreign language, etc), and the solutions to these challenges.

Varieties of English:

This lesson focuses on exploring the diverse situations of use of English language as a second language, foreign language and international language (lingua franca), and how it functions in each context.

Varieties of English:

This lesson focuses on exploring the diverse situations of use of English language as a second language, foreign language and international language (lingua franca), and how it functions in each context.

As this course is dealing with supporting and/or assessing the Professional Teaching Portfolio Development and/or the Action Research Project Report writing, tutors need to be provided with guidance on what to

1.6 Guide tutors to distinguish between the professional teaching portfolio (PTP) and the subject portfolio (SP).

Suggested answers:

 PTP is a set of the teacher's own works, artefacts and documents, whereas 1.6 In a group discussion, distinguish between the professional teaching portfolio (PTP) and the subject portfolio (SP).

Suggested answers:

 PTP is a set of the teacher's own works, artefacts and documents, whereas

do including organisation of Post Internship Seminar.

- SP is a set of the learner's works gathered by the teacher.
- ii. PTP is not used for continuous assessment of teacher, but SP is used for continuous assessment of learner.
- 1.7 Discuss with tutors the need for teachers to build a PTP.

Suggested answers:

- It helps the teacher identify his professional traits, keep track of his evolution and communicate his uniqueness, thereby equipping him with a good understanding of his personality, weaknesses and strengths.
- ii. serves as a record of the teacher's achievements and evolution
- 1.8 Discuss with tutors
 the essential structure
 and components of
 each of the item in the
 portfolio, and the
 need to guide
 student-teachers to
 compose these well
 (e.g., teaching
 philosophy, CV,
 certificates, awards,
 prizes, citations,
 lesson plans, records

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- 1.8 Discuss the essential structure and components of each of the item in the portfolio, and the need to guide student-teachers to compose these well (e.g., teaching philosophy, CV, certificates, awards, prizes, citations, lesson plans,

- of student performances, etc).
- 1.9 Discuss with tutors the structure of the Classroom Enquiry and Action Research design, and the need to grasp this framework well.

Notes:

- i. The CEAR is not like the other traditional research involving the mere gathering and interpretation of data, but also involves an attempt at mitigating an unfavourable situation.
- ii. It crucially involves three phases: the gathering and interpretation of data to describe the nature and extent of an unfavourable situation (the before-picture; the pre-intervention; the pre-test); the administration of measures to deal with the said unfavourable situation (the intervention); and the gathering and analysis of data to describe the situation prevailing after an intervention to determine whether or not there has been a change (the afterpicture; the postintervention; the posttest).

- records of student performances, etc).
- 1.9 Discuss the structure of the Classroom Enquiry and Action Research design, and the need to grasp this framework well.

Notes:

- i. The CEAR is not like the other traditional research involving the mere gathering and interpretation of data, but also involves an attempt at mitigating an unfavourable situation.
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picture; the post- intervention; the post-test). 1.10 Lead tutors to 1.10 Discuss how to
post-test).
1 1 11 Lead futors to 1 1 11 Discuss how to
discuss how to support student-
support student- teachers write the
teachers write the various
various sections/chapters of a
sections/chapters of a CEAR report:
CEAR report: i. Introduction
i. Introduction ii. Literature review
ii. Literature review iii. Methodology
iii. Methodology iv. Presentation and
iv. Presentation and discussion of data
discussion of data (involving the
(involving the presentation and
presentation and discussion of data
discussion of data gathered at pre-
gathered at pre- intervention,
intervention, intervention and
intervention and post-intervention
post-intervention stages)
stages) v. Conclusion
v. Conclusion
For each session 1.11 Lead tutors to 1.11 Discuss the
remember this is the discuss the uniqueness of year
final semester before uniqueness of year four of the B. Ed.
Students begin four of the B. Ed. Programme and how
teaching provide Programme and how this needs to impact
prompts to help this needs to impact the execution of your
support this the execution of their tasks.
transition for tasks.
planning and give Suggested answers: Suggested answers:
stage of the training. stage of the training.
ii. It is the year in which ii. It is the year in which
student-teachers take student-teachers
their off-campus take their off-campus
teaching practice and teaching practice and
write their CEAR write their CEAR
report. report.
iii. For most student- iii. For most student-
teachers, it is the last teachers, it is the last
year in which they year in which they
will ever sit in class to will ever sit in class
be taught by others.

- to be taught by others.
- 1.12 Discuss with tutors the need to prepare student-teachers for the world of work and how this course may contribute to the preparation.
- 1.12 Discuss the need to prepare student-teachers for the world of work and how this course may contribute to the preparation.

Suggested answers:

- They should be prepared because the world of work requires specific or specialised skills.
- ii. The skills they require to function are expected to be acquired from their training.
- 1.13 Discuss with tutors to determine the critical attitudes and know-how that they may bequeath student-teachers in this course to help them transition into the world of work.

Suggested answers:

- They should be prepared because the world of work requires specific or specialised skills.
- ii. The skills they require to function are expected to be acquired from their training.
- attitudes and knowhow that you may bequeath studentteachers in this course to help them transition into the world of work.

Suggested answers:

- i. The need for improvisation
- ii. Practical and survival skills
- iii. Community entry, relations and engagement skills
- iv. Continuous professional development

- . The need for improvisation
- ii. Practical and survival skills
- iii. Community
 entry, relations
 and
 engagement
 skills
- iv. Continuous professional development

		_
	v. Integration of	v. Integration of
	lessons,	lessons,
	knowledge	knowledge and
	and skills	skills
	1.14 Ask tutors to	1.14 Suggest ways in
	suggest ways in which	which you may
	they may support	support student-
	student-teachers to	teachers to always
	always remember to	remember to embed
	embed GESI, CCI and	GESI, CCI and ICT in
	ICT in their lessons as	their lessons as
	beginning teachers	beginning teachers
2 Concept	2.1 Ask tutors to study	2.1 Present to the whole 15
Development (New	and present oral	group an oral mins
learning likely to arise	summaries of the	summary of the major
in lesson/s):	major new content to	new content to be
Identification and	be learnt in their	presented in your
discussion of new	respective lessons:	lesson: concepts and
learning, potential	concepts and	pedagogies to be
barriers to	pedagogies to be	introduced.
learning for	introduced in the	introduced.
student teachers	lesson.	
or students, new	1633011.	
concepts or	Notes:	Notes:
pedagogy being	African Literature –	African Literature –
introduced in the	Issues in African	Issues in African
lesson, which	Literature and how to	Literature and how to
need to be	resolve them:	resolve them:
explored with the		i. Challenges
SL/HoD	facing the	facing the
NB The guidance for SL/HoD should set out	progress of African	progress of African
'	literature;	
what they need to do to introduce and	solutions to	literature;
		solutions to the
explain the issues/s	the challenges	challenges
with tutors, they	facing African	facing African
should take feedback	literature.	literature.
to gauge	Variation of Facility	Variation of Facilish
understanding and	Varieties of English –	Varieties asserding to
support tutor	Varieties according to	Varieties according to
engagement.	function II:	function II:
	i. How English	i. How English
	functions	functions when
	when used as	used as second
	second	language,
	language,	foreign

			1
	foreign	language, and	
	language, and	international	
	international	language.	
	language.		
	2.2 Ask tutors to	2.2 Tell the whole group	
	anticipate the	what you imagine	
	barriers that may	might be a barrier to	
	impede the success of	the success of this	
	the presentation of	lesson.	
	these concepts.		
	African Literature:	African Literature:	
	Student teachers may	Student teachers may	
	not see issues in	not see issues in	
	African Literature as a	African Literature as a	
	representation of the	representation of the	
	contemporary African	contemporary African	
	society.	society.	
	Varieties of English:	Varieties of English:	
	Student teachers	Student teachers	
	might not have an in-	might not have an in-	
	depth knowledge in	depth knowledge in	
	the function and	the function and	
	implication of	implication of varieties	
	varieties as English as	as English as a second	
	a second language	language and as a	
	and as a foreign language.	foreign language.	
3.Planning for	3.1 Ask tutors to read the	3.1 Read the teaching and	40
teaching, learning	teaching and learning	learning activities	mins
and assessment	activities proposed for	proposed for the	
activities for the	the respective lessons	respective lessons and	
lesson/s	and subject them to a	subject them to a	
a. Reading and	critical discussion.	critical discussion	
discussion of the			
teaching and	Issues to raise for		
learning activities	discussion:		
b. Noting,	i. Tutor		
addressing, and	knowledge,		
explaining areas	familiarity and		
where tutors may	capacity to		
require	deploy the		
clarification	activity		
c. Noting	ii. Applicability or		
opportunities for	appropriatene		

- making *explicit links* to the Basic

 School Curriculum
- d. Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- e. Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD
- f. Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability

- ss for lesson in peculiar situations
- iii. Support for tutors who are encountering an activity for the first time
- iv. Alternative activities for the delivery of the lesson
- 3.2 Give each tutor an opportunity to ask the whole group for support or assistance in the clarification of, and/or for other perspectives on or approaches to the concepts in a lesson
- 3.3 Ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.
- 3.4 Ask tutors to indicate how they will use ICT in the lesson.

Examples:

African Literature –
Issues in African
literature and how to
resolve them:
i. Ask tutors to search
for YouTube videos of
conversations on the
problems of African
literature among
young writers, female

- 3.2 Reflect on the content to be present and ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson.
- 3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.
- 3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.

Examples:

African Literature –
Issues in African
literature and how to
resolve them:
i. Ask tutors to search
for YouTube videos of

g. Tutors should be expected to have a plan for the next lesson for student teachers

writers and established writers. ii. Show a video of one of such discussions. conversations on the problems of African literature among young writers, female writers and established writers. ii. Show a video of one of such discussions.

Varieties of English – Varieties according to function:

i. Show or play aYouTube video of afolktale performance.ii. Ask studentteachers to search for other YouTube videos.

3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive

Examples:

African Literature –
Issues in African
literature and how to
resolve them:

Ensure even distribution of questions; ensure active participation of all in group works; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.

Varieties of English –

Varieties according to function:

- i. Show or play a YouTube video of a folktale performance.ii. Ask student teachers to search for other YouTube videos.
- 3.5 Suggest the various ways in which you will make the lesson GESI responsive

Examples:

African Literature –
Issues in African
literature and how to
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Ensure even distribution of questions; ensure active participation of all in group works; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.

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Ensure even distribution of questions; ensure active participation of all in group works; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.

3.6 Put tutors in mixed pairs to deliberate on how the contents of topics and the delivery of their lessons will develop the core competences.

Examples:

African Literature – Issues in African
Literature and how to resolve them:
Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)
Varieties of English –

Varieties according to

function:

Varieties of English – Varieties according to function:

Ensure even distribution of questions; ensure active participation of all in group works; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.

3.6 In mixed pairs (malefemale, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group.

Examples:

function:

African Literature – Issues in African
Literature and how to resolve them:
Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)
Varieties of English – Varieties according to

- Group work:
 (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
 YouTube video: (digital literacy)
- 3.7 Ask tutors to use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (One content may also be tied in with other contents into a bigger project). (Refer tutors to section 1.5 of Session One (1) above for examples of subject projects and subject portfolios)
- 3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. (These should include ICT tools, inclusive materials, required and additional texts).
- 3.9 Provide tutors with assistance on how available digital tools may be deployed (PowerPoint how to prepare presentations;
 YouTube video how

- Group work:
 (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
 YouTube video: (digital literacy)
- 3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project)

- 3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed.
 (These should include ICT tools, inclusive materials, required and additional texts).
- 3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)

		to find YouTube videos; etc.)		
	Evaluation and view of session:	4.1 Ask a tutor to identify a critical friend to sit	4.1 Identify a critical friend to sit in one of their	15 mins
1	Tutors should Identifying critical friends to observe lessons and report at next session	in one of their lessons to report in the in the subsequent PD session	lessons to report in the in the subsequent PD session.	111113
2	Identifying and addressing any outstanding issues relating to the lesson/s for	4.2 Ask tutors to indicate any outstanding issues relating to each lesson for discussion	4.2 Indicate any outstanding issues relating to each lesson for discussion.	
	clarification	4.3 Encourage tutors to read the PD and course manuals and gather and review relevant TLRs in preparation for the next PD session	4.3 Read the PD and course manuals and gather and review relevant TLRs in preparation for the next PD session.	

Age Level: JHS			Name of Subject: English language		
Year 4				Semester 2	
Les	sson titles:				
Va	rieties of English: Su	ummary of lessons on Varietie	s of Eng	lish	
Tur	tor PD Session 12				
	cus: the bullet	Guidance notes on	Guidaı	nce Notes on Tutor	Time in
ро	ints provide the	Leading the session. What	Activit	y during the PD	session
-	me for what is to	the SL/HoDs will have to		n. What PD Session	
be	done in the	say during each stage of	partici	pants (Tutors) will	
ses	ssion. The SWL	the session	do dur	ing each stage of	
sho	ould use the		the ses	ssion.	
	llets to guide				
	nat they write for				
	SL/HoD and				
	cors to do and say				
	ring each session.				
_	ch bullet needs to addressed and				
	ecific reference				
-	ould be made to				
	e course				
	nual/s.				
	ntroduction to the	1.1 Open the session with	1.1 Lis	ten and respond	20 mins
ses	ssion	an icebreaker.		propriately to an	
	Review prior		1	breaker.	
	learning				
\triangleright	A critical friend to	1.2 Ask some critical	1.2 Sha	are your	
	share findings for	friends to share their	1	perience, as a	
	a short discussion	experience of the		tical friend, of how	
	and lessons	lessons they observed		e previous sessions	
_	learned	on the previous PD		s taught by a	
	Reading and	session with the whole		league whose	
	discussion of the	group.	ies	son you observed.	
	introductory sections of the	1.3 Lead tutors in a	1 2 Thi	ink and share with	
	lesson up to and	deliberative discussion		e whole group the	
	including learning	of student-teachers'		ident-teacher	
	outcomes and	prior knowledge that		owledge and	
	indicators	will facilitate the		perience upon	
>	Overview of	success of the delivery	-	ich you may build	
	content and	of the current lessons.		ur lesson.	
	identification of	(Refer tutors to the RPK	i '		1

any distinctive

aspects of the lesson/s, NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

section of the course manual RPK).

Notes
Prior knowledge
Varieties of English:
Student teachers have already been taught the concept of varieties of English, its native and nonnative conceptions and its implication for the classroom situation.

1.4 Ask tutors to reflect on the introductory section of each lesson and indicate their observations, as well as bring up any outstanding issues for discussion (Questions: What are the main features of the lesson presented in the lesson descriptions? What are some of the barriers to the delivery of each lesson? To what extent does the LI match the LO?). (Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs).

Notes
Lesson description
Varieties of English:
The lesson introduces
student-teachers to
the summary of all the
lessons taught so far.

Notes
Prior knowledge
Varieties of English:
Student teachers have already been taught the concept of varieties of English, its native and non-native conceptions and its implication for the classroom situation.

1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.

Notes
Lesson description
Varieties of English:
The lesson introduces
student-teachers to
the summary of all the
lessons taught so far.

	LOs and LIs	LOs and LIs	
	Varieties of English:	Varieties of English:	
	All the learning	All the learning	
	outcomes from one to	outcomes from one to	
	four.	four.	
	i. All the learning	i. All the learning	
	indicators from	indicators from	
	one to four.	one to four.	
	one to rour.	one to rour.	
	1.5 Lead tutors in a	1.5 Discuss your	
	collaborative enquiry	appreciation of the	
	and analysis of the	distinctive scope of	
	features of the lessons.	this lesson with the	
	(Questions: What is	whole group.	
	the distinctive scope of		
	each lesson? What are		
	the key content areas		
	to be covered in each		
	lesson?). (Refer tutors		
	to lesson description,		
	topic and subtopics)		
	Notes	Matac	
	Notes: Varieties of English:	Notes: Varieties of English:	
	varieties of enalish:		
	i. This lesson	i. This lesson	
	i. This lesson summarises all the	i. This lesson summarises all the	
	i. This lesson summarises all the major concepts	i. This lesson summarises all the major concepts	
	i. This lesson summarises all the major concepts treated in the	i. This lesson summarises all the major concepts treated in the	
	i. This lesson summarises all the major concepts treated in the course. These are:	 i. This lesson summarises all the major concepts treated in the course. These are: 	
	i. This lesson summarises all the major concepts treated in the course. These are: the concept of	i. This lesson summarises all the major concepts treated in the course. These are: the concept of	
	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English;	
	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English;	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of	
	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of	
	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English;	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of varieties; and	
	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of	
	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of varieties; and	
	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of varieties; and	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of varieties; and functions of	
If this course is	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of varieties; and functions of	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of varieties; and functions of	
If this course is dealing with	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of varieties; and functions of varieties.	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of varieties; and functions of varieties.	
dealing with supporting and/or	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of varieties; and functions of varieties. 1.6 Guide tutors to	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of varieties; and functions of varieties.	
dealing with supporting and/or assessing the	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of varieties; and functions of varieties. 1.6 Guide tutors to distinguish between	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of varieties; and functions of varieties.	
dealing with supporting and/or	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of varieties; and functions of varieties. 1.6 Guide tutors to distinguish between the professional	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of varieties; and functions of varieties. 1.6 In a group discussion, distinguish between the professional	
dealing with supporting and/or assessing the Professional Teaching Portfolio	i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of varieties; and functions of varieties. 1.6 Guide tutors to distinguish between the professional teaching portfolio	 i. This lesson summarises all the major concepts treated in the course. These are: the concept of varieties of English; foundations of varieties; types of varieties; and functions of varieties. 1.6 In a group discussion, distinguish between the professional teaching portfolio 	
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- It helps the teacher identify his professional traits, keep track of his evolution and communicate his uniqueness, thereby equipping him with a good understanding of his personality, weaknesses and strengths.
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Notes:

- i. The CEAR is not like the other traditional research involving the mere gathering and interpretation of data, but also involves an attempt at mitigating an unfavourable situation.
- ii. It crucially involves three phases: the gathering and interpretation of data to describe the nature and extent of an unfavourable situation (the before-picture; the pre-intervention; the pre-test); the administration of measures to deal with the said unfavourable

- 1.8 Discuss the essential structure and components of each of the item in the portfolio, and the need to guide student-teachers to compose these well (e.g., teaching philosophy, CV, certificates, awards, prizes, citations, lesson plans, records of student performances, etc).
- 1.9 Discuss the structure of the Classroom Enquiry and Action Research design, and the need to grasp this framework well.

Notes:

- i. The CEAR is not like the other traditional research involving the mere gathering and interpretation of data, but also involves an attempt at mitigating an unfavourable situation.
- ii. It crucially involves three phases: the gathering and interpretation of data to describe the nature and extent of an unfavourable situation (the before-picture; the pre-intervention; the pre-test); the administration of

	situation (the	measures to deal
	intervention); and the	with the said
	gathering and analysis	unfavourable
	of data to describe the	situation (the
	situation prevailing	intervention); and
	after an intervention	the gathering and
	to determine whether	analysis of data to
	or not there has been	describe the situation
	a change (the after-	prevailing after an
	picture; the post-	intervention to
	intervention; the post-	determine whether
	test).	or not there has been
	,	a change (the after-
		picture; the post-
		intervention; the
		post-test).
		F//
	1.10 Lead tutors to	1.10 Discuss how to
	discuss how to support	support student-
	student-teachers write	teachers write the
	the various	various
	sections/chapters of a	sections/chapters of a
	CEAR report:	CEAR report:
	i. Introduction	i. Introduction
	ii. Literature	ii. Literature
	review	review
	iii. Methodology	iii. Methodology
	iv. Presentation	iv. Presentation
	and discussion	and discussion
	of data	of data
	(involving the	(involving the
	presentation	presentation
	and discussion	and discussion
	of data	of data
	gathered at	gathered at
	pre-	pre-
	intervention,	intervention,
	intervention	intervention
	and post-	and post-
	intervention	intervention
	stages)	stages)
	v. Conclusion	v. Conclusion
For each session	1.11 Lead tutors to	1.11 Discuss the
remember this is the	discuss the uniqueness	uniqueness of year
final semester before	of year four of the B.	four of the B. Ed.
Students begin	Ed. Programme and	Programme and how
teaching provide	how this needs to	this needs to impact
tosoming provide	1 10tt tills ficeds to	and needs to impact

prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc. impact the execution of their tasks.

Suggested answers:

- It is the final year or stage of the training.
- ii. It is the year in which studentteachers take their off-campus teaching practice and write their CEAR report.
- iii. For most studentteachers, it is the last year in which they will ever sit in class to be taught by others.
- 1.12 Discuss with tutors the need to prepare student-teachers for the world of work and how this course may contribute to the preparation.

Suggested answers:

- They should be prepared because the world of work requires specific or specialised skills.
- ii. The skills they require to function are expected to be acquired from their training.
- 1.13 Brainstorm with tutors to determine the critical attitudes

the execution of your tasks.

Suggested answers:

- i. It is the final year or stage of the training.
- ii. It is the year in which student-teachers take their off-campus teaching practice and write their CEAR report.
- iii. For most studentteachers, it is the last year in which they will ever sit in class to be taught by others.
- 1.12 Discuss the need to prepare student-teachers for the world of work and how this course may contribute to the preparation.

- i. They should be prepared because the world of work requires specific or specialised skills.
- ii. The skills they require to function are expected to be acquired from their training.
- 1.13 Individually brainstorm to determine the critical

inducation at in the c	Matas	Matan	
introduced in the	Notes:	Notes:	
lesson, which	Varieties of English –	Varieties of English –	
need to be	Summary of lessons on	Summary of lessons	
explored with the	varieties of English:	on varieties of English:	
SL/HoD	i. A summary of all	i. A summary of all	
NB The guidance for	the concepts	the concepts	
SL/HoD should set	treated in the	treated in the	
out what they need	course: the concept	course: the	
to do to introduce	of varieties of	concept of	
and explain the	English;	varieties of	
issues/s with tutors,	foundations of	English;	
they should take	varieties; types of	foundations of	
feedback to gauge	varieties; and	varieties; types of	
understanding and	functions of	varieties; and	
support tutor	varieties.	functions of	
engagement.		varieties.	
	2.2 Ask tutors to anticipate	2.2 Tell the whole group	
	the barriers that may	what you imagine	
	impede the success of	might be a barrier to	
	the presentation of	the success of this	
	these concepts.	lesson.	
	these concepts.	1033011.	
	Varieties of English:	Varieties of English:	
	Student teachers may	Student teachers may	
	not have grasped the	not have grasped the	
	essential information	essential information	
	of all the lessons	of all the lessons	
	taught so far.	taught so far.	
3.Planning for	3.1 Ask tutors to read the	3.1 Read the teaching and	40 mins
			40 1111115
teaching, learning	teaching and learning	learning activities	
and assessment	activities proposed for	proposed for the	
activities for the	the respective lessons	respective lessons and	
lesson/s	and subject them to a	subject them to a	
a. Reading and	critical discussion.	critical discussion	
discussion of the			
teaching and	Issues to raise for		
learning	discussion:		
activities	i. Tutor knowledge,		
b. Noting,	familiarity and		
addressing, and	capacity to deploy		
explaining areas	the activity		
where tutors	ii. Applicability or		
may require	appropriateness for		
clarification	lesson in peculiar		
c. Noting	situations		
opportunities for	iii. Support for tutors		
making <i>explicit</i>	who are		
<u> </u>		l .	I.

- links to the Basic School Curriculum
- d. Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- e. Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning , subject specific examples should be provided for SL/HoD
- f. Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability

- encountering an activity for the first time
- iv. Alternative activities for the delivery of the lesson
- 3.2 Give each tutor an opportunity to ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson
- 3.3 Ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.
- 3.4 Ask tutors to indicate how they will use ICT in the lesson.

Examples:

Varieties of English – Summary of lessons on varieties of English:

 Make a PowerPoint presentation on a summary of the main concepts treated in the course.

- 3.2 Reflect on the content to be present and ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson.
- 3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.
- 3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.

Examples:

Varieties of English – Summary of lessons on varieties of English:

i. Make a
PowerPoint
presentation on a
summary of the
main concepts
treated in the
course.

- g. Tutors should be expected to have a plan for the next lesson for student teachers
- 3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive

Examples: Varieties of English – Summary of lessons on

- varieties of English:

 i. Ensure even
 distribution of
 questions; ensure
 active participation
 of all in group
- active participation of all in group works; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical
- 3.6 Put tutors in mixed pairs to deliberate on how the contents of topics and the delivery of their lessons will develop the core competences.

language.

Examples:

Varieties of English –
Summary of lessons on varieties of English:

3.5 Suggest the various ways in which you will make the lesson GESI responsive

Examples:

Varieties of English – Summary of lessons on varieties of English:

- i. Ensure even distribution of questions; ensure active participation of all in group works; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.
- 3.6 In mixed pairs (malefemale, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group.

 Examples:

Varieties of English – Summary of lessons on varieties of English:

	Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy). 3.7 Ask tutors to use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (One content may also be tied in with other contents into a bigger project). (Refer tutors to section 1.5 of Session One (1) above for examples of subject projects and subject portfolios).	Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy). 3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project).	
	3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. (These should include ICT tools, inclusive materials, required and additional texts).	3.8 Consider the resources in your manual and suggest which and how they may be deployed. (These should include ICT tools, inclusive materials, required and additional texts).	
	3.9 Provide tutors with assistance on how available digital tools may be deployed (PowerPoint – how to prepare presentations; YouTube video – how to find YouTube videos; etc.).	3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.).	
4. Evaluation and review of session:	4.1 Ask a tutor to identify a critical friend to sit in	4.1 Identify a critical friend to sit in one of	15 mins

1	Tutors should Identifying critical	one of their lessons to report in the in the	their lessons to report in the in the	
	friends to	subsequent PD session	subsequent PD	
	observe lessons and report at		session.	
	next session	4.2 Ask tutors to indicate	4.2 Indicate any	
2	Identifying and	any outstanding issues	outstanding issues	
	addressing any	relating to each lesson	relating to each lesson	
	outstanding	for discussion.	for discussion.	
	issues relating to			
	the lesson/s for	4.3 Encourage tutors to	4.3 Read the PD and	
	clarification	read the PD and course	course manuals and	
		manuals and gather	gather and review	
		and review relevant	relevant TLRs in	
		TLRs in preparation for	preparation for the	
		the next PD session.	next PD session.	

Appendix 1. Course Assessment Components, detail in the Revised NTEAP Toolkit (Sept. 21)

COMPONENT	SUBJECT PROJECT	SUBJECT PORTFOLIO
	1 per course per semester,	1 per course per semester, individual or
	individual or collaborative student teacher work.	collaborative student teacher work.
WHAT IS IT?	The Subject project is an	The Subject Portfolio is the deliberate
	assignment designed to	collection of student teachers' work that
	enable student teachers to	has been selected and organized for a
	demonstrate achieving one	particular subject to show student
	or more of the CLOs,	teacher's learning and progress to
	progress towards achieving	achieving the CLOs.
	identified NTS,	
	development of knowledge	
	and understanding of: the	
	Basic School Curriculum,	
	GESI responsiveness, using	
CONCTITUENT	ICT and 21stC skills	Fisher 2 have after all reading discard dening
CONSTITUENT	Introduction: a clear statement of aim and	Either 3 items of work produced during the semester or 2 items of work and
3	purpose	a mid-semester assessment
	Methodology: what the	The items of work to be selected by
	student teacher has done	student teachers, with tutor support,
	and why to achieve the	during the semester as best examples of
	aim and purpose of the	their progress. For each item they select,
	project	Student teacher's need to reflect on:
	Substantive or main	progress against identified NTS; achieving
	section:	CLOs; increased knowledge and
	Presentation of any	understanding of the Basic School
	artifacts, experiments,	Curriculum, GESI responsiveness,
	TLMs created for the	integration of ICT and how they could have
	project; presentation,	approached developing the item
	analysis, and interpretation	differently to achieve a better outcome
	of what has been done,	The mid-semester assessment: case study,
	learned, or found out in	reflective note, quiz etc.
	relation to focus of the	
	project. Conclusion: Statement of	
	the key outcomes of the	
	project; reflection on what	
	the student teacher has	
	learnt	
WEIGHT	Overall weighting of	Overall weighting of project = 30%
	project = 30%	Weighting of individual parts of portfolio
	Weighting of individual	out of 100
	parts of project out of 100	· Each item of work - 30
	· Introduction – 10	

	 Methodology – 20 Substantive section – 40 Conclusion – 30 	 Mid semester assessment - 30 - if applicable Presentation and organisation of portfolio - 10 		
EXAM	End of semester Exam, weight 40%. To assess: achievement of one or			
	more of the CLOs, progress towards achieving identified NTS,			
	development of knowledge and understanding of the Basic School			
	Curriculum, ability to use GESI responsive approaches and to integrate			
	ICT and 21st C skills in teaching	ng and learning		

Examples of course assessment components Subject portfolio examples of items of work

Literacy:

- · Reading log of children's literature
- Review of different types of writing and how to teach them
- Book summaries/reports
- · Report on different purposes for and types of reading or writing
- · Vocabulary achievement
- · Schemes of work

Mathematics:

- Samples of problem solving with written explanations of how the problems were solved and how this can be taught
- Charts and graphs with written explanations of how and why they were created and how this can be taught
- Computer analyses conducted as well as use of software to teach mathematics and how effective they are
- · Use indigenous knowledge in mathematics teaching.
- Schemes of work

Science

- Lab reports,
- Research reports
- Charts, graphs created
- Designs, TLMs, posters, worksheets
- Integrating indigenous knowledge into science teaching
- Schemes of work

Subject project examples

Pedagogic Studies. What are the qualities you need to develop to be a good teacher?
 Reflect on your personal experiences, values, and background, the NTS and the expectations of, and vision for, the B.Ed.

GHANAIAN LANGUAGE

Year Four

Writing the weekly PD sessions: Guidance for the Subject Writing Leads (SWL).

- ➤ It is critical that what SWL write provides direct subject and B.Ed. specific guidance, so SL/HoD can support and scaffold tutors learning and professional development. This requires direct reference to each course manual and explanations of any areas which may be challenging.
- The sessions need to provide the main PD opportunity for tutors to ensure they fully understand what they need to teach and have the opportunity to plan together to make sure the new B.Ed. courses are taught well.
- ➤ Developments since the manuals were written require SWL to **add additional detail to PD sessions**. Specifically, this means a focus on:
 - Integrating GESI to ensure the needs of females, males and students with special education needs are well catered for
 - Integrating ICT and 21c skills to ensure students learn to use technology effectively to support their own and pupils' learning
 - National Teacher Education Assessment Policy (NTEAP)
 - the three assessment components for the semester for each course: subject project (30%), subject portfolio (30%) and end of semester examination (40%). These need to be introduced in session 1. PD writers will need to provide an example subject portfolio and project assessment components. if these are not written into the course manuals, see Appendix 1: Course Assessment Components.
 - integrating the use of continuous assessment designed to support student teacher learning in each PD session
 - In year four there are two assessment components associated with the STS Portfolio course: the Professional Portfolio, this is presented with evidence of the Student Teacher meeting the NTS and assessed at a post internship seminar (viva), and the Action Research Project. Tutors need to be prepared for assessing these components.
- ➤ The PD session template provides the frame for SWL to write the guidance for the Subject Leads (SL)/HoDs on how to lead and support the professional development of tutors in the weekly sessions
- Age level specialisms. To ensure appropriate subject and age level focus for the PD sessions:
 - o there will be a subject specialist writing for each subject
 - where subjects are grouped direct reference needs to be made to examples of activities in the course manuals for each subject with explanations and guidance as required
 - where there are different age levels direct reference needs to be made to the course manuals for activities for each age level
- This is the student teachers' final year and involves planning for and teaching sequences of lessons next academic year across all required subjects with regard for: the basic

- school curriculum GESI responsiveness, cross-cutting and transferable skills, including ICT.
- > PD sessions in all subjects will need to include preparation for this final push to beginning teaching
- > SL/HoD need to have details of the resources needed for the activities

How to use this PD Manual

This Professional Development (PD) manual comprises several courses in Ghanaian language. In this manual, there are some generic statements and instructions in the various lessons, which can be adapted to suit the respective courses. Tutors should, therefore, refer to the individual course manuals during the PD sessions.

Tutor PD Session

Age Levels: EG, UP and JHS Name of Subject: Ghanaian

language

Year 4 Semester 2

Tutor PD Session 1

Lesson titles:

> Translation Practice of a Ghanaian language (GLE 412) (EG. UP and JHS):

> Creative Writing of a Ghanaian language (GLE 414) (JHS)

Focus: the bullet	Guidance notes on	Guidance Notes on	Time in
points provide the	Leading the session. What	Tutor Activity during the	session
frame for what is to	the SL/HoDs will have to	PD Session. What PD	
be done in the	say during each stage of	Session participants	
session. The SWL	the session	(Tutors) will do during	
should use the		each stage of the	
bullets to guide		session.	
what they write for			
the SL/HoD and			
tutors to do and say			
during each session.			
Each bullet needs to			
be addressed and			
specific reference			
should be made to			
the course			
manual/s.			
1a Introduction to	1.15 Begin with an	1.15 Participate in an	20 mins
the semester – in	icebreaker to warm-up	icebreaker activity	
session one	participants for the	for the start of the	
Overview of	session: How many	session by answering	
subject/s age	languages are spoken	the question.	
level/s to be	in Ghana?		
covered in the	1.2 As a recap, ask tutors	1.2 Discuss in pairs and	
PD sessions and	work in pairs to discuss	share findings with the	
guidance on	and share with the group	group on how the last	
grouping tutors	how the last four	four semesters PD	
according to the	semesters PD sessions	sessions assisted them to	
subject/s, age	assisted them to deliver	deliver their contents	
level/s.	their contents and	and implement the	
Introduction to	implement the NTEAP	NTEAP (especially the	
the course	(especially the two	two components of	
manual/s	components of continuous	continuous assessment:	
	assessment: subject		

- Overview of course learning outcomes
- Introduction to the two continuous assessment components to be undertaken in each subject during the semester (See Course Assessment Components Appendix NB in subjects where there are no assessment components in the course manuals examples will need to be provided by the SWL for the SL/HoD

1b Introduction to the session/Lesson

- Review prior learning
- Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators
- Overview of content and identification of any distinctive aspects of the lesson/s,

project and subject portfolio)

Note: Ask tutors to share their experiences during their internship supervision with colleagues and how they will use it to help student teacher improve their teaching as beginning teachers

1.3 Discuss with tutors the purpose of the course. The purpose of the course is to train teachers

GLE 412 - Translation

to possess the various techniques and theories of translation to help student teachers teach translation effectively at the Early Grade, Upper Primary and JHS levels improve children's skills in translation

GLE 414 - Creative Writing

Train student teachers the skills in writing creative works in prose, drama and poetry and to assist students/learners to do creative writing.

1.4 Through question-andanswer technique, let tutors identify the subject/course and age levels to be covered in the PD Session and let them group themselves according to age levels. E.g. What are the age subject project and subject portfolio)

1.3 Discuss the main focus and purpose of the course
The purpose of the course

GLE 412 Translation-

train student teachers to possess the various techniques and theories of translation to help student teachers teach translation effectively at the Early Grade, Upper Primary and JHS levels improve children's skills in translation

GLE 414 Creative Writing

Train student teachers the skills in in writing creative works in prose, drama and poetry and to assist students/learners to do creative writing.

1.4 Answer and ask questions to identify the age levels to be covered in the PD Session and group into age levels. E.g. What are the age levels covered in this PD Session?

NB The guidance for SL/HoD should identify, address and *provide* explanations for any areas where tutors might require clarification on an aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

levels covered in this PD Session?

- Suggested Answer:
GLE 412 (Translation)
The levels are Early Grade,
Upper Primary and JHS.
GLE 414 (Creating Writing)
The age level is JHS

The content for GLE 412 looks at issues in teaching the concept, techniques, process and theories and practice of translation, while GLE 414 will deal with skills in writing creative work in prose, dram and poetry and produce a creative and transfer these skills to learners.

1.5 Let tutors put themselves into groups according to area of specialism and discuss the overview of the courses (GLE 412 and GLE 414). Question: What are the main elements of the course descriptions? Suggested answer: the main element in the course description is the content to be covered, integration of technology in teaching the course, the methods of course delivery, assessment procedure and integration of NTS and NTECF into the course (refer to course description in your course manual for details)

- Suggested Answer: **GLE 412**

The levels are Early Grade, Upper Primary and JHS.

GLE 414

The age level is JHS

The content for GLE 412 looks at issues in teaching the concept, techniques, process and theories and practice of translation, while GLE 414 will deal with skills in writing creative work in prose, dram and poetry and produce a creative and transfer these skills to learners.

1.5 Form groups according to your specialism and discuss the main elements of the course description of your manual. E.g. the main element in the course descriptions are the content to be covered, integration of technology in teaching the course, the methods of course delivery, assessment procedure and integration of NTS and NTECF into the course.

1.6 Through the use of probing questions, help tutors identify the two main continuous assessment components of the course and how they will assist student teachers to understand their use and apply them as beginning teachers. Example, Question: What are the two main continuous assessment components of the courses?

- Suggested Answer:

These are:
Component 1 (Subject
Portfolio Assessment 30%) made up of selected
Items of students work,
midterm assessment,
reflective journal,
organisation of the subject
portfolio

Component 2: Subject Project (30%) made up of introduction, methodology, main section and conclusion. (refer to assessment section of your course manual for details).

- 1.7 Let tutors brainstorm on how GESI issues and Core and transferable skills will be integrated in the lesson deliveries and how they will help student teachers apply then in their teaching as beginning teachers.
- 1.8. Lead discussion with tutors on how to educate

1.6 Answer probing questions to identify the two main continuous assessment components of the course and how they will assist student teachers to understand their use and apply them as beginning teachers.

Example are:
Component 1 (Subject
Portfolio Assessment 30%) made up of
selected Items of
students work, midterm
assessment, reflective
journal, organisation of
the subject portfolio

Component 2: Subject Project (30%) made up of introduction, methodology, main section and conclusion. (refer to assessment section of the course manual for details).

- 1.7 Brainstorm on how GESI issues and Core and transferable skills will be integrated in the lesson deliveries and how they will help student teachers apply then in their teaching as beginning teachers.
- 1.8. Discussion with colleagues on how to

student teachers on how to conduct action research through enquiry methods educate student teachers on how to conduct action research through enquiry methods

- 1.9 Discuss with tutors the pedagogies used in the manual (e.g. group work, pair work, think-pair-share, concept mapping) and how they will help student teachers to apply them effectively when they go out as beginning teachers
- 1.9 Discuss with colleagues the pedagogies used in the manual (e.g. group work, pair work, think-pair-share, concept mapping) and how they will help student teachers to apply them effectively when they go out as beginning teachers.
- 1.10 Using think-pair-share strategy let tutors come out with ways the content of the B.Ed. Curriculum can be integrated with the content of the Basic school curriculum to help student teacher use the Basic School Curriculum effectively when they go out as beginning teachers.
- 1.10 Think-pair-share with colleagues to identify how the content of the B.Ed. Curriculum can be integrated with the content of the Basic school curriculum to help student teachers use the Basic School Curriculum effectively when they go out as beginning teachers.
- 1.11 Give tutors post-itnote and ask them to write at least four things they learnt from the previous PD session. Example, Question: What four things do you remember in the previous PD Session?
- 1.11 Write at least four things you learnt from the previous PD session Example
- 1.12. Put tutors in groups based on specialism and let them discuss the introductory part of the lessons/courses (Lessons 1) for the current PD Session, which include
- 1.12. Form groups based on specialism and let them discuss the introductory part of the lessons/courses (Lessons 1) for the current PD Session, which include

	harriors care and	harriors core and
	barriers, core and	barriers, core and
	transferable skills, lesson	transferable skills, lesson
	delivery modes and	delivery modes and
	learning outcomes and	learning outcomes and
	indicators.	indicators.
	Contents	
	Translation Practice (GLE	Translation Practice (GLE
	412)	412)
	- Meaning of translation	- Meaning of translation
	and what it entails.	and what it entails.
	Creative Writing (GLE 414)	Creative Writing (414)
	- concept, principles and	- concept, principles and
	techniques of creative	techniques of creative
	writing	writing
	Expected answers -	Expected answers -
	Barriers	Barriers
	GLE 412	GLE 412
	Student teachers might	- (Student teachers might
	likely not be able to	likely not be able to
	distinguish between the	distinguish between the
	types of translation.	types of translation).
	,,	, ,
	GLE 414	GLE 414
	Student teachers might	Student teachers might
	likely not to have produced	likely not to have
	children literature before.	produced children
	- Core and transferable	literature before.
	skills (for GLE 412 and GLE	- Core and transferable
	414) (communication,	skills (communication,
	critical thinking,	critical thinking,
	collaboration, inclusivity,	collaboration,
	digital literacy)	observation, enquiry
	3.5	skills, inclusivity, digital
		literacy)
	- Lesson delivery mode	- Lesson delivery mode
	(face to face, individualised	(face to face,
	learning, seminar, etc.)	individualised learning,
	3, 22, 330.,	seminar, etc.)
If this course is	- Learning Outcomes (LOs)	- Learning Outcomes
dealing with	GLE 412	(LOs)
supporting and or	Demonstrate knowledge	GLE 412
assessing the	and skills in translating	Demonstrate knowledge
Professional Professional	texts in a Ghanaian	and skills in translating
Teaching Portfolio		texts in a Ghanaian
I PACAINA PARTIANA		

Development or the
Action Research
Project Report
writing. Tutors need
to be provided with
guidance on what
to do including
organisation of Post
Intern Seminar.
For each session

language. (NTS 2c: 13), (NTECF 3: 20).

GLE 414

Demonstrate skills in writing creative materials in the Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

language. (NTS 2c: 13), (NTECF 3: 20).

GLE 414

Demonstrate skills in writing creative materials in the Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

For each session remember this is the final semester before Students start teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc

- LIs GLE 412

1.1 Apply the skills in translating a given text from English to Ghanaian language or vice versa) (refer to lesson manual for details).

GLE 414

1.1 identify the aspect of creative writing of a Ghanaian language (NTS 2c, e: 13)
1.2 explain the creative writing of a Ghanaian language (NTS 2c: 13)
1.3 appreciate creative writing of a Ghanaian language in learning (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20). (refer to manual for details)

1.13 Discuss with the group the overview of the content of the lesson and identify any distinctive aspect of the lesson for the various levels. The overviews of the contents or the courses are

- LIs GLE 412

Apply the skills in translating a given text from English to Ghanaian language or vice versa) (refer to lesson manual for details).

1.1 identify the aspect of

GLE 414

creative writing of a
Ghanaian language (NTS
2c, e: 13)
1.2 explain the
creative writing of a
Ghanaian language (NTS
2c: 13)
1.3 appreciate creative
writing of a Ghanaian
language in learning (NTS
2e: 13), (NTS 3a, c: 14),
(NTECF 3: 20). (refer to
manual for details)

1.13 Discuss with the group based on specialism or specialisation the overview of the content of the lesson and identify any distinctive aspect of the lesson for the various levels. The overviews of the contents of the courses are

			T
	Expected Response:	Expected Response:	
	- GLE 412- is concept of	- GLE 412- is concept of	
	Translation, theories types	Translation, theories	
	and skills.	types and skills.	
	- GLE 414 - the principles	- GLE 414 - the principles	
	involved in creative writing	involved in creative	
		writing	
	Distinctive feature /for	Distinctive feature	
	Distinctive feature (for		
	example) - Based on their	Think-pair-share on the	
	specialism/specialisation,	distinctive features that	
	let tutors do group	may occur in the lesson	
	discussion to come out	at the various levels of	
	with distinctive features	specialism levels of	
	that may occur in the	specialism	
	lesson at the various levels	GLE 412 –	
	of specialism	The content and theories	
	GLE 412 –	to be applied in teaching	
	The content and theories	translation at the Early	
	to be applied in teaching	Grade will differ from	
	translation at the Early	Upper primary and will	
	Grade will differ from	also differ from JHS. For	
	Upper primary and will	example, in EG, e.g. P2	
	also differ from JHS. For	will be translating simple	
	example, in EG, e.g. P2 will	words and sentences	
	be translating simple	while that of JHS will	
	words and sentences while	involve translating	
	that of JHS will involve	simple and moderate	
	translating simple and	passages.	
	moderate passages.		
	Note: With colleagues,		
	address issues that may		
	arise from the discussion		
	on the content for		
	clarification in the lesson.		
	E.g.		
	How will this lesson help		
	student teachers when		
	they go out for beginning		
	teaching?		
2 Concept	2.1 Ask tutors to read	2.1 Turn to lesson 1 in	15 mins
Development (New	lesson 1 in the course	the course manual and	
learning likely to	manuals and discuss the	discuss the subtopics and	
arise in lesson/s):	subtopics and examine the	examine the aspects that	
1	1	1	I

> Identification

aspects that link to

and discussion of student-teachers' previous | previous knowledge

link to student-teachers'

new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD

NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors

knowledge. The subtopics of the lessons are

GLE 412 – Translation

- Explanation of translation, types of translation and theories of translation.

GLE 414 – Creative Writing

- Concept of writing a creative piece, principles of creative writing and the creative writer and techniques of writing a creative piece. (refer to course manual for details)

This is linked to studentteachers' previous knowledge

GLE 412 - student teachers have done a bit of translation at home after listening to some news.

GLE 414 - The student teachers have learned both oral and written literature in previous courses in the programme.

2.2 Put tutors in their specialism groups to discuss the challenges they might encounter when presenting some specific subtopics of the lesson. Work with tutors to address the challenges.

2.3 Brainstorm individually and share with colleagues the challenges (potential barriers to learning for

The subtopics of the lessons are

GLE 412 – Translation

- Explanation of translation, types of translation and theories of translation.

GLE 414 – Creative Writing

- Concept of writing a creative piece, principles of creative writing and the creative writer and techniques of writing a creative piece. (refer to course manuals for details)

This is linked to studentteachers' previous knowledge

GLE 412 - student teachers have done a bit of translation at home after listening to some news.

GLE 414 - The student teachers have learned both oral and written literature in previous courses in the programme.

2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.

2.3 Brainstorm, answer and ask questions to come out with the challenges (potential

	teaching the topic from	you are likely to
	them.	encounter in teaching
		the topic.
	GLE 412 Translation	GLE 412 Translation
	Student teachers might	Student teachers might
	likely not be able to	likely not be able to
	distinguish between the	distinguish between the
	types of translation	types of translation
	GLE 414 Creative Writing	GLE 414 Creative Writing
	Student teachers might	Student teachers might
	likely not to have produced	likely not to have
	children literature before.	produced children
		literature before.
	2.4 Ask tutors, in their	2.4 Brainstorm on the
	specialism groups, to	suggested
	brainstorm on the	strategies/activities in
	suggested	the manual and choose
	strategies/activities in the	the most appropriate
	manual and choose the	ones for teaching the
	most appropriate ones for teaching the topic in your	topic in the course manual. Examples:
	course manual. Examples:	GLE 412 – Translation
	GLE 412 – Translation	class discussion,
	class discussion, Question	Question and Answer,
	and Answer, presentation	presentation and school
	and school visit.	visit.
	GLE 414 Creative writing	GLE 414 Creative writing
	Question and answer,	Question and answer,
	Brainstorming and class	Brainstorming and class
	discussion	discussion
3.Planning for	3.1 Through group	3.1 Discuss the various
teaching, learning	discussion, deliberate and	teaching and learning
and assessment activities for the	come out with the various teaching and learning	activities used in the lesson delivery and how
lesson/s	activities used in the	they will promote the
Reading and	lesson delivery and how	content delivery of the
discussion of	they will promote the	New 4-year B.Ed. and
the teaching	content delivery of the	Basic School Curricula
and learning	New 4-year B.Ed. and Basic	and STS organisation.
activities	School Curricula and STS	
Notice -	organisation.	Collaborate with
Noting,	organisation.	Collaborate with

- explaining areas where tutors may require clarification
- Noting opportunities for making explicit links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading,
 discussion, and
 identification of
 continuous
 assessment
 opportunities in
 the lesson. Each
 lesson should
 include at least
 two
 opportunities to
 use continuous
 assessment to
 support student
 teacher learning
- > Resources:
- links to the
 existing PD
 Themes, for
 example, action
 research,
 questioning and
 to other
 external
 reference
 material:
 literature, on
 web, Youtube,
 physical

- Assist tutors to address issues raised. (refer to the teaching and learning activities section of the course manuals)
- 3.2 Let tutors discuss the appropriateness and effectiveness of the activities and strategies suggested for the lesson and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. Ed.) and Basic School Curricula and share with a partner and later with colleagues. For example, using group work will ensure critical thinking, leadership skills, collaborative skills development, digital literacy, and communication and inclusivity. In group work ensure females are giving leadership roles.
- Note: During school visits let student-teachers take note of how translation and creative writing is taught and how it will help student teachers teach the topic when they go out as beginning teachers.
- 3.3 Help tutors to discuss as a class and identify the continuous assessments used for the lessons.

- issues identified. (refer to the teaching and learning activities section of the course manuals)
- 3.2 Discuss as a group the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. Ed.) and **Basic School Curricula** and share with colleagues. For example, using class discussion will ensure critical thinking, leadership skills, collaborative skills development, digital literacy, and communication and inclusivity.

3.3 Discuss as a class and identify the continuous assessments used for the lessons.

- resources,
 power point;
 how they
 should be used.
 Consideration
 needs to be
 given to local
 availability
- guidance on any power point presentations, TLM or other resources which need to be developed to support learning
- Tutors should be expected to have a plan for the next lesson for student teachers

GLE 412 - Translation

- Continuous assessment
 1- Individually write a 2page reflective journal on
 your observation during
 school visit on the handling
 of translation in the
 schools and how it will
 help with your professional
 development for their
 subject portfolio.
- Continuous assessment 2
 A group poster presentation on the concept of translation, the types and theories of translation.

GLE 414 Creative Writing

Continuous assessment 1-10 Multiple choice test item quiz on the topic: concept of creative writing, principles of creative writing and types of creative writing.

- Continuous assessment 2
 A 2-page report on teachers' perception and knowledge at creative writing in the JHS.
- 3.4 Through group discussion, review with tutors:
- the main teaching and learning resources including ICTs (e.g. computer, smartphone, video and how they will be used in the lesson to promote learning at both the New 4-Year B. Ed and Basic levels and all

GLE 412 - Translation

- Continuous assessment
 1- Individually write a 2page reflective journal
 on your observation
 during school visit on the
 handling of translation in
 the schools and how it
 will help with your
 professional
 development for their
 subject portfolio.
- Continuous assessment 2 A group poster presentation on the concept of translation, the types and theories of translation.

GLE 414 Creative Writing

Continuous assessment
1- 10 Multiple choice test
item quiz on the topic:
concept of creative
writing, principles of
creative writing and
types of creative writing.

- Continuous assessment 2 A 2-page report on teachers' perception and knowledge at creative writing in the JHS.
- 3.4 As a group, discuss:
 the main teaching and learning resources including ICTs (e.g. computer, smartphone, video and how they will be used in the lesson to promote learning at both the New 4-Year B. Ed and Basic levels and all learners. Smartphone can be used in searching

learners. Smartphone can be used in searching for information on the topic under discussion.

- the required text (Baker, M. (2005). *In other words*. London: Routledge.) for **GLE 412- Translation** and Agyekum, K. (2013). *Introduction to Literature*. Accra: Adwinsa Publications Ltd. for **GLE 414 – Creative writing** and how it will be used in the lesson to promote learning among diverse learners.

- the additional reading materials (Hatim, B. & Munday, J. (2005).

Translation: An advanced resource book. London:
Routledge.) for GLE 412 –
Translation and (Nartey, L. (1992). Comprehension English. Manya Krobo:
SAMNAT BOOKHOUSE) for GLE 414 – Creative Writing needed and how they will be used in the lesson to enhance effective learning among all manner of

Note: Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. inadequate knowledge on the topic.

learners.

3.5 Ask a tutor to model a selected activity, e.g., class discussion, in a teaching situation to come out with

for information on the topic under discussion.

- the required text
(Baker, M. (2005). In
other words. London:
Routledge.) for GLE 412Translation and
Agyekum, K. (2013).
Introduction to
Literature. Accra:
Adwinsa Publications
Ltd. for GLE 414 –
Creative writing and
how it will be used in the
lesson to promote
learning among diverse
learners.

- the additional reading materials (Hatim, B. & Munday, J. (2005). Translation: An advanced resource book. London: Routledge.) for GLE 412 - Translation and (Nartey, L. (1992). Comprehension English. Manya Krobo: SAMNAT BOOKHOUSE) for GLE 414 - Creative Writing needed and how they will be used in the lesson to enhance effective learning among all manner of learners.

3.5 Model a selected activity (e.g., class discussion) in real classroom teaching

	how it will promote GESI	situation to come out	
	and the core and	with how it will promote	
	transferable skills.	GESI and core and	
		transferable skills.	
4. Evaluation and	4.1 Through question-and-	4.1 Answer questions	15 mins
review of session:	answer technique, let	and ask questions to	
a. Tutors need to	tutors summarise the main	summarise the main	
identify critical	issues in the PD Session	issues in the PD Session	
friends to observe	and discuss any	and discuss any	
lessons and report	outstanding issues that	outstanding issues that	
at next session	may arise in relation to the	may arise in relation to	
b. Identifying and	lesson for clarification.	the lesson for	
addressing any		clarification.	
outstanding issues		4.2 Identify a trusted	
relating to the	4.2 Let tutors identify a	and objective friend who	
lesson/s for	trusted and objective	took part in the PD	
clarification	friend who took part in the	session to sit in your	
	PD session to sit in your	class during lesson and	
	class during lesson and	report on observation	
	report on observation	during next PD session.	
	during next PD session.		
	4.3 Give an overview of	4.3 Listen to overview on	
	the topic to be covered in	the topic for the next PD	
	the next PD Session and	Session and do advance	
	encourage tutors to read	reading and reviewing all	
	on the topic and review all	materials needed.	
	needed materials.		

Tutor PD Session

Age Levels/s: EG, UP and JHS Name of Subject/s: Ghanaian

Language Semester 2

Year 4

Tutor PD Session 2 Lesson titles:

> Translation Practice of a Ghanaian language (EG)

Theories in translation

> Translation Practice of a Ghanaian language (UP)

Theories in translation

> Translation Practice of a Ghanaian language (JHS)

Theories in translation

Creative Writing

Writing literature for JHS learners I

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
 1 Introduction to the session ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned 	1.1 Start the session by the use of an icebreaker: you may provide it or invite any volunteer(s) to provide one.	1.1 Listen and respond to an icebreaker, and volunteer one if necessary.	20 mins
Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content and identification of any distinctive	 1.2 Ask critical friend to share comments on an observed lesson for discussion. 1.3 Lead tutors to discuss the student-teacher prior knowledge that will facilitate the success of the delivery of the 	 1.2 Critical friend to share comments on an observed lesson for discussion. 1.3 Think and share with the whole group the student-teacher knowledge and experience upon 	

aspects of the lesson/s, NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

(Refer tutors to the RPK section of the course manual RPK).

Example:

Translation Practice of a Ghanaian language -Theories in translation (EG): Students have heard of translations before.

Translation Practice of a Ghanaian language – Theories in translation (UP): Student teachers have heard of translations before.

Translation Practice of a Ghanaian language — Theories in translation (JHS): Student teachers have heard of translations before.

Creative writing –
Writing literature for
JHS learner I: Student
teachers might not have
the skills in writing a
prose for learners,
particularly JHS
learners.

1.4 Ask tutors to reflect on the introductory section of each lesson and indicate their observations, as well as bring up any outstanding issues for discussion (Questions: What are some of the barriers to the delivery of each

which you may build your lesson.

Example:

Translation Practice of a Ghanaian language -Theories in translation (EG): Students have heard of translations before.

Translation Practice of a Ghanaian language – Theories in translation (UP): Student teachers have heard of translations before.

Translation Practice of a Ghanaian language — Theories in translation (JHS): Student teachers have heard of translations before.

Creative writing – Writing literature for JHS learner I: Student teachers might not have the skills in writing a prose for learners, particularly JHS learners.

1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.

Example:

Translation Practice of a Ghanaian language -Theories in translation (EG): lesson? To what extent does the LI match the LO?). (Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs)

Example:

Translation Practice of a Ghanaian language -Theories in translation (EG):

LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.

Translation Practice of a Ghanaian language-Theories in translation (UP):

LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.

Translation Practice of a Ghanaian language-

LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20). LI- 1.1.apply the skills in translating a given text from English to Ghanaian language or vice versa.

Translation Practice of a Ghanaian language-Theories in translation (UP):

LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).
LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.

Translation Practice of a Ghanaian language-Theories in translation (JHS):

LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).
LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.

Creative Writing – Writing literature of JHS learner I (JHS): Theories in translation (JHS):

LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.

Creative Writing – Writing literature of JHS learner I (JHS):

LO-1. 1. demonstrate knowledge of creative writing of a Ghanaian language and teach them effectively and promote creative writing learning among JHS learners (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20). LI-1.1. Should be able to identify the creative writing of a Ghanaian language (NTS 2c, e: 13) 1.2. Students should be able to explain each creative writing of a Ghanaian language (NTS 2c: 13)

1.5 Lead an enquirybased exploration

and discussion of

1.3. Students should be

able to appreciate creative writing of a Ghanaian language in learning (NTS 2e: 13), (NTS 3a, c: 14), (NTECF

3: 20).

LO-1. 1. demonstrate knowledge of creative writing of a Ghanaian language and teach them effectively and promote creative writing learning among JHS learners (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20).

LI-1.1. Should be able to identify the creative writing of a Ghanaian language (NTS 2c, e: 13) 1.2. Students should be able to explain each creative writing of a Ghanaian language (NTS 2c: 13)

1.3. Students should be able to appreciate creative writing of a Ghanaian language in learning (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20).

1.5 Discuss your perception of the distinctive scope of

the features of the lessons. (Questions: What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). (Refer tutors to lesson description, topic and subtopics)

this lesson with the whole group.

Example:

Translation Practice of a Ghanaian language-Theories in translation: This course is taught at the three age phases (EG, UP, and JHS), with similar scope and content among the three levels. For example, at the EG, UP and JHS levels, the course introduces student teachers to some theories used in translation and also discusses the types of translation and the skills in translation.

Creative writing — Writing literature for JHS learners I (JHS): This lesson introduces student teachers to the characteristics and processes in writing a prose for JHS learners. It seeks to equip the student teacher with the knowledge and skills in writing a simple prose meant for JHS learners.

Example:

Translation Practice of a Ghanaian language-Theories in translation: This course is taught at the three age phases (EG, UP, and JHS), with similar scope and content among the three levels. For example, at the EG, UP and JHS levels, the course introduces student teachers to some theories used in translation and also discusses the types of translation and the skills in translation.

Creative writing – Writing literature for JHS learners I (JHS): This lesson introduces student teachers to the characteristics and processes in writing a prose for JHS learners. It seeks to equip the student teacher with the knowledge and skills in writing a simple prose meant for JHS learners.

1.5 Ask tutors to anticipate and discuss possible barriers that may impede success of the lesson.

Example:

Translation Practice of a Ghanaian language — Theories in translation (EG): Student teachers might not know the theories used in translation. Student teachers may not have the skills in translation.

Translation Practice of a Ghanaian language — Theories in translation (UP): Student teachers might not know the theories used in translation. Student teachers may not have the skills in translation.

Translation Practice of a Ghanaian language — Theories in translation (JHS): Student teachers might not know the theories used in translation. Student teachers may not have the skills in translation.

Creative Writing – Writing literature for JHS learners I (JHS): Student teachers might not have the skills in writing a prose for learners, particularly JHS learners.

As this course is dealing with supporting and/or

1.7 Ask the tutors discuss the need for

1.6 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson.

Example:

Translation Practice of a Ghanaian language – Theories in translation (EG): Student teachers might not know the theories used in translation. Student teachers may not have the skills in translation.

Translation Practice of a Ghanaian language — Theories in translation (UP): Student teachers might not know the theories used in translation. Student teachers may not have the skills in translation.

Translation Practice of a Ghanaian language – Theories in translation (JHS): Student teachers might not know the theories used in translation. Student teachers may not have the skills in translation.

Creative Writing – Writing literature for JHS learners I (JHS): Student teachers might not have the skills in writing a prose for learners, particularly JHS learners.

1.7 Discuss the need for the student teachers to

	I.,	Ι	
assessing the	them to encourage the	develop personal	
Professional Teaching	student teachers to	professional teaching	
Portfolio Development	develop professional	portfolio which will aid	
and/or Classroom	portfolio which will be	their promotion as begin	
Enquiry and Action	needed as part of their	life as beginning teachers	
Research Project Report	documents for	in the future.	
writing. Tutors should	promotion purposes.		
be provided with			
guidance on what to do			
including organisation			
of Post Internship			
Seminar.			
	1.0.4 al. t. ta us ta disassa	1.0 Diagram have to take	
For each session	1.8 Ask tutors to discuss	1.8 Discuss how tutors	
remember this is the	how they will ensure	will prompt student	
final semester before	that student teachers	teachers to pay particular	
Students begin teaching	use language that is	attention to GESI, CCI,	
provide prompts to help	gender-sensitive, assign	ICT, and other issues	
support this transition	roles and	when they begin their	
for planning and give	responsibilities taken	journey as beginning	
regard for GESI, CCI, ICT	into an account SENs	teachers.	
etc.	issues of the learners,		
	employ ICT in their		
	teaching, etc. as		
	beginning teachers.		
2 Concept Development	2.1 Ask tutors to	2.1 Present to the whole	15 mins
(New learning likely to	present oral	group an oral	15 1111113
arise in lesson/s):	summaries of the	summary of the	
➤ Identification and		•	
	major new content	major new content to	
discussion of new	to be learnt in their	be presented in your	
learning, potential	respective lessons:	lesson: concepts and	
barriers to learning	concepts and	pedagogies to be	
for student teachers	pedagogies to be	introduced.	
or students, new	introduced in the	Examples:	
concepts or	lesson.	Translation Practice of a	
pedagogy being		Ghanaian language –	
introduced in the	Examples:	Theories in translation:	
lesson, which need	Translation Practice of	(EG):	
to be explored with	a Ghanaian language –	Theories in translation:	
the SL/HoD	Theories in translation:	Teaching the various	
NB The guidance for	(EG):	theories of translation to	
SL/HoD should set out	Theories in translation:	Early Grade student	
what they need to do to	Teaching the various	teacher.	
introduce and explain	theories of translation		
the issues/s with tutors,	to Early Grade student		
	teacher.		
they should take	tedulei.		
feedback to gauge			
understanding and			

suppo	rt tutor	Translation Practice of	Translation Practice of a	
engagement.		a Ghanaian language –	Ghanaian language –	
088		Theories in translation	Theories in translation	
		(UP):	(UP):	
		Theories in translation:	Theories in translation:	
		Teaching the various	Teaching the various	
		theories of translation	theories of translation to	
		to Upper Primary	Upper Primary student	
		student teacher.	teacher.	
			teacher.	
		Translation Practice of	Translation Brastico of a	
		a Ghanaian language –	Translation Practice of a	
		Theories in translation	Ghanaian language –	
		(JHS):	Theories in translation	
		Theories in translation:	(JHS):	
		Teaching the various	Theories in translation:	
		theories of translation	Teaching the various	
		to JHS student teacher.	theories of translation to	
			JHS student teacher.	
		Creative Writing –	Creative Writing –	
		Writing literature for	Writing literature for JHS	
		JHS learner I: Teaching	<i>learner I</i> : Teaching the	
		the characteristics and	characteristics and	
		processes in writing a	processes in writing a	
		prose for JHS learners.	prose for JHS learners.	
3.Plan	ning for teaching,	3.1 Ask tutors to read	3.1 Read the teaching	40 mins
learnii	ng and	the teaching and	and learning activities	
assess	ment activities for	learning activities	proposed for the	
the les	sson/s	proposed for the	respective lessons	
>	Reading and	respective lessons	and subject them to a	
	discussion of the	and subject them to	critical discussion	
	teaching and	a critical discussion.		
	learning activities			
>	_	3.2 Give each tutor an	3.2 Reflect on the	
	addressing, and	opportunity to ask	content to be present	
	explaining areas	the whole group for	and ask the whole	
	where tutors	support or	group for support or	
	may require	assistance in the	assistance in the	
	clarification	clarification of,	clarification of,	
>	Noting	and/or other	and/or other	
	opportunities for	perspectives on or	perspectives on or	
	making <i>explicit</i>	approaches to the	approaches to the	
	links to the Basic			
		concepts in a lesson.	concepts in a lesson.	
	School	2.2 Ack tutors to	2.2.Idontify.tha.a.a.a.a.a.	
	Curriculum	3.3 Ask tutors to	3.3 Identify the areas or	
	U	identify the areas or	aspects of the basic	
	opportunities for	aspects of the basic	school curriculum	

- integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD
- Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
- Tutors should be expected to have a plan for the next lesson for student teachers

- school curriculum that the lesson will equip studentteachers to teach.
- 3.4 Ask tutors to indicate how they will use ICT in the lesson.

Examples:

Translation Practice of a Ghanaian language – Theories in translation (EG):

Show a YouTube video of how the various theories of translation are taught to early grade student teachers

Make PowerPoint presentation

Translation Practice of a Ghanaian language – Theories in translation (UP):

Show a YouTube video of how the various theories of translation are taught to Upper Primary student teachers.

Make PowerPoint presentation

Translation Practice of a Ghanaian language –Theories in translation
(JHS):

- that the lesson will equip studentteachers to teach.
- 3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.

Examples:

Translation Practice of a Ghanaian language –

Theories in translation (EG):

Watch a YouTube video of how the various theories of translation are taught to early grade student teachers

Make PowerPoint presentation

Translation Practice of a Ghanaian language –

Theories in translation (UP):

What a YouTube video of how traditional songs of a Ghanaian language are taught to Upper Primary student teachers.

Make PowerPoint presentation

Translation Practice of a Ghanaian language — Theories in translation (JHS): Show a YouTube video of how the various theories of translation are taught to JHS student teachers.

Make PowerPoint presentation.

Creative Writing – Writing literature for JHS learner I:

Show a YouTube video of how writing literature for JHS learners is taught to JHS student teachers.

Make PowerPoint presentation.

3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive

Examples:

Translation Practice of a Ghanaian language –

Theories in translation (EG):

Select a YouTube video that shows a male teacher teaching an EG class.

Form mixed groups for group activities.

Translation Practice of a Ghanaian language –

Theories in translation (UP):

Select a YouTube video that shows a person with different ability (person living with Watch a YouTube video of how the various theories of translation are taught to JHS student teachers.

Make PowerPoint presentation.

Creative Writing – Writing literature for JHS learner I:

Show a YouTube video of how writing literature for JHS learners is taught to JHS student teachers.

- ii. MakePowerPointpresentation.
- 3.5 Suggest the various ways in which you will make the lesson GESI responsive

Examples:

Translation Practice of a Ghanaian language –

Theories in translation (EG):

Select a YouTube video that shows a male teacher teaching an EG class.

Form mixed groups for group activities.

Translation Practice of a Ghanaian language –

Theories in translation (UP):

Select a YouTube video that shows a person with different ability (person disability) teaching at UP level.

Form mixed groups for group activities.

Translation Practice of a Ghanaian language –

Theories in translation (JHS):

Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.

Form mixed groups for group activities.

Creative Writing – Writing literature for JHS learner I (JHS):

Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.

Form mixed groups for group activities.

3.6 Put tutors in mixed pairs to deliberate on how the contents of topics and the delivery of their lessons will develop the core competences.

living with disability) teaching at UP level.

Form mixed groups for group activities.

Translation Practice of a Ghanaian language –

Theories in translation (JHS):

Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.

Form mixed groups for group activities.

Creative Writing – Writing literature for JHS learner I (JHS):

Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.

Form mixed groups for group activities.

3.6 In mixed pairs (male-female, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group.

Examples:

Theories in translation (EG):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

Theories in translation (UP):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

Writing literature for JHS learner I (JHS):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy).

3.7 Ask tutors to use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (One content may also be tied in with other contents into a bigger project). (Refer tutors to section 1.7 of

Examples:

Theories in translation (EG):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

Theories in translation (UP):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

Writing literature for JHS learner I (JHS):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship).
YouTube video: (digital literacy).

3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project)

	T	T	1
	Session One (1) for examples of subject projects and subject portfolios)		
	3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed in the teaching and learning process. (These should include ICT tools, inclusive materials, required and additional texts). Provide tutors with assistance on how available digital tools may be deployed (PowerPoint – how to prepare presentations; YouTube video – how to find YouTube videos; etc.).	3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (These should include ICT tools, inclusive materials, required and additional texts). Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.).	
4. Evaluation and	4.1 Ask a tutor to	4.1 Identify a critical	15 mins
1. Tutors should Identifying critical friends to observe lessons and report at next session	identify a critical friend to sit in one of their lessons to report in the subsequent PD session	friend to sit in one of their lessons to report in the subsequent PD session.	
2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.2 Ask tutors to indicate any outstanding issues relating to each lesson for discussion	4.2 Indicate any outstanding issues relating to each lesson for discussion.	
	4.3 Encourage tutors to read the PD and course manuals in preparation for the next PD session	4.3 Read the PD and course manuals in preparation for the next PD session.	

Tutor PD Session

Age Levels/s: EG, UP and JHS Name of Subject/s: Ghanaian

Language
Semester 2

Year 4

Tutor PD Session 3
Lesson titles:

> Translation Practice of a Ghanaian language (EG)

Processes in translation

> Translation Practice of a Ghanaian language (UP)

Processes in translation

> Translation Practice of a Ghanaian language (JHS)

Processes in translation

Creative Writing

Writing literature for JHS learners II

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course		Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
manual/s. 1 Introduction to the		1.1 Start the session by	1.1 Listen and respond to	20 mins
session		the use of an	an icebreaker, and	20 mins
	Review prior learning A critical friend to share findings for a short discussion and lessons learned	icebreaker: you may provide it or invite any volunteer(s) to provide one.	volunteer one if necessary.	
A	Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators Overview of content	 1.2 Ask critical friend to share comments on an observed lesson for discussion. 1.3 Lead tutors to discuss the student-teacher prior knowledge 	1.2 Critical friend to share comments on an observed lesson for discussion.1.3 Think and share with the whole group the student-teacher	
	and identification of any distinctive	that will facilitate the success of the delivery of the current lessons.	knowledge and experience upon which	

aspects of the lesson/s, NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

(Refer tutors to the RPK section of the course manual RPK).

Example:

Translation Practice of a Ghanaian language - Processes in translation (EG): The student teachers have tried some translation in the previous lesson.

Translation Practice of a Ghanaian language – Processes in translation (UP): The student teachers have tried some translation in the previous lesson.

Translation Practice of a Ghanaian language – Processes in translation (JHS): The student teachers have tried some translation in the previous lesson.

Creative writing –
Writing literature for
JHS learner II: The
student teachers have
learned about drama (a
genre of written
literature) of a Ghanaian
in one of their previous
courses.

1.4 Ask tutors to reflect on the introductory section of each lesson and indicate their observations, as well as bring up any outstanding issues for discussion (Questions: you may build your lesson.

Example:

Translation Practice of a Ghanaian language - Processes in translation (EG): The student teachers have tried some translation in the previous lesson.

Translation Practice of a Ghanaian language – Processes in translation (UP): The student teachers have tried some translation in the previous lesson.

Translation Practice of a Ghanaian language – Processes in translation (JHS): The student teachers have tried some translation in the previous lesson.

Creative writing – Writing literature for JHS learner II: The student teachers have learned about drama (a genre of written literature) of a Ghanaian in one of their previous courses.

1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.

What are some of the barriers to the delivery of each lesson? To what extent does the LI match the LO?). (Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs)

Example:

Translation Practice of a Ghanaian language -Processes in translation (EG):

LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.

Translation Practice of a Ghanaian language-Processes in translation (UP):

LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.

Example:

Translation Practice of a Ghanaian language -Processes in translation (EG):

LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).
LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.

Translation Practice of a Ghanaian language-Processes in translation (UP):

LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).
LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.

Translation Practice of a Ghanaian language-Processes in translation (JHS):

LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.

Creative Writing – Writing literature of JHS learner II (JHS):

LO-1. 1. demonstrate knowledge of creative writing of a Ghanaian language and teach them effectively and promote creative writing learning among JHS learners (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20). LI-1.1. Should be able to identify the creative writing of a Ghanaian language (NTS 2c, e: 13) 1.2. Students should be able to explain each creative writing of a Ghanaian language (NTS 2c: 13) 1.3. Students should be

able to appreciate

creative writing of a

Ghanaian language in

learning (NTS 2e: 13),

(NTS 3a, c: 14), (NTECF

Translation Practice of a Ghanaian language-Processes in translation (JHS):

knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).
LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.

Creative Writing – Writing literature of JHS learner II (JHS):

LO-1. 1. demonstrate knowledge of creative writing of a Ghanaian language and teach them effectively and promote creative writing learning among JHS learners (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20).

LI-1.1. Should be able to identify the creative writing of a Ghanaian language (NTS 2c, e: 13) 1.2. Students should be able to explain each creative writing of a Ghanaian language (NTS 2c: 13) 1.3. Students should be able to appreciate creative writing of a Ghanaian language in learning (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3:

20).

3: 20).

1.5 Lead an enquiry-based exploration and discussion of the features of the lessons. (**Questions**: What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). (*Refer tutors to lesson description, topic and subtopics*)

1.5 Discuss your perception of the distinctive scope of this lesson with the whole group.

Example:

Translation Practice of a Ghanaian language-Processes in translation: This course is taught at the three age phases (EG, UP, and JHS), with similar scope and content among the three levels. For example, at the EG, UP and JHS levels, the course introduces student teachers to the steps involved in translation. Student teachers will go to each step and apply the process to some few sentences for practice.

Creative writing — Writing literature for JHS learners I (JHS): This lesson introduces student teachers to the characteristics and processes in writing a drama piece for JHS learners. It seeks to equip the student teacher with the knowledge and skills in writing a simple drama

Example:

Translation Practice of a Ghanaian language-*Processes in translation:* This course is taught at the three age phases (EG, UP, and JHS), with similar scope and content among the three levels. For example, at the EG, UP and JHS levels, the course introduces student teachers to the steps involved in translation. Student teachers will go to each step and apply the process to some few sentences for practice.

Creative writing – Writing literature for JHS learners II (JHS): This lesson introduces student teachers to the characteristics and processes in writing a drama piece for JHS learners. It seeks to equip the student teacher with the knowledge and skills in writing a simple drama

appropriate for JHS learners.

1.6 Ask tutors to anticipate and discuss possible barriers that may impede success of the lesson.

Example:

Translation Practice of a Ghanaian language – Processes in translation (EG): Student teachers may not know the detail steps involved in translating a text into any language.

Translation Practice of a Ghanaian language – Processes in translation (UP): Student teachers may not know the detail steps involved in translating a text into any language.

Translation Practice of a Ghanaian language – Processes in translation (JHS): Student teachers may not know the detail steps involved in translating a text into any language.

Creative Writing – Writing literature for JHS learners II (JHS): Student teachers might possibly not have the requisite skills in writing drama piece appropriate for JHS learners. Large class size

appropriate for JHS learners.

1.6 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson.

Example:

Translation Practice of a Ghanaian language — Processes in translation (EG): Student teachers may not know the detail steps involved in translating a text into any language.

Translation Practice of a Ghanaian language – Processes in translation (UP): Student teachers may not know the detail steps involved in translating a text into any language.

Translation Practice of a Ghanaian language — Processes in translation (JHS): Student teachers may not know the detail steps involved in translating a text into any language.

Creative Writing –
Writing literature for JHS
learners II (JHS): Student
teachers might possibly
not have the requisite
skills in writing drama
piece appropriate for JHS
learners. Large class size

	might also be a possible barrier.	might also be a possible barrier.	
	Darrier.	Darrier.	
As this course is dealing	1.7 Ask tutors discuss	1.7 Discuss the need for	
with supporting and/or	the need for them to	the student teachers to	
assessing the	encourage the student	develop personal	
Professional Teaching	teachers to develop	professional teaching	
Portfolio Development	professional portfolio	portfolio which will aid	
and/or Classroom	which will be needed as	their promotion as begin	
Enquiry and Action	part of their documents	life as beginning teachers	
Research Project Report	for promotion purposes.	in the future.	
writing. Tutors should			
be provided with			
guidance on what to do			
including organization			
of Post-Internship			
Seminar.			
For each session	1.8 Ask the tutors to	1.8 Discuss how tutors	
remember this is the	discuss how they will	will prompt student	
final semester before	ensure that student	teachers to pay particular	
Students begin teaching	teachers use language	attention to GESI, CCI,	
provide prompts to help	that is gender-sensitive,	ICT, and other issues	
support this transition	assign roles and	when they begin their	
for planning and give	responsibilities taken	journey as beginning	
regard for GESI, CCI, ICT	into an account SENs	teachers.	
etc.	issues of the learners,		
	employ ICT in their		
	teaching, etc. as		
	beginning teachers.		
2 Concept Development	2.1 Ask tutors to	2.1 Read and present to	15 mins
(New learning likely to	present oral summaries	the whole group an oral	
arise in lesson/s):	of the major new	summary of the major	
Identification and	content to be learnt in	new content to be	
discussion of new	their respective lessons:	presented in your lesson:	
learning, potential	concepts and	concepts and pedagogies	
barriers to learning	pedagogies to be	to be introduced.	
for student teachers	introduced in the		
or students, new	lesson.		
concepts or			
pedagogy being	Examples:	Examples:	
introduced in the	Translation Practice of	Translation Practice of a	
lesson, which need	a Ghanaian language –	Ghanaian language –	
to be explored with	Processes in translation:	Theories in translation:	
the SL/HoD	(EG):	(EG):	
NB The guidance for	Processes in translation:	Processes in translation:	
SL/HoD should set out	Teaching the various	Teaching the various	
what they need to do to	steps of translation to	steps of translation to	

introdu	ce and explain	Early Grade student	Early Grade student	
	es/s with tutors,	teacher.	teacher.	
	•	teacher.	teacher.	
1	ould take	Tunnalation Bunatics of	Tunnalation Bunation of a	
	ck to gauge	Translation Practice of	Translation Practice of a	
	anding and	a Ghanaian language –	Ghanaian language –	
support		Processes in translation	Processes in translation	
engagei	ment.	(UP):	(UP):	
		Theories in translation:	Processes in translation:	
		Teaching the various	Teaching the various	
		steps of translation to	steps of translation to	
		Upper Primary student	Upper Primary student	
		teacher.	teacher.	
		Translation Practice of	Translation Practice of a	
		a Ghanaian language –	Ghanaian language –	
		Processes in translation	Theories in translation	
		(JHS):	(JHS):	
		Theories in translation:	Processes in translation:	
		Teaching the various	Teaching the various	
		steps of translation to	steps of translation to	
		JHS student teacher.	JHS student teacher.	
		Creative Writing –	Creative Writing –	
		Writing literature for	Writing literature for JHS	
		JHS learner II: Teaching	<i>learner I</i> : Teaching the	
		the characteristics and	characteristics and	
		processes in writing a	processes in writing a	
		drama piece for JHS	drama piece for JHS	
		learners.	learners.	
3.Plann	ing for teaching,	3.1 Ask tutors to read	3.1 Read the teaching	40 mins
learning		the teaching and	and learning activities	
1	nent activities for	learning activities	proposed for the	
the less		proposed for the	respective lessons and	
	Reading and	respective lessons and	subject them to a critical	
	discussion of the	subject them to a	discussion.	
	teaching and	critical discussion.		
	learning activities	3		
	Noting,	3.2 Give each tutor an	3.2 Reflect on the	
	addressing, and	opportunity to ask the	content to be present	
	explaining areas	whole group for support	and ask the whole group	
	where tutors	or assistance in the	for support or assistance	
			1	
	may require clarification	clarification of, and/or	in the clarification of,	
		other perspectives on or	and/or other	
	Noting	approaches to the	perspectives on or	
	opportunities for	concepts in a lesson.	approaches to the	
	making <i>explicit</i>		concepts in a lesson.	
	links to the Basic			

- School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD
- > Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability

- 3.3 Ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.
- 3.4 Ask tutors to indicate how they will use ICT in the lesson.

Examples:

Translation Practice of a Ghanaian language –
Processes in translation (EG):

Show a YouTube video of how the various steps of translation are taught to early grade student teachers

Make PowerPoint presentation

Translation Practice of a Ghanaian language – Processes in translation (UP): Show a YouTube video

of how the various steps of translation are taught to Upper Primary student teachers.

Make PowerPoint presentation

Translation Practice of a Ghanaian language —

Processes in translation (JHS):

3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.

3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.

Examples:

Translation Practice of a Ghanaian language –

Processes in translation (EG):

Watch a YouTube video of how the various steps of translation are taught to early grade student teachers

Make PowerPoint presentation

Translation Practice of a Ghanaian language –

Processes in translation (UP):

Watch a YouTube video of how the various steps of translation are taught to Upper Primary student teachers.

Make PowerPoint presentation

Translation Practice of a Ghanaian language —

Processes in translation (JHS):

Tutors should be expected to have a plan for the next lesson for student teachers Show a YouTube video of how the various steps of translation are taught to JHS student teachers.

Make PowerPoint presentation.

Creative Writing – Writing literature for JHS learner I:

Show a YouTube video of how writing literature (drama) for JHS learners is taught to JHS student teachers.

Make PowerPoint presentation.

3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive

Examples:

Translation Practice of a Ghanaian language –
Processes in translation

(EG):

Select a YouTube video that shows a male teacher teaching EG learners.

Form mixed groups for group activities.

Translation Practice of a Ghanaian language –

Processes in translation (UP):

Select a YouTube video that shows a person with different ability (person living with Watch a YouTube video of how the various steps of translation are taught to JHS student teachers.

Make PowerPoint presentation.

Creative Writing – Writing literature for JHS learner I:

Watch a YouTube video of how writing literature (drama) for JHS learners is taught to JHS student teachers.

Make PowerPoint presentation.

3.5 Suggest the various ways in which you will make the lesson GESI responsive

Examples:

Translation Practice of a Ghanaian language –

Processes in translation (EG):

Watch a YouTube video that shows a male teacher teaching EG learners.

Form mixed groups for group activities.

Translation Practice of a Ghanaian language –

Processes in translation (UP):

Watch a YouTube video that shows a person with different ability (person living with disability) teaching at UP level. disability) teaching at UP level.

Form mixed groups for group activities.

Form mixed groups for group activities.

Translation Practice of a Ghanaian language —

Processes in translation (JHS):

Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.

Translation Practice of a Ghanaian language –

Processes in translation (JHS):

Watch a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.

Form mixed groups for group activities.

Form mixed groups for group activities.

Creative Writing – Writing literature for JHS learner II (JHS): Creative Writing –
Writing literature for JHS
learner II (JHS):

Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.

Watch a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.

Form mixed groups for group activities.

Form mixed groups for group activities.

3.6 Put tutors in mixed pairs to deliberate on how the contents of topics and the delivery of their lessons will develop the core competences.

3.6 In mixed pairs (male-female, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group.

Examples:

Processes in translation (EG):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

Processes in translation (UP):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

Writing literature for JHS learners II (JHS):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy).

3.7 Ask tutors to use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (One content may also be tied in with other contents into a bigger project). (Refer tutors to section 1.7 of Session One (1) for examples of subject projects and subject portfolios)

Examples:

Processes in translation (EG):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

Processes in translation (UP):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

Writing literature for JHS learner II (JHS):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship).
YouTube video: (digital literacy).

3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project)

	1		1
	3.8 Ask tutors to	3.8 Consider the	
	consider the resources	resources in the	
	in the respective	respective manuals and	
	manuals and suggest	suggest which and how	
	which and how they	they may be deployed.	
	may be deployed in the	(These should include ICT	
	teaching and learning	tools, inclusive materials,	
	process. (These should	required and additional	
	include ICT tools,	texts).	
	inclusive materials,		
	required and additional	Ask for assistance	
	texts).	regarding how available	
	,	digital tools may be	
	Provide tutors with	deployed (PowerPoint,	
	assistance on how	YouTube video, etc.).	
	available digital tools		
	may be deployed		
	(PowerPoint – how to		
	prepare presentations;		
	YouTube video – how to		
	find YouTube videos;		
	etc.)		
4. Evaluation and	4.1 Ask a tutor to	4.1 Identify a critical	15 mins
review of session:	identify a critical friend	friend to sit in one of	13 111113
review of session.	to sit in one of their	their lessons to report in	
Tutors should		the subsequent PD	
Identifying critical	lessons to report in the	session.	
friends to observe	in the subsequent PD session	Session.	
	session		
lessons and report at	4.2 Ack tutors to	4.2 Indicate any	
next session	4.2 Ask tutors to	4.2 Indicate any	
2. Identifying and	indicate any	outstanding issues	
addressing any	outstanding issues	relating to each lesson	
outstanding issues	relating to each lesson	for discussion.	
relating to the	for discussion		
lesson/s for	425	4.2.0	
clarification	4.3 Encourage tutors to	4.3 Read the PD and	
	read the PD and course	course manuals in	
	manuals in preparation	preparation for the next	
	for the next PD session	PD session.	

Tutor PD Session

Age Levels/s: EG, UP and JHS Name of Subject/s: Ghanaian

language Semester 2

Year 4

Tutor PD Session 4
Lesson titles:

> Translation Practice of a Ghanaian language (EG)

Kinds of translation

> Translation Practice of a Ghanaian language (UP)

Kinds of translation

> Translation Practice of a Ghanaian language (JHS)

Kinds of translation

> Creative Writing

Writing literature for JHS learners III

prowh the she to wr and du Eac ade ref	cus: the bullet points ovide the frame for nat is to be done in e session. The SWL ould use the bullets guide what they ite for the SL/HoD d tutors to do and say ring each session. It bullet needs to be dressed and specific ference should be ade to the course anual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
	ntroduction to the	1.1 Start the session by the use of an	1.1 Listen and respond to an icebreaker, and	20 mins
	Review prior learning	icebreaker: you may	volunteer one if	
	A critical friend to share findings for a	provide it or invite any volunteer(s) to provide	necessary.	
	short discussion and	one.		
	lessons learned			
>	0	1.2 Ask critical friend to	1.2 Ask critical friend to	
	discussion of the introductory sections	share comments on an observed lesson for	share comments on an observed lesson for	
	of the lesson up to	discussion.	discussion.	
	and including	4.55455.6111	alocasolo III	
	learning outcomes	1.3 Lead tutors to	1.3 Think and share with	
	and indicators	discuss the student-	the whole group the	
>	Overview of content	teacher prior knowledge	student-teacher	
	and identification of	that will facilitate the	knowledge and	
	any distinctive	success of the delivery	experience upon which	

aspects of the lesson/s,
NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement.
NB SL/HoD should ask

tutors to plan for their

through the PD session

teaching as they go

of the current lessons. (Refer tutors to the RPK section of the course manual RPK).

Example:

Translation Practice of a Ghanaian language - Kinds of translation (EG): The student teachers have done a bit of translation in the previous lesson.

Translation Practice of a
Ghanaian language –
Kinds of translation
(UP): The student
teachers have done a bit
of translation in the
previous lesson.

Translation Practice of a Ghanaian language – Kinds of translation (JHS): The student teachers have done a bit of translation in the previous lesson.

Creative writing – Writing literature for JHS learners III: The student teachers have learned about poetry of a Ghanaian in one of their previous courses.

1.4 Ask tutors to reflect on the introductory section of each lesson and indicate their observations, as well as bring up any outstanding issues for discussion (**Questions**: What are some of the

you may build your lesson.

Example:

Translation Practice of a Ghanaian language - Kinds of translation (EG): The student teachers have done a bit of translation in the previous lesson.

Translation Practice of a
Ghanaian language –
Kinds of translation (UP):
The student teachers
have done a bit of
translation in the
previous lesson.

Translation Practice of a Ghanaian language – Kinds of translation (JHS): The student teachers have done a bit of translation in the previous lesson.

Creative writing – Writing literature for JHS learners III: The student teachers have learned about poetry of a Ghanaian in one of their previous courses.

1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.

barriers to the delivery of each lesson? To what extent does the LI match the LO?). (Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs)

Example:

Translation Practice of a Ghanaian language -Kinds of translation (EG):

LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.

Translation Practice of a Ghanaian language-Kinds of translation (UP):

LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.

Example:

Translation Practice of a Ghanaian language -Processes in translation (EG):

LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20). LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.

Translation Practice of a Ghanaian language-Kinds of translation (UP):

LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.

Translation Practice of a Ghanaian language-Kinds of translation (JHS):

LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.

Creative Writing – Writing literature of JHS learner III (JHS):

LO-1. demonstrate knowledge and skills in creatively writing literary materials in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

LI-1.1. explain creative writing pieces.

1.5 Lead an enquiry-based exploration and discussion of the features of the lessons. (Questions: What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). (Refer tutors to lesson description, topic and subtopics)

Example:

Translation Practice of a Ghanaian language-Kinds of translation: Translation Practice of a Ghanaian language-Kinds of translation (JHS):

LO- 1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

LI- 1.1. apply the skills in translating a given text from English to Ghanaian language or vice versa.

Creative Writing – Writing literature of JHS learner III (JHS):

LO-1. demonstrate knowledge and skills in creatively writing literary materials in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

LI-1.1. explain creative writing pieces.

1.5 Discuss your perception of the distinctive scope of this lesson with the whole group.

Example:

Translation Practice of a Ghanaian language-Processes in translation:

This course is taught at the three age phases (EG, UP, and JHS), with similar scope and content among the three levels. For example, at the EG, UP and JHS levels, the course introduces student teachers to the kinds of translation such as literal verses modified literal translation, unduly free verses idiomatic meaning. This will enable student teachers to apply the knowledge in translating materials read to the appropriate age level learners to get the correct and precise information. The noticeable difference is in the pedagogy component of the course, which is present at both UP and JHS levels but absent in at the EG level.

This course is taught at the three age phases (EG, UP, and JHS), with similar scope and content among the three levels. For example, at the EG, UP and JHS levels, the course introduces student teachers to the kinds of translation such as literal verses modified literal translation, unduly free verses idiomatic meaning. This will enable student teachers to apply the knowledge in translating materials read to the appropriate age level learners to get the correct and precise information. The noticeable difference is in the pedagogy component of the course, which is present at both UP and JHS levels but absent in at the FG level.

Creative writing – Writing literature for JHS learners III (JHS):
This lesson introduces student teachers to the characteristics and processes in writing a poetry for JHS learners. It seeks to equip the student teacher with the knowledge and skills in writing a simple poetry, which is appropriate for JHS learners.

Creative writing – Writing literature for JHS learners III (JHS): This lesson introduces student teachers to the characteristics and processes in writing a poetry for JHS learners. It seeks to equip the student teacher with the knowledge and skills in writing a simple poetry, which is appropriate for JHS learners.

1.6 Ask tutors to anticipate and discuss possible barriers that may impede success of the lesson.

Example:

Translation Practice of a Ghanaian language – Kinds of translation (EG): Student teachers may not know the detail steps involved in translating a text into any language.

Translation Practice of a Ghanaian language – Kinds of translation (UP): Student teachers may not know the detail steps involved in translating a text into any language.

Translation Practice of a Ghanaian language – Kinds of translation (JHS): Student teachers may not know the detail steps involved in translating a text into any language.

Creative Writing –
Writing literature for
JHS learners III (JHS):
Student teachers might
possibly not have the
requisite skills in writing

1.6 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson.

Example:

Translation Practice of a Ghanaian language – Kinds of translation (EG): Student teachers may not know when to apply a kind of translation. Student teachers may not have applied this to a text during their internship.

Translation Practice of a Ghanaian language – Kinds of translation (UP): Student teachers may not know the when to apply a kind of translation. Student teachers may not have applied this to a text during their internship.

Translation Practice of a Ghanaian language – Kinds of translation (JHS): Student teachers may not know the when to apply a kind of translation. Student teachers may not have applied this to a text during their internship.

Creative Writing –
Writing literature for JHS
learners III (JHS): Student
teachers might possibly
not have the requisite
skills in writing poetry

	poetry appropriate for	appropriate for JHS	
	JHS learners. Large class	learners. Large class size.	
	size.		
As this course is dealing	1.7 Ask the tutors	1.7 Discuss the need for	
with supporting and/or	discuss the need for	the student teachers to	
assessing the	them to encourage the	develop personal	
Professional Teaching	student teachers to	professional teaching	
Portfolio Development	develop professional	portfolio which will aid	
and/or Classroom	portfolio which will be	their promotion as begin	
Enquiry and Action	needed as part of their	life as beginning teachers	
Research Project Report	documents for	in the future.	
writing. Tutors should	promotion purposes.		
be provided with			
guidance on what to do,			
including organisation			
of Post-Internship			
Seminar.			
For each session	1.8 Ask the tutors to	1.8 Discussion how tutors	
remember this is the	discuss how they will	will prompt student	
final semester before	ensure that student	teachers to pay particular	
Students begin teaching	teachers use language	attention to GESI, CCI,	
provide prompts to help	that is gender-sensitive,	ICT, and other issues	
support this transition	assign roles and	when they begin their	
for planning and give	responsibilities taken	journey as beginning	
regard for GESI, CCI, ICT	into an account SENs	teachers.	
etc.	issues of the learners,	teachers.	
	employ ICT in their		
	teaching, etc. as		
	beginning teachers.		
2 Concept Development	2.1 Ask tutors to	2.1 Read and present to	15 mins
(New learning likely to	present oral summaries	the whole group an oral	13 111113
arise in lesson/s):	·	summary of the major	
	of the major new content to be learnt in		
Identification and discussion of new		new content to be	
	their respective lessons:	presented in your lesson:	
learning, potential	concepts and	concepts and pedagogies to be introduced.	
barriers to learning	pedagogies to be	to be introduced.	
for student teachers	introduced in the lesson		
or students, new	Farancia e	Francisco	
concepts or	Examples:	Examples:	
pedagogy being	Translation Practice of	Translation Practice of a	
introduced in the	a Ghanaian language –	Ghanaian language –	
lesson, which need	Kinds of translation:	Kinds of translation: (EG):	
to be explored with	(EG):	Kinds of translation:	
the SL/HoD	Kinds of translation:	Teaching the various	
NB The guidance for	Teaching the various	kinds of translation to	
SL/HoD should set out	kinds of translation to	enable Early Grade	
what they need to do to	enable Early Grade		

introd	uce and explain	student teacher apply it	student teacher apply it	
	ues/s with tutors,	in his/her teaching.	student teacher apply it in his/her teaching.	
	hould take	in mis/ner teaching.	in mayner teaching.	
-	ack to gauge	Translation Practice of	Translation Practice of a	
	standing and	a Ghanaian language –	Ghanaian language –	
	rt tutor	Kinds of translation	Kinds of translation (UP):	
	ement.	(UP):	Kinds of translation:	
Ciigagi	cilicit.	Kinds of translation:	Kinds of translation:	
		Kinds of translation:	Teaching the various	
		Teaching the various	kinds of translation to	
		kinds of translation to	Upper Primary student	
		Upper Primary student	learners.	
		learners.	rearriers.	
		1001110101		
		Translation Practice of	Translation Practice of a	
		a Ghanaian language –	Ghanaian language –	
		Kinds of translation	Kinds of translation (JHS):	
		(JHS):	Kinds of translation:	
		Kinds of translation:	Teaching the various	
		Teaching the various	kinds of translation to	
		kinds of translation to	JHS learners.	
		JHS learners.		
		Constitute 14/vitations	Constitute Maritim or	
		Creative Writing –	Creative Writing –	
		Writing literature for JHS learner III: Teaching	Writing literature for JHS learner III: Teaching the	
		the characteristics and	characteristics and	
		processes in writing a	processes in writing a	
		poetry piece for JHS	poetry piece for JHS	
		learners.	learners.	
3.Plan	ning for teaching,	3.1 Ask tutors to read	3.1 Read the teaching	40 mins
learnii	-	the teaching and	and learning activities	
	ment activities for	learning activities	proposed for the	
the les	sson/s	proposed for the	respective lessons and	
	Reading and	respective lessons and	subject them to a critical	
	discussion of the	subject them to a	discussion	
	teaching and	critical discussion.		
	learning activities			
>	Noting,	3.2 Give each tutor an	3.2 Reflect on the	
	addressing, and	opportunity to ask the	content to be present	
	explaining areas	whole group for support	and ask the whole group	
	where tutors	or assistance in the	for support or assistance	
•	may require	clarification of, and/or	in the clarification of,	
	may require			
	clarification	other perspectives on or	and/or other	
>	clarification Noting		perspectives on or	
>	clarification	other perspectives on or	•	

- links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD
- > Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability

- 3.3 Ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.
- 3.4 Ask tutors to indicate how they will use ICT in the lesson.
- Examples:
 Translation Practice of
 a Ghanaian language –
 Kinds of translation
 (EG):
 Show a YouTube video
 of how the various kinds

of translation are taught

to early grade student

Make PowerPoint presentation

teachers

Translation Practice of a Ghanaian language – Kinds of translation (UP): Show a YouTube video of how the various kinds of translation are taught to Upper Primary learners.

Make PowerPoint presentation

Translation Practice of a Ghanaian language –Kinds of translation
(JHS):

- 3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.
- 3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.

Examples:

Translation Practice of a Ghanaian language – Kinds of translation (EG): Watch a YouTube video of how the various kinds of translation are taught to early grade student teachers

Make PowerPoint presentation

Translation Practice of a Ghanaian language – Kinds of translation (UP): Watch a YouTube video of how the various kinds of translation are taught to Upper Primary learners.

Make PowerPoint presentation

Translation Practice of a Ghanaian language –
Kinds of translation (JHS):

Tutors should be expected to have a plan for the next lesson for student teachers Show a YouTube video of how the various kinds of translation are taught to JHS learners.

Make PowerPoint presentation.

Creative Writing – Writing literature for JHS learner III:

Show a YouTube video of how writing literature (poetry) for JHS learners is taught to JHS student teachers.

Make PowerPoint presentation.

3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive

Examples:

Translation Practice of a Ghanaian language –Kinds of translation
(EG):

Select a YouTube video that shows a male teacher teaching EG learners.

Form mixed groups for group activities.

Translation Practice of a Ghanaian language –Kinds of translation
(UP):

Select a YouTube video that shows a person with different ability (person living with Watch a YouTube video of how the various kinds of translation are taught to JHS learners.

Make PowerPoint presentation.

Creative Writing – Writing literature for JHS learner III:

Watch a YouTube video of how writing literature (poetry) for JHS learners is taught to JHS student teachers.

Make PowerPoint presentation.

3.5 Suggest the various ways in which you will make the lesson GESI responsive

Examples:

Translation Practice of a Ghanaian language – Kinds of translation (EG): Watch a YouTube video that shows a male teacher teaching EG learners.

Form mixed groups for group activities.

Translation Practice of a Ghanaian language – Kinds of translation (UP): Watch a YouTube video that shows a person with

different ability (person living with disability) teaching at UP level.

disability) teaching at UP level. Form mixed groups for Form mixed groups for group activities. group activities. Translation Practice of Translation Practice of a a Ghanaian language – Ghanaian language -Kinds of translation Kinds of translation (JHS): Watch a YouTube video (JHS): Select a YouTube video that shows a person with that shows a person different ability (person with different ability living with disability) (person living with teaching at JHS levels. disability) teaching at JHS levels. Form mixed groups for Form mixed groups for group activities. group activities. Creative Writing -Creative Writing -Writing literature for Writing literature for JHS JHS learner III (JHS): learner III (JHS): Select a YouTube video Watch a YouTube video that shows a person that shows a person with with different ability different ability (person (person living with living with disability) disability) teaching at teaching at JHS levels. JHS levels. Form mixed groups for Form mixed groups for group activities. group activities. 3.6 Put tutors in mixed 3.6 In mixed pairs (malepairs to deliberate on female, able-disable), how the contents of deliberate on how the topics and the delivery contents and the delivery of their lessons will of your lessons will develop the core develop the core competences. competences and share it with the larger group. **Examples: Examples:**

(EG):

Kinds of translation

Kinds of translation (EG):

(communication and

Group work:

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)

Kinds of translation (UP):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

Kinds of translation (UP):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

Writing literature for JHS learners III (JHS):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy).

3.7 Ask tutors to use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (One content may also be tied in with other contents into a bigger project). (Refer tutors to section 1.7 of Session One (1) for examples of subject projects and subject portfolios)

3.8 Ask tutors to consider the resources

Writing literature for JHS learner III (JHS):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship).
YouTube video: (digital literacy).

3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project). (Refer to section 1.7 of Session One (1) for examples of subject projects and subject portfolios)

3.8 Consider the resources in the

	T	T	
	in the respective manuals and suggest which and how they may be deployed in the	respective manuals and suggest which and how they may be deployed. (These should include ICT	
	teaching and learning process. (These should include ICT tools, inclusive materials, required and additional texts).	tools, inclusive materials, required and additional texts).	
	Provide tutors with assistance on how available digital tools may be deployed (PowerPoint – how to prepare presentations; YouTube video – how to find YouTube videos; etc.)	Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.).	
4. Evaluation and	4.1 Ask a tutor to	4.1 Identify a critical	15 mins
review of session:	identify a critical friend	friend to sit in one of	
	to sit in one of their	their lessons to report in	
1. Tutors should	lessons to report in the	the subsequent PD	
Identifying critical	in the subsequent PD	session.	
friends to observe	session		
lessons and report at			
next session	4.2 Ask tutors to	4.2 Indicate any	
2. Identifying and	indicate any	outstanding issues	
addressing any	outstanding issues	relating to each lesson	
outstanding issues	relating to each lesson	for discussion.	
relating to the lesson/s for	for discussion		
clarification	4.3 Encourage tutors to	4.3 Read the PD and	
	read the PD and course	course manuals in	
	manuals in preparation	preparation for the next	
	for the next PD session	PD session.	

Tutor PD Session

Age Levels: JHS Name of Subject: Ghanaian

Language
Semester 2

Year 4

Tutor PD Session 5

> Translation Practice of a Ghanaian language (EG): Translation of different text/ materials (Practice 1)

- > Translation Practice of a Ghanaian language (UP): Translation of different text/ materials (Practice 1)
- ➤ Translation Practice of a Ghanaian language (JHS): Translation of different text/ materials (Practice 1)
- Creative Writing of a Ghanaian language (JHS):

Creative writing workshop I

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1 Introduction to the session ➤ Review prior learning ➤ A critical friend to share findings for a short discussion and lessons learned ➤ Reading and discussion of the introductory sections of the lesson up to and including learning	 1.1 Invite any volunteer(s) to start the session with an ice breaker. 1.2 Ask a tutor to recap what was learnt in the last PD session for lesson 4. 1.3 Ask critical friend to share comments on an observed lesson for discussion. 	 1.1 Listen and respond to an icebreaker by the volunteer. 1.2 Tutors listen to the recap on the lesson 4. 1.3 Listen and discuss comments from the critical friend's report. 	20 mins

- outcomes and indicators
- Overview of content and identification of any distinctive aspects of the lesson/s,

NB The guidance for SL/HoD should identify, address and *provide* explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement.

NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session 1.4 Ask tutors to brainstorm on the introductory section of each lesson and write down their expectations, as well as bring up any outstanding issues for discussion. (Questions: What is the lesson

What is the lesson description? To what extent does the LI match the LO?). (Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs).

e.g.; LO
Translation Practice (JHS)
1. demonstrate
knowledge and skills in
translating texts in a
Ghanaian language. (NTS
2c: 13), (NTECF 3: 20).

 apply the skills in translating a given text from English to Ghanaian language or vice versa.

Creative Writing (JHS)

LO

LI

1. demonstrate knowledge and skills in producing creative literary materials in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

LI

1.1 explain the processes in creative writing

1.4 Brainstorm on the introductory section of your respective lessons and write down your expectations and concerns for **discussion**.

Eg LO

Translation Practice (JHS)

1. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

LΙ

1. apply the skills in translating a given text from English to Ghanaian language or vice versa

Creative Writing (JHS)

LO

1. demonstrate knowledge and skills in producing creative literary materials in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

LI

1.1explain the processes in creative writing

1.5 Lead an enquiry-based exploration and discussion of the features of the lessons. (Refer tutors to lesson description, topic and subtopics in the manual)

E.g.,

Translation Practice of a Ghanaian language translation of different text (Practice 1): In this fifth lessons, the contents and focus of this course cut across the three age phases (EG, UP and JHS) as follows: application of the translation theories to translation.

Creative Writing of a

Creative Writing of a Ghanaian language (JHS): This lesson focuses on the production of a literary piece in any one of the three genres of literature from the learner in a Ghanaian Language.

1.6 Ask tutors to write down the student-teacher prior knowledge that will facilitate the success of the delivery of the current lessons for deliberation. (Refer tutors to the RPK section of the course manual RPK).

EG. Translation Practice: The student teachers began translating 1.5 Individually read and note the distinctive features or scope of this lesson for discussion with the whole group.

E.g.,

Translation Practice of a Ghanaian language translation of different text (Practice 1): In this fifth lessons, the contents and focus of this course cut across the three age phases (EG, UP and JHS) as follows: application of the translation theories to translation.

Creative Writing of a Ghanaian language (JHS):

This lesson focuses on the production of a literary piece in any one of the three genres of literature from the learner in a Ghanaian Language.

1.6 Deliberate with the whole group the student-teacher prior knowledge and experience upon which you may build your lesson.

EG.
Translation Practice:
The student teachers
began translating
sentences.

	sentences Creative	Creative Writing The student teacher have
	Writing. The student teacher has	learned the different
	learned the different	genres of literature.
	genres of literature. They	They have also learned
	have also learned	composition writing.
		Composition writing.
	composition writing.	
	1.7 Ask tutors to reflect	1.7 Reflect in groups
	on the challenges that	some of the factors
	may impede success of	you anticipate may
	the lesson. Eg for	constitute challenges
	translation (EG, UP,	that will impede the
	JHS) there may be lack	·
	of vocabulary and lack	
	of skills in translation;	
	Creative writing for JHS:	
	Student teachers may not	
	have the skills to actualise	
	their theoretical	
	knowledge in creative	
	writing.	
As this course is dealing	1.8 Lead tutors to discuss	1.8 Discuss the
with supporting and /or	the contents in	contents of
assessing the	Professional Teaching	Professional Teaching
Professional Teaching	Portfolio for student	Portfolio and its
Portfolio Development	teachers and how to	arrangement and filing.
and / or the Classroom	gather and arrange and	Refer to STS Handbook
Enquiry and Classroom	file them. Refer to STS	IV page 65-66, Table
Enquiry and Action Research Project	Handbook IV page 65-66, Table 7.2.7.2	7.2.7.2
Report writing. Tutors	Tuble 7.2.7.2	
should be provided	1.9 Ask tutors to write	1.9 Write down items
with guidance on what	down the items to be	to be assessed in the
to do including	assessed during the Post	content such as the
organisation of Post	Internship Seminar for	statement of
Internship Seminar.	beginning teachers such	Philosophy, validity of
	as Teaching Philosophy	the statement and
	and discuss its application	application of the
	to teaching. (Refer to STS	philosophy.
	Handbook Year 3)	
For each session	1.10 Ask Tutor to discuss	1.10 Tutors discuss the
remember this is the	some of the support that	support that will aid
final semester before	will aid student teachers	teaching in relation to
Students begin	in the planning and	GESI, CCI and ICT for
teaching provide	teaching such as forming	ı

prompts to help	groups based on diversity,	smooth transition into	
support this transition	giving equal attention to	the world.	
for planning and give	all students, and selecting		
regard for GESI, CCI, ICT	audio visuals that will		
etc.	favour all learners, so no		
	one is left out during		
	classroom teaching.		
2 Concept	2.1 Ask tutors to present	2.1 Present a summary	15 mins
Development (New	oral summaries of the	of the major new	
learning likely to arise	major new content to be	content to be	
in lesson/s):	learnt in their respective	presented in your	
Identification and	lessons: concepts and	lesson concepts and	
discussion of new	pedagogies to be	pedagogies to be	
learning, potential	introduced in the lesson.	introduced.	
barriers to learning			
for student teachers	E.g.,	E.g.,	
or students, new	Translation Practice of a	Translation Practice of	
concepts or	Ghanaian language –	a Ghanaian language	
pedagogy being	Translation of different	– Translation of	
introduced in the	text/material (Practice 1):	different text/material	
lesson, which need	(EG):	(Practice 1): (EG):	
to be explored with	Report from your post	Report from your post	
the SL/HoD	internship on how	internship on how	
NB The guidance for	translation practice is	translation practice is	
SL/HoD should set out	applied during teaching	applied during teaching	
what they need to do to	and write in reflective	and write in reflective	
introduce and explain	journal	journal	
the issues/s with tutors,	Translation Practice of a	Translation Practice of	
they should take	Ghanaian language –	a Ghanaian language	
feedback to gauge	Translating different	 Translating different 	
understanding and	text/material (UP):	text/material (UP):	
support tutor	Comment on the use of	Comment on the use of	
engagement.	translation practice during	translation practice	
	the internship	during the internship	
	Translation Practice of a	Translation Practice of	
	Ghanaian language –	a Ghanaian language	
	Translating different	 Translating different 	
	text/material (UP):	text/material (UP):	
	Selecting a simple text of	Selecting a simple text	
	about two paragraphs for	of about two	
	translation.	paragraphs for	
	Skills in translating words	translation.	
	and sentences	Skills in translating	
		words and sentences	
	2.2 Ask tutors to examine	2.2 Examine the	
	the appropriateness of the	appropriateness of the	

diction used during your internship in teaching of translation (check if it caters for all manner of learners);

Creative Writing of a Ghanaian language – Creative writing

Creative writing workshop(JHS):

Applying knowledge in the ways of style writing and plot to create a literary piece.

Observation during internship the factors considered in selecting method for teaching a specific genre of literature by teachers.

2.3 Ask tutors to discuss some potential barriers that hinder the lesson 5. e.g.,

Translation Practice (EG, UP, JHS): lack of skills in translation and lack of vocabulary

Solution: More practice in different subject areas to build vocabulary and skills. Creative Writing(JHS): first time of trying to write a literary piece.

Solution: vet written piece in small bits and show samples for discussion.

2.4 Ask tutors to discuss appropriate pedagogies that can be used to teach this practical lesson. Eg use of group presentation, e-learning (e.g. video clip

diction used during your internship in teaching of translation (check if it caters for all manner of learners);

Creative Writing of a
Ghanaian language –
Creative writing

Creative writing workshop(JHS):

Applying knowledge in the ways of style writing and plot to create a literary piece.

Observation during internship the factors considered in selecting method for teaching a specific genre of literature by teachers.

2.3 discuss the potential barriers that hinder the lesson 5. e.g.,

Translation Practice
(EG, UP, JHS): lack of
skills in translation and
lack of vocabulary
Solution: More practice
in different subject
areas to build
vocabulary and skills.
Creative Writing(JHS):
first time of trying to
write a literary piece.
Solution: vet written
piece in small bits and
show samples for
discussion.

2.4 discuss some appropriate pedagogies that can be employed in teaching this lesson 5. E.g. group presentation, elearning (e.g. video

			alia an akana an	
		on steps or processes in	clip on steps or	
		writing, oral presentation)	processes in writing,	
			oral presentation)	
	ning for teaching,	3.1 Ask tutors to open the	3.1 Read the teaching	40 mins
learnir	ng and	teaching and learning	and learning activities	
assess	ment activities	activities proposed for the	proposed for the	
for the	e lesson/s	respective lessons in the	respective lessons	
>	Reading and	manual and deliberate on	deliberate on their	
	discussion of the	its effectiveness and	effectives and suggest	
	teaching and	suggest others in addition	additional ones where	
	learning	where necessary. E.g., use	necessary.	
	activities	of independent study,	Treeessary.	
<i>▶</i>	Noting,	discussion of video clip of		
	addressing, and	translation or steps in		
	- -	•		
	explaining areas	composing poetry.		
	where tutors	2.2.65.5.55.45.54	2.2.4	
	may require	3.2 Give individual tutors	3.2 Answer questions	
	clarification	an opportunity to ask the	on the content to	
>	Noting	whole group for	be present and ask	
	opportunities for	clarification of, and/or	the whole group	
	making <i>explicit</i>	other perspectives on or	clarification of,	
	<i>links</i> to the Basic	approaches to the	and/or other	
	School	concepts in a lesson	perspectives on or	
	Curriculum		approaches to the	
>	Noting		concepts in a	
	opportunities for		lesson.	
	integrating: GESI			
	responsiveness	3.3 In a whole group	3.3 Identify the	
	and ICT and 21st	discussion, ask tutors to	areas or aspects of the	
	C skills	identify the areas or	basic school	
>	Reading,	aspects of the basic school	curriculum that the	
	discussion, and	curriculum that the lesson	lesson will improve	
	identification of	will improve teachings. Eg	earlier teachings. Eg	
	continuous	use of appropriate	use of appropriate	
	assessment	vocabulary in teaching	vocabulary in teaching	
	opportunities in	early grade specific topics,	early grade specific	
	the lesson. Each	using appropriate	topics, using	
	lesson should	vocabulary for specific	appropriate	
	include at least	subject for upper Primary	vocabulary for specific	
		and JHS in the Basic	, ,	
	two		subject for upper	
	opportunities to	School Curricula; apply	Primary and JHS in the	
	use continuous	skills in translation to	Basic School curricula;	
	assessment to	teach in JHS class in the	apply skills in	
	support student	Basic School Curricula.	translation to teach in	
	teacher learning,		JHS class in the Basic	
	subject specific		School Curricula.	
	examples should			

- be provided for SL/HoD
- Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
- Tutors should be expected to have a plan for the next lesson for student teachers

- 3.4 Ask tutors to discuss the link of the topics in the College and the Basic Curriculum and note them.
- 3.5 Ask tutors to discuss how they will deploy ICT tools suggested in the manual in the lesson, particularly those available in the institution.
- E.g.,
 Translation Practice of a
 Ghanaian language —
 Translating of different
 text (Practice 1) (EG):
- i. Show a YouTube video that presents the application of translation in teaching early graders.
- ii. Make PowerPoint presentation or slide show of how translation aids in teaching content in early grade class.

Translation Practice of a Ghanaian language – Translation of different text Practice 1 (UP):

 Use a PowerPoint presentation to show factors to consider before selecting a text for translation and some samples of translation test items.

Translation Practice of a
Ghanaian language –
Translation of different
text Practice 1 (JHS):

- 3.4 Ask tutors to discuss the link of the topics in the College and the Basic Curriculum and note them.
- 3.5 Ask tutors to discuss how they will deploy ICT tools suggested in the manual in the lesson, particularly those available in the institution.

E.g. Translation Practice of a Ghanaian language Translating of different text (Practice 1) (EG): Show a YouTube video that presents the application of translation in teaching early graders. ii.Make PowerPoint presentation or slide show of how translation aids in teaching content in early grade class.

Translation Practice of a Ghanaian language

- Translation of different text Practice 1 (UP):

 i. Use a PowerPoint presentation to show factors to consider before selecting a text for translation and some samples of translation test items.

 Translation Practice of
- Translation Practice of a Ghanaian language – Translation of

 Project a Ghanaian language text from a specific discipline eg science or geography and, or with a PowerPoint presentation and choice of diction.

Creative Writing of a
Ghanaian language —
Creating writing workshop
1 (JHS):

i. Show a selection of creative works for teaching the Ghanaian language, using a PowerPoint presentation.

3.6 Ask tutors to write on a sticky note the various ways in which they will make the lesson GESI responsive. (Refer to Guidance Note for integrating GESI in PDS materials).

E.g.,
Translation Practice of a
Ghanaian language —
Translation of different
text Practice 1(EG):
Ensure all have equal
opportunity to play
leading roles in groups;
form mixed gender and
ability groups; be tolerant
with slow learners; break
gender stereotypes with
examples or illustrations
cited;
Translation Practice of a

Translation Practice of a Ghanaian language – different text Practice 1 (JHS): Project a Ghanaian language text from a specific discipline e.g., science or geography and, or with a **PowerPoint** presentation and choice of diction. Creative Writing of a Ghanaian language – Creating writing workshop 1 (JHS): Show a selection of creative works for teaching the Ghanaian

language, or with a

PowerPoint presentation.

3.6 Write on a sticky note the various ways in which you will make the lesson GESI responsive. (Refer to Guidance Note for integrating GESI in PDS materials).

E.g., Translation Practice of a Ghanaian language Translation of different text Practice 1(EG): Ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be tolerant with slow learners; break gender stereotypes with examples or illustrations cited;

Translation of different texts. Practice 1(UP):

Ensure even distribution of questions; ensure active participation of all in group works; select text that break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.

Translation practice of a Ghanaian language -**Translation** of different text Practice 1 (JHS): Ask both male and females to write answers on the board; use audio visuals to ensure active participation of all learners; ensure all have equal opportunity to play leading roles in groups; form ability groups bearing in mind cultural diversity; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language/pictures.

Creative Writing of a Ghanaian language –

Creative Writing
Workshop (JHS):
Be tolerant with those
with individuals with
disability and slow
learners, select a teaching
strategy that will ensure
equal participation
employ differentiated
teaching approaches
suitable for all learners;

Translation Practice of a Ghanaian language

Translation of

different texts. Practice 1(UP):
Ensure even distribution of questions; ensure active participation of all in group works; select text that break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.

Translation practice of a Ghanaian language

Translation of different text Practice 1 (JHS):

Ask both male and females to write answers on the board; use audio visuals to ensure active participation of all learners; ensure all have equal opportunity to play leading roles in groups; form ability groups bearing in mind cultural diversity; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language/pictures.

Creative Writing of a Ghanaian language –

Creative Writing Workshop (JHS):

be tolerant with those with individuals with disability and slow learners, select a teaching strategy that will ensure equal participation employ differentiated teaching approaches suitable for all learners;

3.7 Using think -pair – share strategy ask tutors to deliberate on how the contents of topics and the delivery of their lessons will develop the core competences and share with larger group.

3.7 In mixed pairs (male-female, abledisable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group.

E.g., Translation of different text Practice 1(EG):

Individual study: critical thinking and problem solving, cultural identity and global citizenship)

YouTube video: (digital literacy)

E.g., Translation of different text Practice 1(EG):

Individual study: critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital

literacy)

Translation of different text Practice I(UP):

Seminar Presentation: (critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital

literacy)

Translation of different text Practice I(UP):

Seminar Presentation: (critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital

literacy)

Translation Practice of a Ghanaian Language (JHS):

Individual study: (critical thinking and problem solving, cultural identity and global citizenship)

Translation Practice of a Ghanaian Language (JHS):

Individual study: (critical thinking and problem solving, cultural identity and global citizenship)

Creative Writing of a Ghanaian Language (JHS):

Independent study: (communication, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)

Creative Writing of a **Ghanaian Language** (JHS):

Independent study: (communication, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)

3.8 Ask tutors to use lesson content to design subject projects, and/or assessment instruments for subject portfolio. Review the assessment and let it align with the **NTEAP**

e.g., of Subject Project translate a 15 page book; Write a 10 page prose on the theme of patience, and subject portfolios e.g., copies of scheme work, reflective journal. Marked assignments,

photos, field notes, course

outlines etc. (Refer to the

STS Year 3 Handbook)

3.8 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (One content may also be tied in with other contents into a bigger project)

Review the assessment and let it align with the **NTEAP** e.g., of Subject Project translate a 15 page book; Write a 10-page prose on the theme of patience, and subject portfolios e.g., copies of scheme work, reflective journal. Marked assignments, photos, field notes, course outlines etc. (Refer to the STS Year 3 Handbook)

	204-11:	2.0.0	
	3.9 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. (These should include ICT tools, inclusive materials, required and additional texts). for instance, surf and download the current books on translation teaching and read the core text book in the manual. Use of mobile phones	3.9 Consider the resources in the respective manuals and suggest which and how they may be deployed. (These should include ICT tools, inclusive materials, required and additional texts). for instance, surf and download the current books on translation teaching and read the core text book in the manual. Use of mobile phones.	
	3.10 Provide tutors with assistance on how available digital tools may be deployed (PowerPoint – how to prepare and teach translation presentations; YouTube video – how to find YouTube videos on writing a textbook; etc)	3.10 assistance on how available digital tools may be deployed (PowerPoint – how to prepare and teach translation presentations; YouTube video – how to find YouTube videos on writing a textbook; etc	
4. Evaluation and review of session: 1. Tutors should	4.1 Ask a tutor to identify a critical friend to sit in one of their lessons to report in the subsequent	4.1 Identify a critical friend to sit in one of their lessons to report in the subsequent PD	15 mins
Identifying critical friends to observe lessons and report	PD session 4.2 Ask tutors to indicate	session. 4.2 Indicate any	
at next session 2. Identifying and addressing any outstanding issues	any outstanding issues relating to the lesson for discussion	outstanding issues relating to the lesson for discussion.	
relating to the lesson/s for clarification	4.3 Remind tutors to read the PD and course manuals in preparation for the next PD session	4.3 Read the PD and course manuals in preparation for the next PD session.	

Tutor PD Session

Age Levels: EG, UP JHS Name of Subject/s: Ghanaian

Language
Semester 2

Year 4

Tutor PD Session 6

> Translation Practice of a Ghanaian language (EG): Translation of different text/ materials (Practice II)

> Translation Practice of a Ghanaian language (UP): Translation of different text/ materials (Practice II)

➤ Translation Practice of a Ghanaian language (JHS): Translation of different text/ materials (Practice II)

Creative Writing of a Ghanaian language (JHS): Creative writing workshop II

Focus: the bullet	Cuidence notes on Londing	Cuidones Notes on Tuton	Time a
	Guidance notes on Leading	Guidance Notes on Tutor	Time
points provide the	the session. What the	Activity during the PD	in
frame for what is to	SL/HoDs will have to say	Session. What PD Session	session
be done in the	during each stage of the	participants (Tutors) will	
session. The SWL	session	do during each stage of	
should use the		the session.	
bullets to guide what			
they write for the			
SL/HoD and tutors to			
do and say during			
each session. Each			
bullet needs to be			
addressed and			
specific reference			
should be made to			
the course manual/s.			
1 Introduction to the	1.1 Invite any volunteer(s)	1.1 Listen and respond to	20
session	to start the session	•	mins
		a puzzle by the	1111115
Review prior	with a puzzle.	volunteer.	
learning			
A critical friend to	1.2 Ask tutors to tell		
share findings for	another colleague	1.2 Share knowledge	
a short discussion	what was learnt in the	gained from the	
and lessons	PD session for lesson	lesson 5 PD session.	
learned	5.		
Reading and	1.3 Ask a critical friend to		
discussion of the	give report on an		
introductory			

- sections of the lesson up to and including learning outcomes and indicators
- Overview of content and identification of any distinctive aspects of the lesson/s,

NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

- observed lesson for discussion.
- 1.4. Ask tutors to reflect on the introductory section of each lesson and write down their expectations, as well as bring up any outstanding issues for discussion. (Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs).
- E.g., Translation Practice:
- i. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).
- LI
- apply the skills in translating a given text from English to Ghanaian language or vice versa
- 1.5 Ask tutors to read individually and lead a deliberative discussion of the features of the lessons. (Questions: What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). (Refer tutors

- 1.3 Listen and discuss the critical friend's report.
- 1.4 Reflect on the introductory section of your respective lessons and write down your expectations and concerns for discussion.

- E.g., Translation Practice:
- i. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).
- LI
- apply the skills in translating a given text from English to Ghanaian language or vice versa
- 1.5 Individually read and note the distinctive features or scope of this lesson for discussion with the whole group.

E.g.,

	to lesson description, topic and subtopics) E.g., Translation Practice of a Ghanaian language: i. In the sixth lessons, the contents and focus of this course cut across the three age phases (EG, UP and JHS) as follows: appropriate vocabulary for translation of text about school Creative Writing of a Ghanaian language (JHS): i. This lesson focuses on steps and processes involved in the production of a book in any one of the three genres of literature from the learner in a Ghanaian Language. The focus is on the writing a	In the sixth lessons, the contents and focus of this course cut across the three age phases (EG, UP and JHS) as follows: appropriate vocabulary for translation of text about school Creative Writing of a Ghanaian language (JHS): i. This lesson focuses on steps and processes involved in the production of a book in any one of the three genres of literature from the learner in a Ghanaian Language. The focus is on the writing a literary piece at the end of the course.
As this course is	literary piece at the end of the course. 1.6 Ask tutors to write on a flip chart the student-teacher prior knowledge that will facilitate the success of the delivery of the current lessons for deliberation. (Refer tutors to the RPK section of the course manual RPK). Eg Translation Practice (EG, UP, JHS) 1.7 Guide tutors to discuss	1.6 Write on a flip chart the student-teacher prior knowledge and that will facilitate the success of the lesson delivery. 1.7 Discuss artefacts that
dealing with	some artefacts that can be	can be included in

			T
supporting and /or	included in the Professional	Professional Portfolio	
assessing the	Portfolio for beginning	for beginning	
Professional Teaching	teachers. (Refer to STS	teachers.	
Portfolio	Handbook Year 3 page 66)		
Development and/ or	, ,		
the Action Research	1.8 Discuss some		
Project Report	components to be	1.8 Discuss components of	
writing. Tutors	discussed in Classroom	Classroom Enquiry	
should be provided	Enquiry and Action	such as intervention	
with guidance on	Research such as	and its application in	
what to do including	intervention and its	the research.	
organisation of Post	application in the research.	the research.	
_	1		
Internship Seminar.	(Refer to STS Handbook		
Fananah	Year 3)	4.0 Diamenths and	
For each session	1.9 Ask tutors to discuss	1.9 Discuss the sample	
remember this is the	the sample text and	text and application of	
final semester before	application of translation	translation skill that will	
Students begin	skill that will be needed in	be needed in the teaching	
teaching provide	the teaching as teachers	as teachers prompting	
prompts to help	prompting beginning	beginning Teachers of the	
support this	Teachers of the choice of	choice of diction and	
transition for	diction and discipline for	discipline for translation	
planning and give	translation not forgetting	not forgetting cultural	
regard for GESI, CCI,	cultural diversity, gender	diversity, gender and	
ICT etc.	and inclusion.	inclusion.	
		Remember to prompt	
	Remind beginning teachers	beginning teachers to	
	to employ digital tools such	employ digital tools such	
	as projector, mobile phone	as projector, mobile	
	in teaching.	phone in teaching.	
2 Concept	2.1 Ask tutors to use tell an	2.1 Present a summary of	15
Development (New	elbow friend to present	the major new content to	mins
learning likely to	oral summaries of the	be presented in your	
arise in lesson/s):	major new content to be	lesson through tell an	
Identification and	learnt in their respective	elbow friend strategy:	
discussion of new	lessons: concepts and	concepts and pedagogies	
learning, potential	pedagogies to be	to be introduced.	
barriers to	introduced in the lesson.		
learning for			
student teachers	E.g.	E.g.	
or students, new	Translation Practice of a	Translation Practice of a	
concepts or	Ghanaian language –	Ghanaian language –	
pedagogy being	Translation of different	Translation of different	
introduced in the	text/materials (Practice II):	text/materials (Practice	
lesson, which	(EG):	II): (EG):	
need to be	, ,	, , ,	
וופפט נט שפ	''	i. Application of	
	translation theory	translation theory	

explored with the SL/HoD

NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.

during teaching and write in reflective journal

Translation Practice of a Ghanaian language – Translating different text/materials Practice II(UP):

 Comment on the selection of three paragraphs for translation practice during your internship

Translation Practice of a Ghanaian language – Translating different text/ material (UP):

 Examine the appropriateness of the diction used in translation for specific subject example mathematics.

Creative Writing of a Ghanaian language – Creative writing workshop (JHS):

i. report from internship the factors considered in selecting style for teaching a specific genre of literature by teachers.

2.2 Ask tutors to outline the challenges that may impede success of the lesson.

E.g., for Translation Practice (EG, UP, JHS)

i. The student teachers have not translated

during teaching and write in reflective journal

Translation Practice of a Ghanaian language – Translating different

Translating different text/materials
Practice II(UP):

 i. Comment on the selection of three paragraphs for translation practice during your internship

Translation Practice of a Ghanaian language –

Translating different text/ material (UP):

 i. Examine the appropriateness of the diction used in translation for specific subject example mathematics.

Creative Writing of a Ghanaian language – Creative writing

Creative writing workshop (JHS):

- i. report from internship the factors considered in selecting style for teaching a specific genre of literature by teachers.
- 2.2 Outline in groups some of the factors you anticipate may constitute challenges that will impede the lesson success. E.g., for

Translation Practice (EG, UP, JHS)

i. The student teachers have not translated

technical texts in the technical texts in the subject area before. subject area before. **Creative Writing: Creative Writing:** i. Lack of skills to i. Lack of skills to actualise the actualise the theoretical knowledge theoretical knowledge in creating a literary in creating a literary piece. piece. Solution Solution i. Begin with simple text i. Begin with simple text for translation" for translation" i. Review the processes in i. Review the processes in writing a piece such as writing a piece such as setting, plot etc setting, plot etc 2.3 Discuss the pedagogies outlined in 2.3 Ask tutors to discuss the course manual and the pedagogies outline in their effectiveness. the course manual and Examples such as their effectiveness. Refer practical activity and to the manual such as use seminar presentation and of practical activity, group work. seminar presentation and group work. 3.Planning for 3.1 Lead tutors to read the 3.1 Read the teaching and 40 teaching, learning teaching and learning learning activities mins and assessment activities proposed for the proposed for the activities for the respective lessons in the respective lessons and lesson/s manual and demonstrate demonstrate their Reading and its effectiveness during effectives when used discussion of the teaching e.g for teaching. E.g., teaching and Group presentation of a Group presentation of learning activities translated sentence for a translated sentence Noting, discussion. for discussion. addressing, and explaining areas 3.2 Give each tutor an 3.2 Reflect on the content where tutors may opportunity to ask the to be present and ask require whole group for the whole group clarification clarification of, and/or clarification of, and/or Noting other perspectives on other perspectives on opportunities for or approaches to the or approaches to the making *explicit* concepts in a lesson concepts in a lesson. *links* to the Basic School Curriculum 3.3 In a whole group 3.3 Identify the areas or **discussion**, ask tutors aspects of the basic

- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD
- > Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
- Tutors should be expected to have a plan for the

- to identify the areas or aspects of the basic school curriculum that the lesson will improve teachings. For instance, how the knowledge in creating literary piece in the College will aid in teaching poems as a topic to upper primary learners in the Basic School Curriculum; the use of translation skills in teaching JHS translation.
- 3.4 Ask tutors to individually describe how they will use ICT tools in the lesson, particularly those in their institution to cater for all manner of learners.

E.g., Translation Practice of a Ghanaian language — Translating of different text/materials Practice II (EG):

Show a YouTube video that presents the application of translation in teaching early graders.

Make PowerPoint presentation or slide show of how translation aids in teaching content in early grade class.

Translation Practice of a Ghanaian language –
Translation of different

- school curriculum that the lesson will improve earlier teachings. For instance, how the knowledge in creating literary piece in the College will aid in teaching poems as a topic to upper primary learners in the Basic School Curriculum; the use of translation skills in teaching JHS translation.
- 3.4 Individually consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.

E.g., Translation Practice of a Ghanaian language -Translating of different text/materials Practice II (EG): Show a YouTube video that presents the application of translation in teaching early graders. Make PowerPoint presentation or slide show of how translation aids in teaching content in early grade class. Translation Practice of a Ghanaian language – Translation of different text/materials Practice II (UP):

next lesson for student teachers

text/materials Practice II (UP):

Use a PowerPoint presentation to show factors to consider before selecting a passage for translation and some samples of translation test items.

Translation Practice of a Ghanaian language –

Translation of different text Practice II (JHS):

Project a Ghanaian language text from a specific discipline e.g., science or geography for discussion through PowerPoint presentation.

Creative Writing of a Ghanaian language –

Creating writing workshop 1 (JHS):

Show a YouTube video on types of prose writing.
Show a PowerPoint presentation on characterisation and style in a literary piece.

3.5 Ask tutors to write on a sticky note the various ways in which they will make the lesson GESI responsive

E.g.:

Translation Practice of a Ghanaian language –

Translation of different text/material Practice II (EG

ensure all have equal opportunity

Use a PowerPoint presentation to show factors to consider before selecting a passage for translation and some samples of translation test items.

Translation Practice of a Ghanaian language –

Translation of different text Practice II (JHS):
Project a Ghanaian language text from a specific discipline e.g., science or geography for discussion through PowerPoint presentation.

Creative Writing of a Ghanaian language – Creating writing workshop 1 (JHS):

Show a YouTube video on types of prose writing.
Show a PowerPoint presentation on characterisation and style in a literary piece.

3.5 Write on a sticky note the various ways in which you will make the lesson GESI responsive

E.g., Translation Practice of a

Ghanaian language –
Translation of different
text/material Practice II(
EG
ensure all have equal
opportunity to play

opportunity to play leading roles in group presentations;

- to play leading roles in group presentations;
- form mixed gender and ability groups;
- be patient with those with individuals with disability;
- break gender stereotypes with text or cited work;

Translation Practice of a Ghanaian language –

Translation of different texts/material. Practice II(UP):

- i. Ensure even distribution of questions;
- ii. ensure active participation of all in group works;
- iii. ensure all have equal opportunity to play leading roles in groups;
- iv. form mixed gender and ability groups;
- v. be patient with those with individuals with disability;
- vi. avoid negative and stereotypical diction.

Translation practice of a Ghanaian language – Translation of different text materials Practice II (JHS):

- i. Ask both male and females to translate sentence each and write on the board;
- ii. use audio visuals to ensure active

form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes

Translation Practice of a Ghanaian language –

with text or cited work;

Translation of different texts/material. Practice II(UP):

Ensure even distribution of questions; ensure active participation of all in group works; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; avoid negative and

stereotypical diction.

Translation practice of a
Ghanaian language —
Translation of different
text materials Practice II
(JHS):
Ask both male and

females to translate sentence each and write on the board; use audio visuals to ensure active participation of all learners; ensure all have equal opportunity to play leading roles in groups. form ability groups bearing in mind cultural diversity.

- participation of all learners;
- iii. ensure all have equal opportunity to play leading roles in groups.
- iv. form ability groups bearing in mind cultural diversity.
- v. be patient with those with individuals with disability.

Creative Writing of a Ghanaian language – Creative Writing Workshop II (JHS):

- i. Select texts that caters for all manner of learners.
- ii. ensure active participation of all in designing the text through group works.
- iii. ensure all have equal opportunity to play leading roles(use of diction) in groups.
- iv. form mixed gender and ability groups
- v. avoid negative and stereotypical books.
- 3.6 Using think -pair —share strategy ask tutors to deliberate on how the contents of topics and the delivery of their lessons will develop the core competences and share with the larger group.

E.g., Translation of different text Practice II(EG):

with individuals with disability. Creative Writing of a Ghanaian language -Creative Writing Workshop II (JHS): Select texts that caters for all manner of learners. ensure active participation of all in designing the text through group works. ensure all have equal opportunity to play leading roles (use of diction) in groups. form mixed gender and

ability groups

avoid negative and

stereotypical books.

be patient with those

3.6 In mixed pairs (malefemale, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group.

E.g., Translation of different text Practice II(EG): Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

Translation of different text Practice II(UP):

Seminar Presentation: (critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)

Translation Practice of a Ghanaian Language (JHS):

Individual study: (critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)

Creative Writing of a Ghanaian Language (JHS):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

3.7 Ask tutors to use lesson content to design subject projects, and/or assessment instruments for subject portfolio. And make

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

Translation of different text Practice II(UP):

Seminar Presentation: (critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)

Translation Practice of a Ghanaian Language (JHS):

Individual study: (critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

Creative Writing of a Ghanaian Language (JHS):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio.

sure it does not defy the NTEAP regulation on assessment. (Refer tutors to section Appendix 2 for examples)

Eg. Of Subject Project: Translate a 10 page text on Science.

Write a two stanza poem for early grade learners. E.g., Subject Portfolio Marked quizzes Drafts of literary pieces written Reports from STS observation

NB

Overall weighting of project = 30%
Weighting of individual parts of project out of 100

- i. Introduction 10
- ii. Methodology 20
- iii. Substantive section –
- iv. Conclusion 30
- 3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. (These should include ICT tools, inclusive materials, required and additional texts).
- 3.9 Demonstrate to tutors how available digital tools may be deployed (PowerPoint how to prepare slides and teach translation presentations; YouTube

(One content may also be tied in with other contents into a bigger project)
. (Refer tutors to section

Appendix 2 for examples)
E.g., Of Subject Project:
Translate a 10 page text
on Science.

Write a two stanza poem for early grade learners.

E.g., Subject Portfolio
Marked quizzes
Drafts of literary pieces
written
Reports from STS
observation

NB:

Overall weighting of project = 30%
Weighting of individual parts of project out of 100
Introduction – 10
Methodology – 20
Substantive section – 40

Conclusion - 30

- 3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (These should include ICT tools, inclusive materials, required and additional texts).
- 3.9 Demonstrate how available digital tools may be deployed (PowerPoint how to prepare slides and teach translation presentations; YouTube video how to find

		l v = 1 + 1	1
	video – how to find	YouTube videos on	
	YouTube videos on	writing a textbook; etc)	
	writing a textbook; etc)		
4. Evaluation and	4.1 Ask a tutor to give a	4.1 Give a brief summary	15
review of session:	brief summary of the major	of the major points	mins
	points discussed in the	discussed in the current	
1. Tutors should	current PD.	PD.	
Identifying critical			
friends to observe	NB.	NB.	
lessons and report	Remind tutors to put down	Remind tutors to put	
at next session	notes to aid them prepare	down notes to aid them	
2. Identifying and	their lesson plan.	prepare their lesson plan.	
addressing any			
outstanding issues	4.2 Ask a tutor to identify a	4.2 Identify a critical	
relating to the	critical friend to sit in one	friend to sit in one of	
lesson/s for	of their lessons to report in	their lessons to report	
clarification	the in the subsequent PD	in the in the	
	session	subsequent PD	
		session.	
		333.3	
	4.3 Ask tutors to indicate	4.3 Indicate any	
	any outstanding issues	outstanding issues	
	relating to the lesson	relating to the lesson	
	for discussion	for discussion.	
	ioi discussion	ioi discussion.	
	4.4 Encourage tutors to	4.4 Read the PD and	
	read the PD and course	course manuals in	
	manuals in preparation for the lesson 7	preparation for lesson 6.	
	the lesson /		

Tutor PD Session

Age Levels/s: Name of Subject/s: Ghanaian

Language Semester 2

Year 4

Tutor PD Session 7

> Translation Practice of a Ghanaian language (EG): Translation of different text/ materials (Practice III)

Translation Practice of a Ghanaian language (UP):

Translation of different text/ materials (Practice III)

> Translation Practice a Ghanaian language (JHS): Translation of different text/ materials (Practice III)

Creative Writing of a Ghanaian language (JHS):
Assessing creative writing of a Ghanaian language

Focus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
points provide the	Leading the session. What	Activity during the PD	session
frame for what is to	the SL/HoDs will have to	Session. What PD Session	
be done in the	say during each stage of	participants (Tutors) will	
session. The SWL	the session	do during each stage of	
should use the bullets		the session.	
to guide what they			
write for the SL/HoD			
and tutors to do and			
say during each			
session. Each bullet			
needs to be			
addressed and			
specific reference			
should be made to			
the course manual/s.			
1 Introduction to the	1.1 Ask tutors to sing a	1.1 Sing a song as an	20 mins
session	song as an icebreaker. E.g.,	icebreaker.	
Review prior	Aaa Biii Ciii Diii.		
learning			
A critical friend to	1.2 Ask one male and one	1.2 A male and a female	
share findings for	female to share their	each share their	
a short discussion	experiences from the	experience for the PD	
and lessons	previous PD session on	session on Lesson 6.	
learned	Lesson 6.		
Reading and		1.3 Listen and discuss	
discussion of the	1.3 Ask a critical friend to	comments from the	
introductory	share report on an	critical friend's report.	

- sections of the lesson up to and including learning outcomes and indicators
- Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for

SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD

session

- observed lesson for discussion.
- 1.4 Ask tutors to write on note pads some issues such as the learning outcome and indicator in the introductory section of each lesson and show to another tutor for a discussion.

 E.g Translation Practice LO a. demonstrate knowledge and skills in teaching using Ghanaian language. (NTS 1a, f: 12), (NTS 2c, d: 13), (NTS 3a, e, f, g, i, j: 14).

LI

(IEP 5: 11).

a. apply their knowledge to teach translation.b. to employ strategies that show individual diversity of the learners are considered

(NTS 2f:13), (NTECF 4: 42),

Creative Writing LO

a. demonstrate knowledge and skill in assessing the various genres of creative writing of a Ghanaian language

LI

a. should be able to design and implement a variety of assessment mode for teaching and learning creative writing (NTS 1d, g: 12), (NTS 3b: 14).
b. should be able to identify and assist JHS learners with difficulties in their assessment (NTS 1a,

1.4 Write on note pads the learning outcome and indicator from the manual and show to a friend for discussion.

Eg Translation Practice LO: demonstrate knowledge and skills in teaching using Ghanaian language. (NTS 1a, f: 12), (NTS 2c, d: 13), (NTS 3a, e, f, g, i, j: 14). (NTS 2f:13), (NTECF 4: 42), (IEP 5: 11).

LI
a. apply their knowledge
to teach translation.
b. to employ strategies
that show individual
diversity of the learners
are considered

Creative Writing LO
a. demonstrate
knowledge and skill in
assessing the various
genres of creative writing
of a Ghanaian language

4.1. should be able to design and implement a variety of assessment mode for teaching and learning creative writing (NTS 1d, g: 12), (NTS 3b: 14).
4.2. should be able to identify and assist JHS learners with difficulties in their assessment (NTS

b: 12), (NTS 3k-p: 14), (NTECF 4: 39)

1.5 In pairs ask tutors to discuss the distinctive features of the lessons. (Refer tutors to lesson description, topic and subtopics)

1a, b: 12), (NTS 3k-p: 14), (NTECF 4: 39)

1.5 In pairs read the distinctive features or scope of this lesson for discussion with the whole group.

E.g.

Translation Practice of a Ghanaian language (EG, UP, JHS):
Appropriate vocabulary for specific discipline (History). Use of theory in translation.
Creative Writing of a Ghanaian language (JHS): Steps involved in assessing a specific literary piece.

E.g

Translation Practice of a Ghanaian language: (EG, UP, JHS)
Appropriate vocabulary for specific discipline (History).
Use of theory in translation.
Creative Writing of a Ghanaian language (JHS): Steps involved in assessing a specific literary piece

1.6 Ask tutors to write down the student-teacher prior knowledge that will facilitate the success of the delivery of the current lessons for deliberation. E.g., Translation Practice (EG, UP, JHS) eg
The student teachers may

The student teachers may have access to certain vocabularies.

Creative Writing (JHS) e.g., The student teachers are likely to have done assessment of learners work before during their school internship programme 1.6 Write down and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.
E.g.,
Translation Practice (EG, UP, JHS) eg
The student teachers may have easy access to certain vocabularies.
Creative Writing (JHS) e.g.,

The student teachers are likely to have done assessment of learners work before during their school internship programme.

		, · · · · · · · · · · · · · · · · · · ·	
	1.7 Lead tutors to demonstrate some of	1.7 Demonstrate the use of e-learning and group	
	the teaching methods	discussion in teaching	
	for this lesson 7 such as use of e-learning	lesson 7	
	and group discussion.		
	und group discussion.		
	1.8 Ask tutors to note	1.8 Note down in groups	
	down some of the	some of the factors you	
	challenges that may	anticipate may constitute	
	impede success of the	challenges that will	
	lesson.	impede the success of the	
	Translation Practice:	lesson	
	vocabularies are not easily accessible to learners.		
	Creative Writing:		
	Assessment of a literary		
	piece may be new to		
	learners (Refer to the		
	Course Manual section on		
	barriers to learning.)		
As this course is	1.9 Lead tutors to discuss	1.9 Discuss how	
dealing with	the organisation of a Post	organisation of Post	
supporting and/ or assessing the	Internship seminar and their role and what is	Internship Seminar is done and role expected of	
Professional Teaching	expected during the	the tutor as well as role of	
Portfolio	seminar for beginning	the beginning teacher.	
Development and /or	teachers.	Discuss the sample	
Classroom Enquiry	Give a sample of a	Classroom Enquiry and	
and Action Research	Classroom Enquiry and	Action Research report	
Project Report	Action research report for	noting down the structure	
writing. Tutors should	tutors to discuss the report	and content and the	
be provided with guidance on what to	and assessment processes to teach beginning	assessment processes. (Refer to STS Handbook	
do including	teachers. (Refer to STS	Year 3 page 50-52)	
organisation of Post	Handbook Year 3 page 50-	1 car 3 page 30 327	
Internship Seminar.	52)		
For each session	1.10 Guide tutors to	1.10 Discuss crosscutting	
remember this is the	discuss some crosscutting	issues on digital literacy,	
final semester before	issues that support	multicultural and ethnic	
Students begin	transition such as choice of	diversity in relation to	
teaching provide prompts to help	digital literacy and its application, multicultural	GESI and SENs in classroom teaching.	
support this transition	and ethnic considerations	ciassiooni teatiing.	
for planning and give	in classroom management		
regard for GESI, CCI,	and paying special		
ICT etc.	attention to SENs so as to		

	remind beginning teachers		
	during lessons.	_	
2 Concept	2.1 Ask tutors to present	2.1 Present a summary of	15 mins
Development (New	oral summaries of the	the major new content to	
learning likely to arise	major new content to be	be presented in the	
in lesson/s):	learnt in their respective	lesson concepts and	
Identification and	lessons: concepts and	pedagogies to be	
discussion of new	pedagogies to be	introduced.	
learning, potential	introduced in the lesson.		
barriers to			
learning for	E.g.	E.g.	
student teachers	Translation Practice of a	Translation Practice of a	
or students, new	Ghanaian language –	Ghanaian language –	
concepts or	(EG):	(EG):	
pedagogy being	Use of appropriate words	Use of appropriate words	
introduced in the	or phrases for technical	or phrases for technical	
lesson, which	text.	text.	
need to be	Translation Practice of a	Translation Practice of a	
explored with the	Ghanaian language (UP) –	Ghanaian language (UP)	
SL/HoD] :	-:	
NB The guidance for	Skill in selection of	Skill in selection of	
SL/HoD should set out	appropriate vocabulary for	appropriate vocabulary	
what they need to do	specific subject in	for specific subject in	
to introduce and	translation	translation	
explain the issues/s	Translation Practice of a	Translation Practice of a	
with tutors, they	Ghanaian language –	Ghanaian language –	
should take feedback	Translating different text	Translating different	
to gauge	(UP):	text(UP):	
understanding and	i) Examine the	i) Examine the	
support tutor	appropriateness of the	appropriateness of the	
engagement.	diction used during your	diction used during your	
	internship and compare	internship and compare	
	with the skills.	with the skills.	
	ii) Knowledge of history	ii) Knowledge of history	
	vocabularies	vocabularies	
	Creative Writing of a	Creative Writing of a	
	Ghanaian language –	Ghanaian language –	
	Creative writing workshop	Creative writing workshop	
	(JHS):	(JHS):	
	Knowledge on assessing	Knowledge on assessing	
	any of the literary genre	any of the literary genre	
	any of the hierary genic	any of the heart y gente	
	2.2 Lead tutors to examine	2.2Examine and discuss	
	some of the strategies in	some strategies for	
	the course manual for	teaching this lesson.	
	teaching this lesson for		
	discussion.		
	41364331011.		<u> </u>

				1
		2.3 Lead tutors to refer to	2.3 Refer to the manual	
		the manual and discuss	and discuss the potential	
		the potential barriers	barriers and their	
		and their solutions.	solutions.	
		Translation Practice:	Translation Practice:	
		Some vocabularies will not	Some vocabularies will	
		be easily be accessible to	not be easily be accessible	
		student teachers.	to student teachers.	
		Solution:	Solution:	
		More practice in	More practice in	
		translation of simple	translation of simple	
		words and sentences.	words and sentences.	
		Creative Writing	Creative Writing	
		Though assessment in	Though assessment in	
		itself might not be new to	itself might not be new to	
		student teachers at this	student teachers at this	
		stage of their pursuit of	stage of their pursuit of	
		the programme,	the programme,	
		assessment of creative	assessment of creative	
		literary pieces in particular	literary pieces in	
		may be new to them.	particular may be new to	
		Solution	them.	
		Discussing samples of	Solution	
		simple literary pieces of	Discussing samples of	
		about 5 pages during	simple literary pieces of	
		lesson.	about 5 pages during	
		Show a video on the	lesson.	
		processes involved in	Show a video on the	
		assessing the three types	processes involved in	
		of genres.	assessing the three types	
			of genres.	
3.1	Planning for	3.1 Ask tutors to open the	3.1 Read the teaching	40 mins
tea	aching, learning and	teaching and learning	and learning activities	
ass	sessment activities	activities proposed for	proposed for the	
fo	the lesson/s	the respective lessons	respective lessons	
	Reading and	in the manual and	deliberate on their	
	discussion of the	deliberate on its	effectives and suggest	
	teaching and	effectiveness and	additional ones where	
	learning activities	suggest others in	necessary.	
	Noting, addressing,	addition where	E.g.; use of group work,	
	and explaining	necessary. E.g.; use of	peer assessment and oral	
	areas where tutors	group work, peer	presentation	
	may require	assessment and oral		
	clarification	presentation		
\triangleright	Noting			
	opportunities for	3.2 Give each tutor an	3.2 Reflect on the content	
	making explicit	opportunity to ask the	to be present and ask	

- *links* to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD
- > Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
- Tutors should be expected to have a plan for the next lesson for student teachers

- whole group for clarification of, and/or other perspectives on or approaches to the concepts in a lesson
- 3.3 In a whole group discussion, ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will improve teaching. E.g Use of translation skills in translating a text in specific subject area or teaching history to early grade learners. The teaching of appreciation of prose in JHS classroom in the **Basic School** curriculum.
- 3.4 Ask tutors to individually describe how they will use ICT in the lesson.

Examples:

Translation Practice of a Ghanaian language – (EG):

i. Show a YouTube video that presents the application of translation in teaching early graders. Ii. Make PowerPoint presentation or slide show of how translation aids in teaching content in early grade class.

- the whole group clarification of, and/or other perspectives on or approaches to the concepts in a lesson.
- 3.3 Identify the areas or aspects of the basic school curriculum that the lesson will improve earlier teachings E.g using of translation skills in translating a text in specific subject area or teaching history to early grade learners. The teaching of appreciation of prose in JHS classroom

3.4 Individually consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.

Examples:

Translation Practice of a Ghanaian language – (EG):

i. Show a YouTube video that presents the application of translation in teaching early graders. ii. Make PowerPoint presentation or slide show of how translation aids in teaching content in early grade class.

Translation Practice of a Ghanaian language – (UP):

Use a PowerPoint presentation to show factors to consider before selecting a text for translation and some samples of translation test items.

Translation Practice of a Ghanaian language –

Translation of different text Practice 1 (JHS):
Project a Ghanaian language text from a specific discipline e.g., science or geography and, or with a PowerPoint presentation.

Creative Writing of a Ghanaian language —

Creating writing workshop 1 (JHS):

Use a video clip to show the steps involved in assessing a literary piece such as poetry or drama.

3.5 Ask tutors to write on a sticky note the various ways in which they will make the lesson GESI responsive

E.g.:

Translation Practice of a Ghanaian language —

Translation of different text Practice 1(EG):

Arrange classroom to promote equal interaction with all learners, ensure your position or posture does not intimidate learners, choose learning

Translation Practice of a Ghanaian language – (UP):

Use a PowerPoint presentation to show factors to consider before selecting a text for translation and some samples of translation test items.

Translation Practice of a Ghanaian language –

Translation of different text Practice 1 (JHS):
Project a Ghanaian language text from a specific discipline e.g science or geography and, or with a PowerPoint presentation.

Creative Writing of a Ghanaian language –

Creating writing workshop 1 (JHS):
Use a video clip to show the steps involved in assessing a literary piece such as poetry or drama.

3.5 Write on a sticky note the various ways in which you will make the lesson GESI responsive

E.g.:

Translation Practice of a Ghanaian language –

Translation of different text Practice 1(EG):

Arrange classroom to promote equal interaction with all learners, ensure your position or posture does not intimidate learners,

materials that depict persons in minority group in positive light.

Translation Practice of a Ghanaian language –

Translation of different texts. Practice III(UP):
Ensure even distribution of questions; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; avoid negative and stereotypical language.

Translation practice of a Ghanaian language – Translation of different text Practice 1 (JHS):

Ask both male and females to write answers on the board; use audio visuals to ensure active participation of all learners; form ability groups bearing in mind cultural diversity; be patient with individuals with disability;

Creative Writing of a
Ghanaian language –
Creative Writing Workshop
(JHS):

Select texts that cater for all manner of learners; ensure active participation of all in designing the text through group works; take into account that some learners are slow-learners, some are gifted.

3.6 Using think -pair – share strategy ask tutors to deliberate on

choose learning materials that depict persons in minority group in positive light.

Translation Practice of a Ghanaian language –

Translation of different texts. Practice III(UP):
Ensure even distribution of questions; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; avoid negative and stereotypical language.

Translation practice of a Ghanaian language – Translation of different text Practice 1 (JHS):
Ask both male and females to write answers on the board; use audio visuals to ensure active participation of all learners; form ability groups bearing in mind cultural diversity; be patient with those with individuals with disability;

Creative Writing of a Ghanaian language –

Creative Writing
Workshop (JHS):
Select texts that caters for
all manner of learners;
ensure active
participation of all in
designing the text
through group works;
take into account that
some learners are slowlearners, some are gifted.

3.6 In mixed pairs (malefemale, able-disable), deliberate on how the how the contents of topics and the delivery of their lessons will develop the 21st Century Skills. contents and the delivery of your lessons will develop the 21st Century Skills and share it with the larger group.

Examples:

Translation of different text Practice (III)(EG):

Group work:
(collaboration, critical thinking and problem solving, cultural identity)
YouTube video: (digital literacy)

Translation of different text Practice I(UP):

Seminar Presentation:
(critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

Translation Practice of a Ghanaian Language (JHS):

Individual study: (critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

Creative Writing of a Ghanaian Language (JHS):

Group work:
(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

- 3.7 Ask tutors to use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (One content may also be tied in with other contents into a bigger project). (Refer tutors to section 1.7 of Session One (1) for examples of subject projects and subject portfolios)
- 3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (One content may also be tied in with other contents into a bigger project)

E.g., of Subject Project
Design an assessment
instrument for the three
genres as a guide to
teachers in Upper Primary
and JHS.
Subject portfolio
Eg Mid semester quizzes
Reflective journal
scheme of work,
plan of work
lesson plan etc
(See Appendix 2)

E.g., of Subject Project
Design an assessment
instrument for the three
genres as a guide to
teachers in Upper Primary
and JHS.
Subject portfolio
Eg Mid semester quizzes
Reflective journal
scheme of work,
plan of work
lesson plan etc

3.8 Ask tutors to read the section on resources in the respective manuals for group discussion.

Ask tutors to suggest additional resources that can aid in the teaching e.g Zoom,

Microsoft Team for

(See appendix 2)

3.9 Provide tutors with assistance on how available digital tools may be deployed (PowerPoint – how to

online teaching,

- 3.8 Ask tutors to read the section on resources in the respective manuals for group discussion. Ask tutors to suggest additional resources that can aid in the teaching e.g Zoom, Microsoft Team for online teaching,
- 3.9 Assist on how available digital tools may be deployed (PowerPoint – how to prepare and teach

	prepare and teach	translation	
	translation	presentations;	
	presentations;	YouTube video – how	
	YouTube video – how	to find YouTube	
	to find YouTube videos	videos on writing a	
	on writing a textbook;	textbook; etc)	
	etc)		
	3.10 Ask tutors to consider	3.10 Consider the major	
	the major points discussed	points discussed in	
	in writing their lesson plan	writing their lesson plan	
	for effective teaching.	for effective teaching	
4. Evaluation and	4.1 Ask a female tutor to	4.1 Summarise all the	15 mins
review of session	: summarise all major points	major points	
	discussed in the PD	discussed in the PD	
2. Tutors should	session.	session.	
Identifying cri	tical		
friends to obs	erve 4.2 Ask a tutor to identify a	4.2 Identify a critical	
lessons and re	port critical friend to sit in one	friend to sit in one of	
at next session	n of their lessons to report	their lessons to report	
3. Identifying an	d in the in the subsequent	in the in the	
addressing an		subsequent PD	
outstanding is	•	session.	
relating to the			
lesson/s for	4.3 Ask tutors to indicate	4.3 Indicate any	
clarification	any outstanding issues	outstanding issues	
	relating to the lesson	relating to the lesson	
	for discussion	for discussion.	
	4.4 Remind tutors to read	4.4 Read the PD and	
	the PD and course	course manuals in	
	manuals in preparation for	preparation for the next	
	the next PD session	PD session.	

Tutor PD Session	
Age Levels: EG, UP, JHS	Name of Subject/s: Ghanaian
	Language
Year 4	Semester 2

Tutor PD Session 8

> Translation Practice a Ghanaian language (EG): Translation of different text/ materials (Practice IV)

- > Translation Practice a Ghanaian language (UP): Translation of different text/ materials (Practice IV)
- ➤ Translation Practice a Ghanaian language (JHS):
 Translation of different text/ materials (Practice IV)
- ➤ Creative Writing of a Ghanaian language (JHS): Selecting, designing and using TLMs for the teaching and learning the creative writing of a Gh. language

Focus: the	Guidance notes on Leading	Guidance Notes on Tutor	Time
bullet points	the session. What the	Activity during the PD	in
provide the	SL/HoDs will have to say	Session. What PD Session	sessio
frame for what	during each stage of the	participants (Tutors) will do	n
is to be done in	session	during each stage of the	
the session. The		session.	
SWL should use			
the bullets to			
guide what they			
write for the			
SL/HoD and			
tutors to do and			
say during each			
session. Each			
bullet needs to			
be addressed			
and specific			
reference			
should be made			
to the course			
manual/s.			
1 Introduction	1.1 Begin the session with a	1.2 Sing the song or listen to	20
to the session	song or story as an ice	the story as an icebreaker.	mins
Review prior	breaker.		
learning	1.2 Ask a critical friend to	1.2 Listen and discuss the	
A critical	discuss report on an	critical friend's report.	
friend to	observed lesson.		
share			

- findings for a short discussion and lessons learned
- Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators
- Overview of content and identificatio n of any distinctive aspects of the lesson/s,

NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their

teaching as they

- 1.3 Ask tutors to refer to the course manual on the introductory section of each lesson and write down their CLO and LI.
- 1.4 Discuss how the LI matches the LO for the lesson 8. E.g,
 Translation Practice LO
- a. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).
- LI
 a.apply the skills in translating
 a given text from English to
 Ghanaian language or vice
 versa
 Creative Writing LO
- 5. prepare appropriate level teaching learning materials to teach the types of creative writing of a Ghanaian language with a consideration for diverse learners. (NTS 3j: 14), (NTECF 4: 43), (NTS 3f, g: 14), (NTECF 4: 43).
- LI
 should be able to design and
 select various appropriate
 teaching and learning
 resources suitable for the
 levels in classroom (NTS 3j:
 14), (NTS 2f:13), (NTS 1g),
 (NTECF 3: 29)
 5.2. should able to use
 appropriate teaching
 materials to cater for learners
 with different backgrounds
 (NTS 3f, g, h: 14), (NTECF 4:
 39), (NTECF 4:43)

- 1.3 Refer to the manual and write the LO and LI for the lesson 8.
- 1.4 Discuss how the LI matches the lesson 8.

Translation Practice LO

- a. demonstrate
 knowledge and skills
 in translating texts in a
 Ghanaian language.
 (NTS 2c: 13), (NTECF 3: 20).
- LI
- a. apply the skills in translating a given text from English to Ghanaian language or vice versa

Creative Writing LO

5. prepare appropriate level teaching learning materials to teach the types of creative writing of a Ghanaian language with a consideration for diverse learners. (NTS 3j: 14), (NTECF 4: 43), (NTS 3f, g: 14), (NTECF 4: 43).

LI should be able to design and select various appropriate teaching and learning resources suitable for the levels in classroom (NTS 3j: 14), (NTS 2f:13), (NTS 1g), (NTECF 3: 29)
5.2. should able to use appropriate teaching materials to cater for learners with different backgrounds (NTS 3f, g, h: 14), (NTECF 4: 39),(NTECF 4:43)

		<u></u>	
go through the PD session	1.5 Lead tutors to discuss some distinctive features of the lesson 8 as seen in the manual.	1.5 Discuss some distinctive features of the lesson 8 as seen in the manual.	
	E.g., Translation Practice of a Ghanaian language (EG, UP, JHS): Use of appropriate choice for translation of numeracy text. Comparison between choice of words for numeracy translation during internship.	E.g., Translation Practice of a Ghanaian language (EG, UP, JHS): Use of appropriate choice for translation of numeracy text. Comparison between choice of words for numeracy translation during internship.	
	Creative Writing of a Ghanaian language (JHS): Selection of TLM to teach creative writing Designing TLM for teaching creative writing Appropriate use of TLM in teaching creative writing.	Creative Writing of a Ghanaian language (JHS): Selection of TLM to teach creative writing Designing TLM for teaching creative writing Appropriate use of TLM in teaching creative writing	
	1.6 Ask tutors to write down the student-teacher prior knowledge that will facilitate the success of the delivery of the current lessons for deliberation. (Refertutors to the RPK section of the course manual RPK).	1.6 with the whole group the student-teacher knowledge and experience upon which you may build your lesson.	
As this course is dealing with supporting and or assessing the Professional	1.7 Lead tutors to discuss the importance of Professional Portfolio for promotion for Beginning Teachers.	1.7 Discuss the importance of Professional Portfolio for promotion for Beginning Teachers.	
Teaching Portfolio Development or the Classroom	1.8 Ask tutors to discuss the use of Classroom Enquiry and Action Research in teaching.	1.8 Discuss the use of Classroom Enquiry and Action Research in teaching.	

Γ	I		1
Enquiry and	1.9 Ask tutors to deliberate		
Action Research	on how the Post Internship		
Project Report	Seminar will aid the Beginning	1.9 Deliberate on how the	
writing. Tutors	Teacher	Post Internship Seminar will	
need to be	e.g., how to manage	aid the Beginning Teacher	
provided with	classroom size, how to adjust	e.g., how to manage	
guidance on	the Teaching Philosophy	classroom size, how to adjust	
what to do	where necessary.	the Teaching Philosophy	
including		where necessary.	
organisation of			
Post Internship			
Seminar.			
For each session	1.10 Lead tutors to discuss	1.10 Discuss prompts that can	
remember this	prompts that can aid the	aid the Beginning Teacher in	
is the final	Beginning Teacher in the	the world of work such as	
semester before	world of work such as using	using online resources in	
Students begin	online resources in teaching	teaching such as use of	
teaching	such as google classroom,	google classroom, Zoom,	
provide	Zoom, giving special attention	giving special attention to	
prompts to help	to cultural diversity and	cultural diversity and	
support this	introverts and giving selecting	introverts and giving selecting	
transition for	TLMs that will favour all	TLMs that will favour all	
planning and	learners in the classroom	learners in the classrooms	
give regard for			
GESI, CCI, ICT			
etc.			
2 Concept	2.1 Ask tutors to read the	2.1 Read the course manual	15
Development	course manual and discuss	and discuss the new	mins
(New learning	the new learning that are	learning that are likely to	
likely to arise in	likely to arise from the lesson.	arise from the lesson.	
lesson/s):	E.g.,		
Identificatio	Translation Practice of a	E.g.,	
n and	Ghanaian language –	Translation Practice of a	
discussion of	Translation of different text	Ghanaian language –	
new	(Practice 1): (EG):	Translation of different text	
learning,	Phrases for numeracy and its	(Practice 1): (EG):	
potential	application in teaching in	Phrases for numeracy and its	
barriers to	early grade.	application in teaching in	
learning for	Translation Practice of a	early grade.	
student	Ghanaian language –	Translation Practice of a	
teachers or	Translating different text	Ghanaian language –	
students,	(UP):	Translating different text	
new	Correcting vocabularies used	(UP):	
	inappropriately in translating	Correcting vocabularies used	
concepts or	numeracy text during	<u> </u>	
pedagogy		inappropriately in translating	
being introduced	internship programme.	numeracy text during	
INTRODUCED	1	internship programme.	1

in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.

Translation Practice of a Ghanaian language –

Translating different text (UP):

Acquire the appropriate diction for translating sentences and paragraphs containing numerals

Creative Writing of a Ghanaian language –

Creative writing workshop (JHS):

Acquire the skill in designing and selecting appropriate TLM to teach the genre of literature.

2.2 Ask tutors to refer to the course manual and write down the potential barriers that may impede the lesson and provide solutions for whole group discussion.

E.g.,
Translation Practice (EG, UP,
JHS)

The student teacher may not have taught numeracy in the Ghanaian Language before to upper primary learners and may lack vocabulary for teaching numeracy.

Solution:

Have a small journal to write down the vocabularies for numeracy.

Practice in groups some simple sentences containing numeracy.

Creative Writing

E.g.,

The student teacher may not have designed a TLM to teach creative writing by JHS learners before.
Solution:

Translation Practice of a Ghanaian language –

Translating different text (UP):

Acquire the appropriate diction for translating sentences and paragraphs containing numerals

Creative Writing of a Ghanaian language –

Creative writing workshop (JHS):

Acquire the skill in designing and selecting appropriate TLM to teach the genre of literature

2.2 Refer to the course manual and write down the potential barriers that may impede the lesson and provide solutions for whole group discussion.

E.g.,

Translation Practice (EG, UP, JHS)

The student teacher may not have taught numeracy in the Ghanaian Language before to upper primary learners and may lack vocabulary for teaching numeracy.

Solution:

Have a small journal to write down the vocabularies for numeracy.

Practice in groups some simple sentences containing numeracy.

Creative Writing

E.g.,

The student teacher may not have designed a TLM to teach creative writing by JHS learners before.
Solution:

	Ask tutors to design TLMs	Ask tutors to design TLMs	
	appropriate for teaching and	appropriate for teaching and	
	use improvisation to obtain	use improvisation to obtain	
	TLMs where necessary.	TLMs where necessary.	
	Surf the internet to learn of	Surf the internet to learn of	
	simple ways of making TLMs	simple ways of making TLMs	
	to teach the genre of	to teach the genre of	
	literature to learners.	literature to learners.	
	2.3 In pairs where	2.3 In pairs where	
	appropriate, ask tutors to	appropriate, discuss the	
	discuss the teaching	teaching strategies in the	
	strategies in the manual and	manual and suggest	
	suggest additional ones.	additional ones.	
	Eg.	Eg.	
	Translation Practice	Translation Practice	
	Face-to-face: discussion,	Face-to-face: discussion,	
	question and answer.	question and answer.	
	Independent study:	Independent study:	
	individual and collaborative	individual and collaborative	
	enquiry.	enquiry.	
	Seminars: group	Seminars: group	
	presentation, discussion and	presentation, discussion and	
	reflection.	reflection.	
	Practical Activity: practising	Practical Activity: practising	
	written text	written text	
	Writterriext	written text	
	Creative Writing:	Creative Writing:	
	Face-to-face: discussion,	Face-to-face: discussion,	
	question and answer.	question and answer.	
	Independent study:	Independent study:	
	individual and collaborative	individual and collaborative	
	enquiry.	enquiry.	
	Seminars: group	Seminars: group	
	presentation, discussion and	presentation, discussion and	
	reflection.	reflection.	
	Practical Activity: practising	Practical Activity: practising	
	the selection of TLM design	the selection of TLM design	
3.Planning for	3.1 Ask tutors to open the	3.1 Read the teaching and	40
teaching,	teaching and learning	learning activities proposed	mins
learning and	activities proposed for the	for the respective lessons	
assessment	respective lessons in the	deliberate on their effectives	
activities for	manual and deliberate on its	and suggest additional ones	
the lesson/s	effectiveness and suggest	where necessary.	
Reading and	others in addition where	E.g., Translation Practice	
discussion of	necessary.	Use of practical activity.	
the teaching	E.g., Translation Practice	Whole class discussion	1

- and learning activities
- Noting, addressing, and explaining areas where tutors may require clarification
- Noting opportunitie s for making explicit links to the Basic School Curriculum
- Noting opportunitie s for integrating: GESI responsiven ess and ICT and 21st C skills
- Reading, discussion, and identificatio n of continuous assessment opportunitie s in the lesson. Each lesson should include at least two opportunitie s to use continuous assessment to support student

teacher

Use of practical activity.
Whole class discussion
Demonstration and individual
practice

Creative Writing Group discussion/e-learning opportunity/ practical activity

Tutor shows a video on YouTube demonstrating how to design TLMs appropriate for teaching and learning creative writing of a language in the JHS level and tasks the student teachers to observe the steps in the designing. E.g. https://cft.vanderbilt.edu/gui

https://cft.vanderbilt.edu/gui des-sub-pages/effectiveeducational-videos

- 3.2 Give each tutor an opportunity to ask the whole group for clarification of, and/or other perspectives on or approaches to the concepts in a lesson
- 3.3 Ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will improve teachings.

E.g., use of the skills acquired in translation of numeracy to teach in Basic School curriculum early grade classroom.

Use of TLMs designed by student teacher to teach story telling in Basic School class.

Creative Writing Group discussion/e-learning opportunity/ practical activity

Tutor shows a video on YouTube demonstrating how to design TLMs appropriate for teaching and learning creative writing of a language in the JHS level and tasks the student teachers to observe the steps in the designing. E.g.

https://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos

- 3.2 Reflect on the content to be present and ask the whole group clarification of, and/or other perspectives on or approaches to the concepts in a lesson.
- 3.3 Identify the areas or aspects of the basic school curriculum that the lesson will improve earlier teachings.

E.g., use of the skills acquired in translation of numeracy to teach in Basic School curriculum early grade classroom.

Use of TLMs designed by student teacher to teach story telling in Basic School class.

learning, subject specific examples should be provided for SL/HoD

- > Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Youtube, physical resources, power point; how they should be used. Consideratio n needs to be given to local availability
- Tutors should be expected to have a plan for the next lesson for student teachers

3.4 Ask tutors to individually describe how they will use ICT in the lesson and share with the whole group.

E.g.,:

Translation Practice of a Ghanaian language — Translating of different text (Practice IV) (EG):

Make PowerPoint presentation or slide show of how translation aids in

teaching numeracy in early grade class.

Translation Practice of a Ghanaian language –

Translation of different text
Practice IV (UP):
Show a video from You Tube
showing the teaching of
mathematics using
indigenous language to upper

Translation Practice of a Ghanaian language –

primary learners.

Translation of different text Practice IV (JHS):

Show a video clip of children playing a game on numeracy and ask learners to do same using their local language

Use google translator to translate a short text on numerals for the class to watch.

Creative Writing of a Ghanaian language –

Creating writing workshop 1 (JHS):

Show a selection and use of TLMs for teaching poetry for instance in a JHS class from You Tube

3.4 Individually consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.

Translation Practice of a Ghanaian language –

Translating of different text (Practice IV) (EG):

Make PowerPoint presentation or slide show of how translation aids in teaching numeracy in early grade class.

Translation Practice of a Ghanaian language –

Translation of different text Practice IV (UP): Show a video from You Tube showing the teaching of mathematics using indigenous language to upper primary learners.

Translation Practice of a Ghanaian language –

Translation of different text Practice IV (JHS): Show a video clip of children playing a game on numeracy and ask learners to do same using their local language

Use google translator to translate a short text on numerals for the class to watch.

Creative Writing of a Ghanaian language —

Creating writing workshop 1 (JHS):

Show a selection and use of TLMs for teaching poetry for instance in a JHS class from You Tube

3.5 In groups ask tutors to write on a sticky note the various ways in which they will make the lesson GESI responsive for discussion

3.5 In groups ask tutors to write on a sticky note the various ways in which they will make the lesson GESI responsive for discussion

Examples:

Translation Practice of a Ghanaian language –

Translation of different text Practice IV(EG):
Form mixed gender and ability groups for translation task; pay special attention to individuals with disability; avoid negative and

Ask both male and females to write answers on the board; Select audio visual to cater for all learners, use braille or hearing aid where necessary.

Creative Writing of a Ghanaian language –

Creative Writing Workshop (JHS):

Select texts that caters for all manner of learners; ensure active participation of all in designing the text through group works; avoid negative and stereotypical books.

3.6 In mixed pairs, ask tutors to deliberate on how the contents of topics and the delivery of their lessons will develop the core competences.

Examples:

Translation of different text Practice IV(EG):

Group work: (communication and collaboration, critical thinking and problem solving,

3.6 In mixed pairs (male-female, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group.

cultural identity and global citizenship)

YouTube video: (digital

literacy)

Translation of different text Practice IV(UP):

Oral Presentation: (critical thinking and problem solving, cultural identity and global citizenship)

YouTube video: (digital

literacy)

Translation Practice of a Ghanaian Language (JHS):

Individual study: (critical thinking and problem solving, cultural identity and global citizenship)

YouTube video: (digital

literacy)

Creative Writing of a Ghanaian Language (JHS):

Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)

3.7 Ask tutors to use lesson content to design subject projects, and/or assessment instruments for subject portfolio that align with the NTEAP assessment procedures.

E.g of Subject project Translation Practice
Develop a two page vocabulary on teaching numeracy in the local language.

Creative Writing

3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio that align with the NTEAP assessment procedures.

E.g of Subject project Translation Practice Develop a two-page vocabulary on teaching numeracy in the local language.

Creative Writing

	Select one of the genres of literature and design TLMs for its teaching in the JHS Subject Portfolio e.g Assignments of translated texts Notes on reflection from Internship programme from numeracy teaching Class quizzes/presentation Draft copies of literary piece Mentor reports	Select one of the genres of literature and design TLMs for its teaching in the JHS Subject Portfolio e.g Assignments of translated texts Notes on reflection from Internship programme from numeracy teaching Class quizzes/presentation Draft copies of literary piece Mentor reports	
		Note: Write on a sticky note the various ways in which you will make the lesson GESI responsive	
	3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. (These should include ICT tools, inclusive materials, required and additional texts).	3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These should include ICT tools, inclusive materials, required and additional texts</i>).	
	3.9 Demonstrate to tutors the use of ICT tools in teaching translation and creative writing.	3.9 Demonstrate to tutors the use of ICT tools in teaching translation and creative writing.	
4. Evaluation and review of session: 3. Tutors should Identifying critical friends to observe lessons and	4.1 Ask tutors to identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session 4.2 Ask tutors to indicate any outstanding issues relating to the lesson for discussion after one male and one female give a summary of core issues learnt in the current PD	 4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session. 4.2 Indicate any outstanding issues relating to the lesson for discussion. 	15 mins
report at next session	session.		

4.	Identifying	4.3 Remind tutors to read the	4.3 Remember to read the PD	
	and	PD and course manuals in	and course manuals in	
	addressing	preparation for the next PD	preparation for the next PD	
	any	session	session.	
	outstanding			
	issues			
	relating to			
	the lesson/s			
	for			
	clarification			

Tutor PD Session

Age Levels: EG, UP, JHS Name of Subject: Ghanaian

Language
Semester 2

Year 4

Tutor PD Session 9
Lesson titles:

> Translation practice of a Ghanaian Language (EG):

Oral Interpretation

> Translation practice of a Ghanaian language (UP):

Oral Interpretation

> Translation practice of a Ghanaian Language (JHS):

Oral Interpretation

➤ Creative writing of a Ghanaian language (JHS)
Interpreting creative writing of a Ghanaian language of the Ghanaian language curriculum

Focus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
points provide the	Leading the session.	Activity during the PD	session
frame for what is to	What the SL/HoDs will	Session. What PD Session	
be done in the	have to say during each	participants (Tutors) will	
session. The SWL	stage of the session	do during each stage of	
should use the bullets		the session.	
to guide what they			
write for the SL/HoD			
and tutors to do and			
say during each			
session. Each bullet			
needs to be			
addressed and			
specific reference			
should be made to			
the course manual/s.			
1 Introduction to the	1.1 Use an icebreaker to	1.1 Tutors to respond to	20 mins
session	start the session:	an icebreaker, allow	
Review prior	provide it or invite any	volunteers to give one if	
learning	volunteer(s) to	necessary.	
A critical friend to	provide one.		
share findings for			
a short discussion	1.2 Ask a critical friend to	1.2 A critical friend to	
and lessons	share with the whole	share with the whole	
learned	his/her findings on the	group his/her findings on	
Reading and	observations on the	the observations on the	
discussion of the	previous lesson	previous lesson	

	T	
introductory	1.3 Discuss with tutors	1.3 Discuss the student-
sections of the	the student-teachers	teacher knowledge and
lesson up to and	prior knowledge that	experience upon which
including learning	is helpful to the	you may build your
outcomes and	delivery of the current	lesson.
indicators	lessons. (<i>Refer tutors</i>	
Overview of	to the RPK section of	
content and	the course manual	
identification of	RPK).	
any distinctive		
aspects of the	1.4 Ask tutors to read the	1.4 Reflect on the
lesson/s,	introductory section of	introductory section of
NB The guidance for	each lesson and bring up	your respective lessons
SL/HoD should	any outstanding issues for	and indicate your
identify, address and	discussion (Questions:	observations and
provide explanations	What are some of the	concerns for discussion.
for any areas where	barriers to the delivery of	Eg To what extent does
tutors might require	each lesson? To what	the L1 match the LO?
clarification on an	extent does the LI match	
aspect of the lesson.	the LO?). (Refer tutors to	
SL/HoD take feedback	the introductory section of	
to gauge	the course manuals:	
understanding and	barriers to lesson delivery,	
support tutor	lesson delivery modes and	
engagement.	LOs and LIs)	
NB SL/HoD should ask	,	
tutors to plan for their		
teaching as they go		
through the PD		
session		
As this course is	1.5 Ask tutors to refer to	1.5 Refer to year 3
dealing with	the year 3 STS manual	semester 2 STS manual
supporting and or	(refer to Activities 8.2.3.1-	((refer to Activities
assessing the	8.2.3.4 of Year 3	8.2.3.1-8.2.3.4 of Year 3
Professional Teaching	handbook)	handbook)
Portfolio	,	,
Development or the		
Action Research		
Project Report		
writing, tutors should		
be provided with		
guidance on what to		
do including		
organisation of Post		
Internship Seminar.		
For each session	1.6. Since this is the final	1.6 Since this is the final
remember this is the	semester before student	semester before embark
1		

final semester before	teachers embark on	on the begin teaching.	
Students begin	beginning teaching, ask	Remind student teachers	
teaching provide	tutors to remind them to		
prompts to help	be mindful of GESI, CCI,	to be mindful of GESI, CCI, ICT etc	
support this transition	ICT etc	let etc	
	let etc		
for planning and give regard for GESI, CCI,	Evamples of CESI issues	Evamples of CESI issues	
ICT etc.	Examples of GESI issues to note	Examples of GESI issues to note	
ici ett.	The background of the	The background of the	
	learners	learners	
	icarriers	icarriers	
	Examples of ICT Issues	Examples of ICT Issues	
	Availability of ICT tools in	Availability of ICT tools in	
	the school and how to	the school and how to	
	make good use of them	make good use of them	
	make bood ase of them	make bood ase of them	
	Examples of CCI	Examples of CCI	
	Problems associated with	Problems associated with	
	the dominant language	the dominant language	
	and the medium of	and the medium of	
	instruction	instruction	
2 Concept	2.1 Refer tutors to lesson	2.1 Read and present to	15 mins
Development (New	9 and lead them to	the whole group an oral	
learning likely to arise	identify and discuss new	summary of the major	
in lesson/s):	concept, potential	new content to be	
Identification and	barriers and pedagogy in	presented in your lesson:	
discussion of new	all the age phases EG, UP,	concepts and pedagogies	
learning, potential	JHS) in the respective	to be introduced.	
barriers to	courses.		
learning for			
student teachers	Examples of new	Examples of new	
or students, new	concepts	concepts	
concepts or	•	•	
pedagogy being	Example 1:	Example 1:	
introduced in the	Translation practice of a	Translation practice of a	
lesson, which	Ghanaian language (EG)	Ghanaian language (EG)	
need to be	Oral interpretation	Oral interpretation	
explored with the			
SL/HoD	Example 2:	Example 2:	
NB The guidance for	Translation practice of a	Translation practice of a	
SL/HoD should set out	Ghanaian language (UP)	Ghanaian language (UP)	
what they need to do	Factors to consider in oral	Factors to consider in oral	
to introduce and	interpretation	interpretation	
explain the issues/s			
with tutors, they	Example 3:	Example 3:	
should take feedback	Translation practice of a	Translation practice of a	
to gauge	Ghanaian language (JHS)	Ghanaian language (JHS)	

	1		
understanding and	What is oral	What is oral	
support tutor	interpretation and the	interpretation and the	
engagement.	difference between	difference between	
	translation	translation	
	Example 4:	Example 4:	
	Creative writing of a	Creative writing of a	
	Ghanaian language (JHS)	Ghanaian language (JHS)	
	Interpreting	Interpreting writing of a	
	writing of a	Ghanaian language	
	Ghanaian	component of the JHS	
	language	curriculum	
	component of the		
	JHS curriculum		
	Examples of some	Examples of some	
	potential barriers	potential barriers	
	Example 1:	Example 1:	
	Translation practice of a	Translation practice of a	
	Ghanaian language (EG,	Ghanaian language (EG,	
	UP, JHS)	UP, JHS)	
	> Student teachers may	Student teachers may	
	not have done oral	not have done oral	
	interpretation before	interpretation before	
	Example 2:	Example 2:	
	Creative writing of a	Creative writing of a	
	Ghanaian language (JHS)	Ghanaian language (JHS)	
	Student teachers may not	Student teachers may not	
	have interpreted the	have interpreted the	
	creative writing	creative writing	
	component of a Ghanaian	component of a Ghanaian	
	language component of	language component of	
	the JSH curriculum before	the JSH curriculum before	
3.Planning for	3.1 Ask tutors to read the	3.1 Read the teaching and	40 mins
teaching, learning and	teaching and learning	learning activities	
assessment activities	activities proposed for the	proposed for the	
for the lesson/s	respective lessons and	respective lessons and	
Reading and	subject them to a critical	subject them to a critical	
discussion of the	discussion.	discussion	
teaching and			
learning activities			
Noting,			
addressing, and			
explaining areas			
where tutors may			

- require clarification
- Noting opportunities for making explicit links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD
- Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Youtube, physical resources, power point; how they should be used. Consideration

Examples of some Teaching and Learning Activities

Example 1:

Translation practice of a Ghanaian language (EG, UP, JHS)

Topic: Oral interpretation (EG, UP, JHS)

TLAs

- i) Questions and answers
- ii) Discussions
- iii) Presentation

Example 2:

Creative writing of a Ghana language (JHS)

Topic: Key features of creative writing of a Ghanaian language component of the Ghanaian language curriculum

TLAs

- i) Class discussions
- ii) Independent study
- iii) Presentations
- 3.2 Give tutors an opportunity to seek for clarification of approaches to the concepts in a lesson
- 3.3 Ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will equip studentteachers to teach.
- 3.4 Ask tutors to indicate how they will use ICT

Examples of some Teaching and Learning Activities

Example 1:

Translation practice of a Ghanaian language (EG, UP, JHS)

Topic: Oral interpretation (EG, UP, JHS)

TLAs

- i) Questions and answers
- ii) Discussions
- iii) Presentation

Example 2:

Creative writing of a Ghana language (JHS)

Topic: Key features of creative writing of a Ghanaian language component of the Ghanaian language curriculum

TLAs

- i) Class discussions
- ii) Independent study
- iii) Presentations
- 3.2 Reflect on the content to be presented and ask for support or clarification on approaches to the concepts in a lesson.
- 3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.
- 3.4 Consider the ICT tools suggested in the manual, particularly those

needs to be given to local availability

Tutors should be expected to have a plan for the next lesson for student teachers tools suggested in the manual in a lesson.

available in your institution and indicate how you will deploy them.

Example 1

Translation practice of a Ghanaian language (EG, UP, JHS)

Topic: Factors to consider in oral interpretation

Project some factors to consider in oral interpretation for learners to see

Example 2:

Creative writing for a Ghanaian language (JHS)

Topic: Key features of a creative writing of a Ghanaian language component of the Ghanaian language curriculum

Use PowerPoint presentation on some key features of a creative writing of a Ghanaian language

3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive

Example 1:

Translation practice of a Ghanaian language (EG, UP, JHS)

Example 1

Translation practice of a Ghanaian language (EG, UP, JHS)

Topic: Factors to consider in oral interpretation

Project some factors to consider in oral interpretation for learners to see

Example 2:

Creative writing for a Ghanaian language (JHS)

Topic: Key features of a creative writing of a Ghanaian language component of the Ghanaian language curriculum

Use PowerPoint presentation on some key features of a creative writing of a Ghanaian language

3.5 Suggest the various ways in which they will make the lesson GESI responsive

Example 1:

Translation practice of a Ghanaian language (EG, UP, JHS)

Topic: factors to consider in oral interpretation

Form mixed ability groups for group discussions

Example 2:

Creative writing of a Ghanaian language (JHS)

Topic: what to consider in interpreting creative writing of a Ghanaian language component of the curriculum

Give equal attention to all learners

3.6 Put tutors in mixed pairs to deliberate on how the contents of topics and the delivery of their lessons will develop the 21st century skills.

How to develop the 21st century skills.

Example 1

Translation practice of a Ghanaian language (EG, UP, JHS) Topic: factors to consider in oral interpretation

Activity

Group work:
(Communication and collaboration, critical thinking and problem solving)

Example 2:

Creative writing of a Ghanaian language (JHS)

Topic: factors to consider in oral interpretation

Form mixed ability groups for group discussions

Example 2:

Creative writing of a Ghanaian language (JHS)

Topic: what to consider in interpreting creative writing of a Ghanaian language component of the curriculum

Give equal attention to all learners

3.6 Discuss in pairs how the contents of topics and the delivery of the lesson will develop the 21st century skills.

How to develop the 21st century skills.

Example 1

Translation practice of a Ghanaian language (EG, UP, JHS) Topic: factors to consider in oral interpretation

Group work: (Communication and collaboration, critical thinking and problem solving)

Example 2:

Creative writing of a Ghanaian language (JHS)

		T .	<u> </u>	
		Topic : Key features of the	Topic : Key features of the	
		creative writing of a	creative writing of a	
		Ghanaian language	Ghanaian language	
		component of the	component of the	
		Ghanaian language	Ghanaian language	
		curriculum	curriculum	
		Activities:	Activities:	
		Group discussion and	Group discussion and	
		presentation	presentation	
		•	•	
		(Communication and	(Communication and	
		collaboration, critical	collaboration, critical	
		thinking and problem	thinking and problem	
		solving)	solving)	
		Example of linking tutors		
		to STS (action research.):		
		Tasking tutors to follow		
		the action research		
		procedures. Eg problem		
		identification, data		
		collection analysis		
4.	Evaluation and	4.1 Ask tutors to identify	4.1 Identify a critical	15 mins
rev	view of session:	critical friends to sit in	friend to sit in one of the	
		one of their lessons to	lessons to report in the	
1.	Tutors should	report in the subsequent	subsequent PD session.	
	Identifying critical	PD session		
	friends to observe			
	lessons and report	4.2 Ask tutors to indicate	4.2 Indicate any	
	at next session	any outstanding issues	outstanding issues	
2.	Identifying and	relating to each lesson	relating to each lesson for	
	addressing any	for discussion	discussion.	
	outstanding issues			
	relating to the	Note: Encourage tutors to	Note: Read the PD and	
	lesson/s for	read the PD and course	course manuals in	
	clarification	manuals in preparation	preparation for the next	
		for the next PD session	PD session.	
Ь		1.5. 6.16 1.6.46 1.2 56551011	1 . 2 3000.0	<u> </u>

Tutor PD Session

Age Levels: EG, UP, JHS Name of Subject: Ghanaian

Language
Semester 2

Year 4

Tutor PD Session 10 Lesson titles:

➤ Translation practice of a Ghanaian Language (EG)

Oral interpretation practice 1

➤ Translation practice of a Ghanaian language (UP): Oral interpretation practice 1

➤ Translation practice of a Ghanaian language (JHS): Oral interpretation practice 1

➤ Creative writing of a Ghanaian language (JHS)
Methods of teaching the creative writing of a Ghanaian language

Focus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
points provide the	Leading the session.	Activity during the PD	session
frame for what is to	What the SL/HoDs will	Session. What PD Session	
be done in the	have to say during each	participants (Tutors) will	
session. The SWL	stage of the session	do during each stage of	
should use the bullets		the session.	
to guide what they			
write for the SL/HoD			
and tutors to do and			
say during each			
session. Each bullet			
needs to be			
addressed and			
specific reference			
should be made to			
the course manual/s.			
1 Introduction to the	1.1 Lead tutors to discuss	1.1 With think-pair-share	20 mins
session	the student-teacher	strategy discuss with	
Review prior	prior knowledge upon	the whole group the	
learning	which the current	student-teacher	
A critical friend to	lesson will be	knowledge and	
share findings for	delivered. (<i>Refer</i>	experience upon	
a short discussion	tutors to the RPK	which you may build	
and lessons	section of the course	your lesson.	
learned	manual RPK).		
Reading and			
discussion of the			
introductory			

- sections of the lesson up to and including learning outcomes and indicators
- Overview of content and identification of any distinctive aspects of the lesson/s,

NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

1.2 Ask tutors to read the introductory section of each lesson and discuss the learning outcomes (LO) and the indicators (LI)

Examples of LOs and LIs

Example 1

Translation practice of a Ghanaian language (EG, UP, JHS)

Topic: Translation practice 1

Learning Outcomes (LOs) demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

Learning Indicators (LIs)

apply the skills in translating a given text from English to Ghanaian language or vice versa

Example 2

Creative writing of a Ghanaian language (JHS)

Topic: Methods of teaching the creative writing of a Ghanaian language

Learning Outcomes (LOs)

use technology to teach the creative writing of a Ghanaian language effectively to enhance learners Ghanaian 1.2 Read the introductory section of your respective lessons and discuss the learning outcomes (LOs) and learning indicators (LIs)

Examples of LOs and LIs

Example 1

Translation practice of a Ghanaian language (EG, UP, JHS)

Topic: Translation practice 1

Learning Outcomes (LOs)

demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

Learning Indicators (LIs)

apply the skills in translating a given text from English to Ghanaian language or vice versa

Example 2

Creative writing of a Ghanaian language (JHS) Topic: Methods of teaching the creative writing of a Ghanaian language

Learning Outcomes (LOs)

use technology to teach the creative writing of a Ghanaian language effectively to enhance learners Ghanaian language learning. (NTS 3j:14), (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF 3: 29).

Learning Indicators (LIs)

use appropriate technological tools analyse the creative writing of a Ghanaian language

1.3 Guide tutors to discuss the content and identify any distinctive features of the lesson(s).

Some distinctive features Example 1:

Translation practice of a Ghanaian language (EG, UP, JHS)

Topic: oral interpretation practice 1

The lesson help learners to gain knowledge and skills to do instant interpretation in the various age phases

Example 2

Creative writing of a
Ghanaian language (JHS) **Topic**: Concept of
methods of teaching
language and the types

The lesson equips student teacher with the knowledge and skills in the application of the methods of teaching the writing of a Ghanaian language

language learning. (NTS 3j:14), (NTS 1d: 12), (NTS 2d:13), (NTS 3e: 14), (NTECF 3: 29).

Learning Indicators (LIs)

use appropriate
technological tools
analyse the creative
writing of a Ghanaian
language

1.3 Discuss the content and identify any distinctive features of the lesson(s).

Some distinctive features Example 1:

Translation practice of a Ghanaian language (EG, UP, JHS)

Topic: oral interpretation practice 1

The lesson help learners to gain knowledge and skills to do instant interpretation in the various age phases

Example 2

Creative writing of a
Ghanaian language (JHS)
Topic: Concept of
methods of teaching
language and the types

The lesson equips student teacher with the knowledge and skills in the application of the methods of teaching the writing of a Ghanaian language

	4.5	4.5	
As this course is	1.4 Discuss with tutor the	1.4 Discuss the content of	
dealing with	contents in the	the Professional	
supporting and or	Professional Teaching	Teaching Portfolio and	
assessing the	Portfolio and how to	its arrangement and	
Professional Teaching	gather and arrange	filing. Refer to STS	
Portfolio	and file them. <i>Refer to</i>	Handbook IV page 65-	
Development or the	STS Handbook IV page	66, Table 7.2.7.2	
Action Research	65-66, Table 7.2.7.2		
Project Report			
writing. Tutors need	Ask tutors to write down		
to be provided with	the items to be assessed		
guidance on what to	during the post internship		
do including	seminar such as Teaching		
organisation of Post	Philosophy and Reflective		
Internship Seminar.	practice		
For each session	1.5 Discuss with tutors	1.5 Discuss some supports	
remember this is the	some supports that will	that can make teaching	
final semester before	help them in the planning	and learning environment	
Students begin	and teaching, such as	conducive for all. Eg	
teaching provide	selection of appropriate	knowing the background	
prompts to help	TLRs to all learners,	of the learners, use of	
support this transition	improvising needed TLRs	appropriate language,	
for planning and give	that are not available and	using appropriate ICT tool	
regard for GESI, CCI,	giving equal opportunity	etc	
ICT etc.	to all learners		15 mins
ICT etc. 2 Concept	to all learners 2.1 Refer tutors to lesson	2.1 Read and present to	15 mins
ICT etc. 2 Concept Development (New	to all learners 2.1 Refer tutors to lesson 10 and lead them to	2.1 Read and present to the whole group an oral	15 mins
ICT etc. 2 Concept Development (New learning likely to arise	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new	2.1 Read and present to the whole group an oral summary of the major	15 mins
ICT etc. 2 Concept Development (New learning likely to arise in lesson/s):	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, and pedagogy in	2.1 Read and present to the whole group an oral summary of the major new content to be	15 mins
ICT etc. 2 Concept Development (New learning likely to arise in lesson/s): Identification and	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, and pedagogy in all the age phases (EG,	2.1 Read and present to the whole group an oral summary of the major	15 mins
ICT etc. 2 Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, and pedagogy in all the age phases (EG, UP, JHS) in the respective	2.1 Read and present to the whole group an oral summary of the major new content to be	15 mins
ICT etc. 2 Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, and pedagogy in all the age phases (EG,	2.1 Read and present to the whole group an oral summary of the major new content to be	15 mins
ICT etc. 2 Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, and pedagogy in all the age phases (EG, UP, JHS) in the respective courses.	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson	15 mins
ICT etc. 2 Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, and pedagogy in all the age phases (EG, UP, JHS) in the respective courses. Some new concepts	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson Some new concepts	15 mins
ICT etc. 2 Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, and pedagogy in all the age phases (EG, UP, JHS) in the respective courses. Some new concepts Example 1	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson Some new concepts Example 1	15 mins
ICT etc. 2 Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, new	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, and pedagogy in all the age phases (EG, UP, JHS) in the respective courses. Some new concepts Example 1 Translation practice of a	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson Some new concepts Example 1 Translation practice of a	15 mins
ICT etc. 2 Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, and pedagogy in all the age phases (EG, UP, JHS) in the respective courses. Some new concepts Example 1 Translation practice of a Ghanaian language (EG,	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson Some new concepts Example 1 Translation practice of a Ghanaian language (EG,	15 mins
ICT etc. 2 Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, and pedagogy in all the age phases (EG, UP, JHS) in the respective courses. Some new concepts Example 1 Translation practice of a	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson Some new concepts Example 1 Translation practice of a	15 mins
ICT etc. 2 Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, and pedagogy in all the age phases (EG, UP, JHS) in the respective courses. Some new concepts Example 1 Translation practice of a Ghanaian language (EG, UP, JHS)	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson Some new concepts Example 1 Translation practice of a Ghanaian language (EG, UP, JHS)	15 mins
ICT etc. 2 Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, and pedagogy in all the age phases (EG, UP, JHS) in the respective courses. Some new concepts Example 1 Translation practice of a Ghanaian language (EG, UP, JHS) Topic: Oral interpretation	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson Some new concepts Example 1 Translation practice of a Ghanaian language (EG, UP, JHS) Topic: Oral interpretation	15 mins
ICT etc. 2 Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, and pedagogy in all the age phases (EG, UP, JHS) in the respective courses. Some new concepts Example 1 Translation practice of a Ghanaian language (EG, UP, JHS) Topic: Oral interpretation practice 1	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson Some new concepts Example 1 Translation practice of a Ghanaian language (EG, UP, JHS) Topic: Oral interpretation practice 1	15 mins
ICT etc. 2 Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, and pedagogy in all the age phases (EG, UP, JHS) in the respective courses. Some new concepts Example 1 Translation practice of a Ghanaian language (EG, UP, JHS) Topic: Oral interpretation practice 1 Student teachers will	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson Some new concepts Example 1 Translation practice of a Ghanaian language (EG, UP, JHS) Topic: Oral interpretation practice 1 Student teachers will	15 mins
ICT etc. 2 Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, and pedagogy in all the age phases (EG, UP, JHS) in the respective courses. Some new concepts Example 1 Translation practice of a Ghanaian language (EG, UP, JHS) Topic: Oral interpretation practice 1 Student teachers will acquire the knowledge in	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson Some new concepts Example 1 Translation practice of a Ghanaian language (EG, UP, JHS) Topic: Oral interpretation practice 1 Student teachers will acquire the knowledge in	15 mins
ICT etc. 2 Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, and pedagogy in all the age phases (EG, UP, JHS) in the respective courses. Some new concepts Example 1 Translation practice of a Ghanaian language (EG, UP, JHS) Topic: Oral interpretation practice 1 Student teachers will acquire the knowledge in oral interpretation in all	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson Some new concepts Example 1 Translation practice of a Ghanaian language (EG, UP, JHS) Topic: Oral interpretation practice 1 Student teachers will acquire the knowledge in oral interpretation in all	15 mins
ICT etc. 2 Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, and pedagogy in all the age phases (EG, UP, JHS) in the respective courses. Some new concepts Example 1 Translation practice of a Ghanaian language (EG, UP, JHS) Topic: Oral interpretation practice 1 Student teachers will acquire the knowledge in	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson Some new concepts Example 1 Translation practice of a Ghanaian language (EG, UP, JHS) Topic: Oral interpretation practice 1 Student teachers will acquire the knowledge in	15 mins
ICT etc. 2 Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for	to all learners 2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, and pedagogy in all the age phases (EG, UP, JHS) in the respective courses. Some new concepts Example 1 Translation practice of a Ghanaian language (EG, UP, JHS) Topic: Oral interpretation practice 1 Student teachers will acquire the knowledge in oral interpretation in all	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson Some new concepts Example 1 Translation practice of a Ghanaian language (EG, UP, JHS) Topic: Oral interpretation practice 1 Student teachers will acquire the knowledge in oral interpretation in all	15 mins

explain the issues/s	Example 2:	Example 2:	
with tutors, they	Creative writing of a	Creative writing of a	
should take feedback	Ghanaian language (JHS)	Ghanaian language (JHS)	
to gauge	Chanalan language (1115)	Granaran rangaage (srie)	
understanding and	Concept of methods of	Concept of methods of	
support tutor	teaching language and	teaching language and	
engagement.	the types	the types	
engagement.		the types	
	2.2 let tutors discuss	2.2 discuss some	
	some potential	potential barriers	
	barriers likely to	likely to impede	
	impede learning	learning	
		3	
	Some potential barriers	Some potential barriers	
	Example 1:	Example 1:	
	Translation practice of a	Translation practice of a	
	Ghanaian language (EG,	Ghanaian language (EG,	
	UP, JHS)	UP, JHS)	
	Topic : Oral interpretation	Topic : Oral interpretation	
	Barrier	Barrier	
	Student may not have	Student may not have	
	done instant	done instant	
	interpretation before	interpretation before	
	Example 2:	Example 2:	
	Creative writing of a	Creative writing of a	
	Ghanaian language (JHS)	Ghanaian language (JHS)	
	Topic: Application of	Topic: Application of	
	methods of teaching	methods of teaching	
	creative writing	creative writing	
	Barrier: Student teachers	Barrier: Student teachers	
	may not be aware of the	may not be aware of the	
	factors consider in	factors consider in	
	selecting appropriate	selecting appropriate	
	methods to teach	methods to teach	
3.Planning for	3.1 Ask tutors to read the	3.1 Read the teaching and	40 mins
teaching, learning and	teaching and learning	learning activities	
assessment activities	activities proposed for the	proposed for the	
for the lesson/s	respective lessons and	respective lessons and	
Reading and	subject them to a critical	subject them to a critical	
discussion of	discussion.	discussion	
the teaching		- , ,	
and learning	Examples of some	Examples of some	
activities	proposed TLAs	proposed TLAs	
Noting,	Example 1:	Example 1:	
addressing,			

and explaining areas where tutors may require clarification

- Noting opportunities for making explicit links to the Basic School Curriculum
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning, subject specific examples should be provided for SL/HoD
- Resources: links to the existing PD Themes, for example,

Translation practice of a Ghanaian language (EG, UP, JHS)

Topic: Oral interpretation **TLAs**

i) Class discussionsii) Presentationiii) Groupdiscussions

Example 2

Creative writing of a
Ghanaian language (JHS)
Topic: Application of
methods of teaching
creative writing

TLAs

- i) Discussions
- ii) Practical activity
- 3.2 Lead tutors to discuss how the lesson can be linked to the basic school curriculum. Example of linking to the basic school curriculum

Task student teachers to visit a partner school to observe teaching and learning practices (STS)

3.3Ask tutors to indicate how they will use ICT tools stated in the manual in the lesson.

How ICT tools can be used Examples 1

Translation practice of a Ghanaian language (EG, UP,JHS)

Translation practice of a Ghanaian language (EG, UP, JHS)

Topic: Oral interpretation **TLAs**

- i) Class discussions
- ii) Presentation
- iii) Group discussions

Example 2

Creative writing of a Ghanaian language (JHS) Topic: Application of methods of teaching creative writing

TLAs

- i) Discussions
- ii) Practical activity
- 3.2 Discuss how the lesson can be linked to the basic school curriculum. Example of linking to the basic school curriculum

Go to student a partner school to observe teaching and learning and learning practices (STS)

3.3 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.

How ICT tools can be used

Examples 1

Translation practice of a Ghanaian language (EG, UP,JHS)

action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability

Tutors should be expected to have a plan for the next lesson for student teachers **Topic:** Oral interpretation practice

Show a YouTube video with someone interpreting

Example 2:

Creative writing of a
Ghanaian language (JHS)
Topic: Concept of
methods of teaching
language and the types

Use a PowerPoint presentation and discuss some concepts of methods of teaching

3.4 In pairs ask tutors to discuss and share with the larger group the various ways in which they will make the lesson GESI responsive

Ways of making the lesson GESI responsive

Example 1:

Translation practice of a Ghanaian language (EG, UP, JHS)
Topic: oral interpretation practice 1
i) Form mixed group to perform group activity
ii) Use appropriate language to suit all
iii) Learners

Example 2

Creative writing of a Ghanaian language (JHS) **Topic:** Application of methods of teaching creative writing **Topic:** Oral interpretation practice

Show a YouTube video with someone interpreting

Example 2:

Creative writing of a Ghanaian language (JHS) Topic: Concept of methods of teaching language and the types

Use a PowerPoint presentation and discuss some concepts of methods of teaching

3.4 Discuss the various ways in which you will make the lesson GESI responsive

Ways of making the lesson GESI responsive

Example 1:

Translation practice of a Ghanaian language (EG, UP, JHS) Topic: oral interpretation practice 1 i) Form mixed group to perform group activity

ii) Use appropriate language to suit all learners

Example 2

Creative writing of a
Ghanaian language (JHS)
Topic: Application of
methods of teaching
creative writing

- i) Give equal opportunity for everyoneii) Address issues of learners' special needs
- i) Give equal opportunity for everyoneii) Address issues of learners' special needs
- 3.5 Put tutors in mixed pairs to deliberate on how the contents of topics and the delivery of their lessons will develop the 21st century skills
- 3.5 Discuss in mixed pairs how the contents of topics and the delivery of the lesson will develop the 21st century skills

Examples of ways to develop the 21st century skills in a lesson Example 1

Translation practice of a Ghanaian language (EG, UP, JHS)

Topic: Translation practice 1

i) Group work
(communication and
collaboration, critical
thinking and problem
solving, cultural identity.
ii) Showing a YouTube
video
(Digital literacy)

Examples of ways to develop the 21st century skills in a lesson Example 1

Translation practice of a Ghanaian language (EG, UP, JHS)

Topic: Translation practice

i) Group work
(communication and
collaboration, critical
thinking and problem
solving, cultural identity.
ii) Showing a YouTube
video
(Digital literacy)

Example 2

Creative writing of a
Ghanaian language (JHS) **Topic:** Methods of
teaching the creative
writing of a Ghanaian
language

Group work:
(Leadership skills
communication and
collaboration, global

Example 2

Creative writing of a
Ghanaian language (JHS)
Topic: Methods of
teaching the creative
writing of a Ghanaian
language

Group work: (Leadership skills communication and collaboration, global citizenship)

citizenship)

		Τ	Tarana arang a	ı
		3.6 Ask tutors to	3.6 In pairs, discuss the	
		consider the resources in	resources in the	
		the respective manuals	respective manuals and	
		and suggest which and	suggest how you may	
		how they may be	deploy them. (<i>These</i>	
		deployed. (These should	should include ICT tools,	
		include ICT tools, inclusive	inclusive materials,	
		materials, required and	required and additional	
		additional texts).	texts)	
		Examples resources:	Examples resources:	
		Projector	Projector	
		Textbooks	Text books	
		Phones	Phones	
		Laptop	Laptop	
		3.7 Remind tutors to	3.7 Assist student	
		assist student teachers on	teachers on how to use	
		how available digital tools	the available digital tools	
		may be deployed	e.g.	
		e.g.	Using computers, smart	
		Using computers, smart	phones, etc. to watch	
		phones, etc. to watch	selected and appropriate	
		selected and appropriate	videos or YouTube.	
		videos or YouTube.		
4.	Evaluation and	4.1 Ask tutors to identify	4.1 Identify a critical	15 mins
rev	view of session:	a critical friend to sit in	friend to sit in one of	
		one of their lessons and	the lessons and report	
1.	Tutors should	report at the in the next	at the subsequent PD	
	Identifying critical	PD session	session.	
	friends to observe			
	lessons and report	4.2 Ask tutors to indicate	4.2 Indicate any	
	at next session	any outstanding issues	outstanding issues	
2.	Identifying and	relating to each lesson for	relating to each lesson	
	addressing any	discussion	for discussion.	
	outstanding issues			
	relating to the			
	lesson/s for			
	clarification			
<u> </u>	Ciarification			

Tutor PD Session

Age Levels: EG, UP, JHS Name of Subject: Ghanaian

Language Semester 2

Year 4

Tutor PD Session 11

Lesson titles:

> Translation practice of a Ghanaian language (EG):

Translation practice II

> Translation practice of a Ghanaian language (UP):

Translation practice II

> Translation practice of a Ghanaian language (JHS):

Translation practice II

> Creative writing of a Ghanaian language (JHS)
Preparation of a creative writing of a Ghanaian language learning plan

Focus: the bullet	Guidance notes on	Guidance Notes on Tutor	Time in
points provide the	Leading the session.	Activity during the PD	session
frame for what is to	What the SL/HoDs will	Session. What PD Session	
be done in the	have to say during each	participants (Tutors) will	
session. The SWL	stage of the session	do during each stage of	
should use the bullets		the session.	
to guide what they			
write for the SL/HoD			
and tutors to do and			
say during each			
session. Each bullet			
needs to be			
addressed and			
specific reference			
should be made to			
the course manual/s.			
1 Introduction to the	1.1 Use an icebreaker to	1.1 Listen and respond to	20 mins
session	start the session:	an icebreaker.	
Review prior	provide it or invite any		
learning	volunteer(s) to		
A critical friend to	provide one.		
share findings for	1.2 Ask a critical friend to	1.2 Critical friend to share	
a short discussion	share comments on	comments on an	
and lessons	an observed lesson for	observed lesson for	
learned	discussion.	discussion.	
Reading and			
discussion of the	1.3 Lead tutors to discuss	1.3 Think and share with	
introductory	the student-teacher	the whole group the	

- sections of the lesson up to and including learning outcomes and indicators
- Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for

SL/HoD should identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD

session

- prior knowledge upon which the current lessons will be built. (Refer tutors to the RPK section of the course manual RPK).
- 1.4 Ask tutors to read the introductory section of each lesson and bring up any outstanding issues for discussion
- 1.5 Lead tutors to discuss the content and identify some distinctive scope of each lesson. (Refer tutors to lesson description, topic and subtopics)

Some distinctive scope of the lessons

Example 1

Translation practice of a Ghanaian language (EG, UP, JHS)

Topic: oral interpretation

practice 11

Distinctive scope: The lesson equips student teachers with more vocabularies to use in teaching all age phases

Example 2

Creative writing of a Ghanaian language (JHS) **Topic**: preparation of a creative writing of a Ghanaian language lesson plan

Distinctive scope: This gives student teachers the

student-teacher knowledge and experience upon which you will build the lesson

- 1.4 Read the introductory section of your respective lessons and up any concerns for discussion.
- 1.5 Discuss the content and identify some distinctive scope of each lesson with the whole group.

Some distinctive scope of the lessons

Example 1

Translation practice of a Ghanaian language (EG, UP, JHS)

Topic: oral interpretation

practice 11

Distinctive scope: The lesson equips student teachers with more vocabularies to use in teaching all age phases

Example 2

Creative writing of a
Ghanaian language (JHS) **Topic**: preparation of a
creative writing of a
Ghanaian language lesson
plan

Distinctive scope: This gives student teachers the needed skills and

		1 1 - 1 - 1	
	needed skills and	knowledge to prepare a	
	knowledge to prepare a	creative writing lesson	
	creative writing lesson	plan of a Ghanaian	
	plan of a Ghanaian	language	
	language		
As this course is	1.6 Guide tutors to	1.6 Discuss some artefacts	
dealing with	discuss some artefacts	that be included in the	
supporting and or	that can be included	Professional Teaching	
assessing the	in the Professional	Portfolio	
Professional Teaching	Teaching Portfolio		
Portfolio	(PTP)		
Development or the	Examples of artefacts:	Examples of artefacts:	
Classroom Enquiry	Pictures of things,	Pictures of things,	
and Action Research	learners marked exercises,	learners marked exercises,	
Project Report	sample of scheme of	sample of scheme of	
writing. Tutors need	works etc	works etc	
to be provided with			
guidance on what to			
do including			
_			
organisation of Post			
Internship Seminar.	1 7 diagram with total and the	1.7 discuss the contra	
For each session	1.7 discuss with tutors the	1.7 discuss the year 3	
remember this is the	year 3 semester 2	semester 2 classroom	
final semester before	classroom enquiry	enquiry procedures of	
Students begin	procedures of identifying	identifying learners'	
teaching provide	learners' learning needs,	learning needs, activities,	
prompts to help	proposing intervention	using post intervention	
support this transition	activities, using post	data to bridge the	
for planning and give	intervention data to	learning gap. (Refer to	
regard for GESI, CCI,	bridge the learning gap.	Activities 8.2.3.1-8.2.3.4	
ICT etc.	(Refer to Activities	of Year 3 handbook)	
	8.2.3.1-8.2.3.4 of Year 3		
	handbook)		
2 Concept	2.1 Assist tutors to	2.1 identify and discuss	15 mins
Development (New	identify and discuss any	any new concept to be	
learning likely to arise	new concepts to be learnt	learnt in the respective	
in lesson/s):	in the respective lessons.	lessons	
Identification and			
discussion of new	Examples of some new	Examples of some new	
learning, potential	concept	concept	
barriers to	Example 1	Example 1	
learning for	Translation practice of a	Translation practice of a	
student teachers	Ghanaian language (EG,	Ghanaian language (EG,	
or students, new	UP JHS)	UP JHS)	
concepts or	Topic: oral presentation	Topic: oral presentation	
pedagogy being	practice 11	practice 11	
introduced in the	p. 300.00 11	p. 000.00 11	
introduced in the	1		

lesson, which
need to be
explored with the
SL/HoD
NB The guidance for
SL/HoD should set out
what they need to do
to introduce and
explain the issues/s
with tutors, they
should take feedback
to gauge
understanding and

support tutor

engagement.

New concept: This lesson continues to give more vocabularies to teach in all the age phases

Example 2:

Creative writing of a
Ghanaian language (JHS) **Topic**: Concept of lesson
plan

New concept: this gives student teachers the skills and knowledge to prepare a creative writing of a Ghanaian language lesson plan

2.2 Lead tutors to identify and discuss any potential barriers that can impede learning

Some possible potential barriers

Example 1

Translation practice of a Ghanaian language (EG, UP JHS)

Topic: Translation practice

Potential barrier: students may not have all the vocabulary needed to do instant practice

Example 2

Creative writing of a
Ghanaian language (JHS)
Topic: Preparation of a
creative writing of a
Ghanaian language
lesson/learning plan

Potential barrier: student teacher may not know the

New concept: This lesson continues to give more vocabularies to teach in all the age phases

Example 2:

Creative writing of a
Ghanaian language (JHS) **Topic**: Concept of lesson

plan

New concept: this gives student teachers the skills and knowledge to prepare a creative writing of a Ghanaian language lesson plan

2.2 identify and discuss any potential barrier that can impede learning

Some possible potential barriers

Example 1

Translation practice of a Ghanaian language (EG, UP JHS)

Topic: Translation practice

II

Potential barrier: students may not have all the vocabulary needed to do instant practice

Example 2

Creative writing of a
Ghanaian language (JHS)
Topic: Preparation of a
creative writing of a
Ghanaian language
lesson/learning plan

Potential barrier: student teacher may not know a

		component of a lesson	lesson plan for creative	
		plan for creative writing	writing component of	
3.Plan	ning for	3.1 Ask tutors to read the	3.1 Read the teaching and	40 mins
	ng, learning and	teaching and learning	learning activities	
	ment activities	activities proposed for the	proposed for the	
for the	e lesson/s	respective lessons and	respective lessons and	
>	Reading and	subject them to a critical	subject them to a	
	discussion of	discussion.	critical discussion	
	the teaching			
	and learning	Examples of Teaching	Examples of Teaching	
	activities	and Learning Activities	and Learning Activities	
>	Noting,	Example 1	Example 1	
	addressing,	Translation practice of a	Translation practice of a	
	and explaining	Ghanaian language (EG,	Ghanaian language (EG,	
	areas where	UP, JHS)	UP, JHS)	
	tutors may	Topic : Translation pra	Topic : Translation	
	require	ctice II	practice II	
	clarification	TLAs : Class discussions	TLAs : Class discussions	
>	Noting	Group work, practical	Group work, practical	
	opportunities	activity, presentations	activity, presentations	
	for making			
	explicit links to	Example 2	Example 2	
	the Basic	Creative writing of a	Creative writing of a	
	School	Ghanaian language (JHS)	Ghanaian language (JHS)	
	Curriculum	Topic : Component of a	Topic : Component of a	
>	Noting	creative writing lesson	creative writing lesson	
	opportunities	plan	plan	
	for integrating:	TLAs : class discussions,	TLAs : class discussions,	
	GESI	group work, presentations	group work, presentations	
	responsiveness			
	and ICT and	3.2 Give each tutor an	3.2 Seek clarification from	
	21 st C skills	opportunity to seek	other members in the	
	Reading,	clarification from other	group on concept	
	discussion, and	members in the group on	from the lesson you	
	identification	concept from the lesson	did not understand	
	of continuous	they did not understand.		
	assessment		0.00	
	opportunities	3.3 discuss with tutors	3.3 Discuss how GESI	
	in the lesson.	how GESI responsiveness	responsiveness ICT, 21 st	
	Each lesson	ICT and the 21st century	century skills will help in	
	should include	skills will help in the	the delivery of Ghanaian	
	at least two	delivery of a Ghanaian	language lesson in the	
	opportunities	language lesson in the	Basic school curricula	
	to use	Basic school Curricula		
	continuous	2.4.10++0+0-0-0-0	2.4 Cuggoet and discuss	
	assessment to	3.4 let tutors suggest and	3.4 Suggest and discuss	
	support	discuss how GESI	how GESI responsiveness,	

student teacher learning, subject specific examples should be provided for SL/HoD

- Resources: links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
- Tutors should be expected to have a plan for the next lesson for student teachers

responsiveness, ICT and the 21st century skill can be integrated into a lesson delivery

ways GESI can be integrated

i) Assign
leadership roles
for both male and
female learners
ii) Use TLRs that
are appropriate
for all ability
learners
iii) Give attention
to all learners

Ways to integrate ICT tools

i) Learner use available ICT tools like phones to search for appropriate information on a given link for a particular lesson ii) Project needed information on a particular lesson for learners

Ways of developing the 21st century skills

Example:
Group work:
(communication and collaboration, cultural identity, critical thinking and problem solving and leadership)

3.5 Discuss with tutors
the course assessment
components in both
courses that can be
used to support
student learning

ICT and the 21st century skill can be integrated into a lesson delivery

ways GESI can be integrated

- i) Assign leadership roles for both male and female learners
- ii) Use TLRs that are appropriate for all ability learners
- iii) Give attention to all learners

Ways to integrate ICT tools

i) Learner use available ICT tools like phones to search for appropriate information on a given link for a particular lesson ii) Project needed information on a particular lesson for learners

Ways of developing the 21st century skills

Example:
Group work:
(communication and collaboration, cultural identity, critical thinking and problem solving and leadership)

3.5 Discuss the course assessment components in both courses that can be used to support student learning

Note: the continuous assessment component for translation practice of a Ghanaian language and creative writing of a Ghanaian language manuals includes the subject project and subject portfolio.

Note: the continuous assessment component for translation practice of a Ghanaian language and creative writing of a Ghanaian language manuals includes the subject project and subject portfolio.

Examples of subject project in the specific courses:

Examples of subject project in the specific courses:

Example 1

Translation practice of a Ghanaian language

Example 1

Translation practice of a Ghanaian language

An assignment on text translation from English language to a Ghanaian language

An assignment on text translation from English language to a Ghanaian language

Example 2

Creative writing of a Ghanaian language

Example 2

Creative writing of a Ghanaian language

Students to write their own story on a specific theme as a project work.

Students to write their own story on a specific theme as a project work. The assessment should be in line with NTEAP

The assessment should be in line with NTEAP

3.6 discuss with tutors year 3 STS classroom enquiry procedures of identifying learners' learning needs, proposing interventions activities and using the post intervention data to address any issues. (Refer to activities 8.2.3.1-8.2.3.4 of the year 3 STS handbook)

3.6 discuss year 3 STS classroom enquiry procedures of identifying learners' learning needs, proposing interventions activities and using the post intervention data to address any issues. (Refer to activities 8.2.3.1-8.2.3.4 of the year 3 STS handbook)

4.	Evaluation and	4.1 Ask a tutor to identify	4.1 Identify a critical	15 mins
rev	view of session:	a critical friend to sit in	friend to sit in one of	
		one of their lessons and	their lessons and	
1.	Tutors should	report at the next PD	report at the next PD	
	Identifying critical	session	session.	
	friends to observe			
	lessons and report	4.2 Ask tutors to indicate	4.2 Indicate any	
	at next session	any outstanding issues	outstanding issues	
2.	Identifying and	relating to each lesson	relating to each lesson for	
	addressing any	for discussion	discussion.	
	outstanding issues			
	relating to the	NB: Encourage tutors to	NB: Read the PD and	
	lesson/s for	read the PD and course	course manuals in	
	clarification	manuals in preparation	preparation for the next	
		for the next PD session	PD session.	

Tutor PD Session

Age Levels: EG, UP, JHS

Name of Subject: Ghanaian
Language

Translation Practice (EG, UP,

JHS)

Creative Writing (JHS)
Administration and
Management (UP)

Year 4 Semester 2

Tutor PD Session 12

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
specific reference should be made to			
the course manual/s.			
Introduction to the	1.1 Lead a discussion with	1.1 Discuss your previous	20 mins
session	tutors on their previous	experiences with lesson	
Review prior	experiences with lesson	11 and how these	
learning	11 and how these	experiences are going to	
Reading and	experiences are going to	bear on lesson 12.	
discussion of the	bear on lesson 12.		
introductory			
sections of the	1.2 Ask tutors to be in	1.2 In your mixed pairs (if	
lesson up to and	mixed pairs and allow	appropriate) discuss the	
including learning	them to discuss the main	main purpose of the	
outcomes and	purpose of the current PD	current PD Session and	
indicators	Session and share their	share your views.	
Overview of	views.		
content and	For overnale and of the	For everynla and of the	
identification of	For example, one of the	For example, one of the	
any distinctive	purposes is to adopt the	purposes is to adopt the appropriate teaching and	
aspects of the lesson/s,	appropriate teaching and learning strategies,	learning strategies,	
NB The guidance for	relevant resources to	relevant resources to	
SL/HoD should	ensure effective	ensure effective	

identify, address and provide explanations for any areas where tutors might require clarification on an aspect of the lesson.

NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session

implementation of the key principles and practices of the B.Ed. Programme.

1.3 Lead a discussion with tutors to on the Learning Outcomes (LOs) of lesson twelve (12) and their Learning Indicators (LIs) by stating their relationship.

Examples:

Translation Practice:

(LOs):

i. Demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

ii. Demonstrate
knowledge and skills in
teaching comprehension
& summary of Ghanaian
language. (NTS 1a, f: 12),
(NTS 2c, d: 13), (NTS 3a, e,
f, g, i, j: 14). (NTS 2f:13),
(NTECF 4: 42), (IEP 5: 11).

(LIs):

i. Apply the skills in translating a given text from English to Ghanaian language or vice versa. ii. Apply their knowledge to teach translation. iii. To employ strategies that show individual diversity of the learners are considered.

Creative Writing:

(LOs): Understand and interpret key features of creative writing of a Ghanaian language

implementation of the key principles and practices of the B.Ed. Programme.

1.3 Discuss the Learning Outcomes (LOs) of lesson twelve (12) and their Learning Indicators (LIs) by stating their relationship.

Examples:

Translation Practice: (LOs):

i. Demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).

ii. Demonstrate
knowledge and skills in
teaching comprehension
& summary of Ghanaian
language. (NTS 1a, f: 12),
(NTS 2c, d: 13), (NTS 3a, e,
f, g, i, j: 14). (NTS 2f:13),
(NTECF 4: 42), (IEP 5: 11).

(LIs):

i. Apply the skills in translating a given text from English to Ghanaian language or vice versa. ii. Apply their knowledge to teach translation. iii. To employ strategies that show individual diversity of the learners are considered.

Creative Writing:

(LOs): Understand and interpret key features of creative writing of a Ghanaian language component of the Ghanaian language curriculum and plan lessons from it. (NTS 2b, d: 13), (NTECF 3: 20), (NTS 2f:13), (NTECF 3: 32). (LIs):

- iii. Show their awareness of the existing learning outcomes of learners.
- iv . Factor individual learner's diversity in planning and delivering lessons.

Administration and Management (CLO): Demonstrate understanding of professional ethics and values that portray teachers as good role models in the school and ommunity (NTS 1c, 1d, 1f, 1g, 2a, 2c, 3n, 3o).

(LIs):

i. Identify the major National Teachers' Standards that relate to their experiences. ii. Show evidence of understanding of how teachers could become good models in the school and community.

Note: Refer tutors to lesson 12 of the course manual for the learning outcomes and indicators.

1.4 Refer tutors to the lesson descriptions of lesson 12 and ask them to

component of the Ghanaian language curriculum and plan lessons from it. (NTS 2b, d: 13), (NTECF 3: 20), (NTS 2f:13), (NTECF 3: 32). (LIS):

i. Show their awareness of the existing learning outcomes of learners. ii. Factor individual learner's diversity in planning and delivering lessons.

Administration and Management (CLO): Demonstrate understanding of professional ethics and values that portray teachers as good role models in the school and ommunity (NTS 1c, 1d, 1f, 1g, 2a, 2c, 3n, 3o).

(LIs):

i. Identify the major
National Teachers'
Standards that relate to
their experiences.
ii. Show evidence of
understanding of how
teachers could become
good models in the school
and community.

Note: Refer to lesson 12 of the course manual for the learning outcomes and indicators.

1.4 Refer to the lesson descriptions of lesson 12 and read and discuss those course descriptions.

read and discuss those course descriptions.

Examples:

Translation Practice:

E.g. Translation Practice, as a course, is designed to introduce student teachers to understand the differences in written translation and oral interpretation.

Creative Writing:

Creative Writing, as a course, is designed to equip the student teachers with the knowledge and the skills in preparing a lesson plan for teaching creative writing of a Ghanaian language to JHS learners.

Administration and Management:

Administration and Management, as a course, is designed to provide opportunities for students to discuss some contemporary issues in teacher education front in Ghana such as the National Teaching Standards, the licensing exams, the induction and portfolio development, and assessment during the induction period.

1.5 Discuss with tutors the distinctive features of lesson 12 and any challenging areas that might need some clarification.

Examples:

Translation Practice:

E.g. Translation Practice, as a course, is designed to introduce student teachers to understand the differences in written translation and oral interpretation.

Creative Writing:

Creative Writing, as a course, is designed to equip the student teachers with the knowledge and the skills in preparing a lesson plan for teaching creative writing of a Ghanaian language to JHS learners.

Administration and Management:

Administration and Management, as a course, is designed to provide opportunities for students to discuss some contemporary issues in teacher education front in Ghana such as the National Teaching Standards, the licensing exams, the induction and portfolio development, and assessment during the induction period.

1.5 Discuss the distinctive features of lesson 12 and any challenging areas that might need some clarification.

Examples of distinctive features:

Translation Practice:

- The concept of oral interpretation
- ii. The concept of translation practice.

Creative Writing:

- iv. The concept of lesson plan.
- v. The concept of designing creative writing plan

Administration and Management:

- i. The concept of 21st century skillsii. The concept of
- professional standards and code of ethics.

Examples of Challenging Areas

Translation Practice:

It is likely that student teachers may still have difficulty doing oral interpretation.

These can be curbed by asking them to practise among themselves before and after lessons.

Creative Writing:

It is possible the student teachers have not seen lesson plan and its components.

The teacher can show a lesson plan to the student teachers two weeks before the lesson.

Examples of distinctive features:

Translation Practice:

i. The concept of oral interpretationii. The concept of translation practice.

Creative Writing:

- i. The concept of lesson plan.
- ii. The concept of designing creative writing plan

Administration and Management:

i. The concept of 21st century skills
ii. The concept of professional standards and code of ethics.

Examples of Challenging Areas

Translation Practice:

It is likely that student teachers may still have difficulty doing oral interpretation.

These can be curbed by asking them to practise among themselves before and after lessons.

Creative Writing:

It is possible the student teachers have not seen lesson plan and its components.

The teacher can show a lesson plan to the student teachers two weeks before the lesson.

	Administration and	Administration and
	Management	Management
	Student teachers may not	Student teachers may not
	be abreast with issues in	be abreast with issues in
	basic education.	basic education.
	This can be addresses	This can be addresses
	when student teachers	when student teachers
	are given the	are given the
	fundamentals in basic	fundamentals in basic
	education.	education.
If this course is	Supporting Professional	Supporting Professional
dealing with	Teaching Portfolio (PTP)	Teaching Portfolio (PTP)
supporting and or	1.6 Discuss with tutors	1.6 Discuss the need to
assessing the	the need to develop	develop Professional
Professional Teaching	Professional Teaching	Teaching Portfolio and
Portfolio	Portfolio and task them to	examine the importance
Development or the	examine the importance	of Year 3 Semester 2,
Classroom Enquiry	of Year 3 Semester 2,	specifically, teaching
and Action Research	specifically, teaching	portfolio, to Year 4
Project Report	portfolio, to Year 4	Semester 2 activities.
writing. Tutors need	Semester 2 activities.	
to be provided with		
guidance on what to	Examples of the need for	Examples of the need for
do including	PTP:	PTP:
organisation of Post	v. It outlines teachers'	v. It outlines teachers'
Intern Seminar.	accomplishments	accomplishments that
	that may help them	may help them to gain
	to gain employment	employment or a higher-
	or a higher-level	level position in the work
	position in the work	force.
	force.	vi. A teaching portfolio is
	vi. A teaching portfolio is	a story about you and
	a story about you and	who you are as an
	who you are as an	educator.
	educator.	vii. It demonstrates your
	vii. It demonstrates your	skills and knowledge and
	skills and knowledge	provides evidence of your
	and provides	successful teaching
	evidence of your	practices.
	successful teaching	viii. It is an effective way
	practices.	for teachers to reflect
	viii. It is an effective way	upon, describe, and
	for teachers to reflect	document their teaching
	upon, describe, and	philosophy, goals, and
	document	a abia cana anta

document

their teaching

achievements.

philosophy, goals, and achievements.

Guidance to Classroom Enquiry and Action Research Project Report Writing

1.7 Discuss with tutors Year 3 Semester 2 classroom enquiry procedures of identifying learners' learning needs, proposing intervention activities, using post intervention data in bridging the learning gap and finally writing a report. (Refer to Activities 8.2.3.1 - 8.2.3.4 of Year 3 STS Handbook)

Note: Remind tutors that they will have to play a significant role in guiding the student tutors in organising their post intern seminars in Year 4 Semester 2. This can be done through coplanning, timelines for report drafting, reviewing the draft, making corrections and submitting the final report.

(Refer tutors to Activity 8.2.3.4 of the STS Handbook for Year 3, p. 98)

Providing Prompts to help Support Transition from School to the Teaching Career of the World of Work

Guidance to Classroom Enquiry and Action Research Project Report Writing

1.7 Discuss Year 3
Semester 2 classroom
enquiry procedures of
identifying learners'
learning needs, proposing
intervention activities,
using post intervention
data in bridging the
learning gap and finally
writing a report (Refer to
Activities 8.2.3.1 - 8.2.3.4
of Year 3 Semester 2
Handbook)

Providing Prompts to help Support Transition from School to the Teaching Career of the World of Work For each session remember this is the final semester before Students start teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc

1.8 Discuss with tutors some of the activities from levels 100-400 that relate to Gender, Equality and Social Inclusion (GESI), Cross Cutting Issues (CCI), Information and Communication Technology (ICT) and 21st Century skills and which may be applicable to the world of work as they make transition from school to the contextual realities of the world of work as beginning teachers.

Examples of GESI responsive activities:

Making reasonable adjustmentsfor physically challenged learners.
Both male and female learners playing leading roles in agroup task, using brailles and other needed SEN resources.

Examples of CCI activities:

Gender mainstreaming, community empowerment, sustainability, equity and inclusion, and social accountability.

Examples of ICT activities

Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, Tools

1.8 Discuss some of the activities from levels 100-400 that relate to Gender, **Equality and Social** Inclusion (GESI), Cross Cutting Issues (CCI), Information and Communication Technology (ICT) and 21st Century skills and which may be applicable to the world of work as you make transition from school to the contextual realities of the world of work as beginning teachers.

Examples of GESI responsive activities:

Making reasonable adjustmentsfor physically challenged learners.
Both male and female learners playing leading roles in agroup task, using brailles and other needed SEN resources.

Examples of CCI activities:

Gender mainstreaming, community empowerment, sustainability, equity and inclusion, and social accountability.

Examples of ICT activities

Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, Tools

	for checking grammar	for checking grammar	
	errors online.	errors online.	
	Examples of 21st Century	Examples of 21st Century	
	activities: Communication	activities: Communication	
	skills, collaboration,	skills, collaboration,	
	observation and enquiry	observation and enquiry	
	skills, digital literacy,	skills, digital literacy,	
	creativity, personal	creativity, personal	
	development and global	development and global	
	citizenship.	citizenship.	
2 Concept	2.1 Lead a discussion with	2.1 Discuss and focus on	15 mins
Development (New	tutors and focus on the	the identification of new	
learning likely to arise	identification of new	concepts or learnings and	
in lesson/s):	concepts or learnings and	potential barriers that are	
Identification and	potential barriers that are	introduced into the lesson	
discussion of new	introduced into the lesson	which need to be	
learning, potential	which need to be	explored.	
barriers to	explored.		
learning for			
student teachers	Examples of New	Examples of New	
or students, new	Concepts in the Lesson	Concepts in the Lesson	
concepts or			
pedagogy being	Translation Practice:	Translation Practice:	
introduced in the	The concept of oral	The concept of oral	
lesson, which	interpretation	interpretation	
need to be			
explored with the	Creative Writing:	Creative Writing:	
SL/HoD	The concept of	The concept of	
NB The guidance for	preparation of creative	preparation of creative	
SL/HoD should set out	writing lesson plan	writing lesson plan	
what they need to do	Administration and	Administration and	
to introduce and	Management:	Management:	
explain the issues/s	The concept of	The concept of	
with tutors	contemporary issues in	contemporary issues in	
	basic school	basic school	
	administration	administration	
	Evamples of Detartial	Examples of Potential	
	Examples of Potential Barriers	Barriers	
	Translation Practice:	Translation Practice:	
	The student teacher may	The student teacher may	
	not have all the	not have all the	
	vocabulary for the	vocabulary for the	
	subjects taught in early	subjects taught in early	
	grade or upper primary to	grade or upper primary to	
	do instant interpretation.	do instant interpretation.	

Suggested Solution

Specific vocabularies in topical areas of the subject in the student teacher's discipline should be taught him or her earlier

Creative Writing:

Student teachers may not have seen a lesson plan for creative writing before and they may not know the components of a lesson plan for creative writing.

Suggested Solution

Student teachers should be shown an illustrative creative lesson plan on a cardboard. Again, they should be taught the components of the creative lesson plan using the illustrative lesson on the cardboard.

Administration and Management:

Student teachers might not have had a preview of contemporary issues in basic school administration.

Suggested Solution

Student teachers should be given the fundamentals in the administration of basic education.

2.2 Ask tutors, in their course groups, to consider the suggested strategies in the manual

Suggested Solution

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Administration and Management:

Student teachers might not have had a preview of contemporary issues in basic school administration.

Suggested Solution

Student teachers should be given the fundamentals in the administration of basic education.

2.2 In your course groups, consider the suggested strategies in the manual and choose

and choose the most appropriate ones for teaching the topics in their respective manuals.

Examples:

Group work, think-pairshare, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.

2.3 Discuss with tutors how the suggested teaching strategies in lesson 12 will be used to promote learning at the 4-Year B.Ed. and Basic levels.

Examples:

Identifying the features of the Basic School Curriculum and those of the B.Ed. programme and aligning them with the suggested teaching strategies in the course manual.

3.Planning for teaching, learning and assessment activities for the lesson/s

- Reading and discussion of the teaching and learning activities
- Noting, addressing, and explaining areas where tutors may require clarification
- Noting opportunities for

3.1 Lead discussion with tutors through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.

Examples of Teaching and Learning Activities: Translation Practice:

Task student teachers in their mixed ability groups to use available online tools to search online for the most appropriate ones for teaching and learning of the topics in your respective manuals.

Examples:

Group work, think-pairshare, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.

2.3 Discuss how the suggested teaching strategies in lesson 12 will be used to promote your learning at the 4-Year B.Ed. and Basic levels.

Examples:

Identifying the features of the Basic School Curriculum and those of the B.Ed. programme and aligning them with the suggested teaching strategies in the course manual.

3.1Discuss the various suggested teaching and learning activities to be used in the lesson delivery.

Examples of Teaching and Learning Activities:
Translation Practice: You will be tasked in your mixed ability groups to use available online tools to search online for the

- making explicit links to the Basic **School Curriculum**
- Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
- Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
- Resources:
 - o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Youtube, physical resources, power point; how they should be used. Consideration needs to be given to local availability

guidance on any power point

the meaning of oral interpretation practice. This is followed by an oral presentation by student teachers on the basis of their research.

Creative Writing:

Task student teachers to search online for information on the creative writing lesson plan.

Administration and Management:

Task student teachers in their mixed ability groups to use available online tools to search online for the contemporary issues in basic school administration.

Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills

3.2 Discuss with tutors how GESI responsiveness, ICT and 21st Century skills will help to promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.

Note: The delivery of English lessons in both the B.Ed. and Basic School curricula may be enhanced through the integration of GESI, ICT and 21st century skills.

meaning of oral interpretation practice. This is followed by an oral presentation by student teachers on the basis of their research.

Creative Writing:

You will be tasked to search online for information on the creative writing lesson plan.

Administration and Management:

You will be tasked in your mixed ability groups to use available online tools to search online for the contemporary issues in basic school administration.

Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills

3.2 Discuss how GESI responsiveness, ICT and 21st Century skills will help to promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.

Note: The delivery of English lessons in both the B.Ed. and Basic School curricula may be enhanced through the integration of GESI, ICT and 21st century skills.

presentations, TLM or other resources which need to be developed to support learning

Tutors should be expected to have a plan for the next lesson for student teachers

Examples of 21st century skills:

Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.

Examples of GESI responsiveness:

Making reasonable adjustmentsfor physically challenged learners.
Both male and female learners playing leading roles in agroup task.

The use of braille and audio machines for orals, etc.

Examples of ICT

Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, tools for checking grammar errors online.

Examples of linking to the Basic School Curriculum:

Tasking student teachers to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).

Again, referring student teachers to the Basic School Currriculum for some of the key features, e.g. the Core

Examples of 21st century skills:

Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, persoonal devlopment and global citizenship.

Examples of GESI responsiveness:

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The use of braille and audio machines for orals, etc.

Examples of ICT

Office 365 vs G-suite for education, google meet for online teaching, google classroom for online assignment submissions, plagiarism checking softwares, tools for checking grammar errors online.

Examples of linking to the Basic School Curriculum:

You may have to go to partner schools to observe teaching and learning practices in the basic school classroom (STS).

Again, refer to the Basic School Currriculum for some of the key features, e.g. the Core Competencies, such as: critical thinking and Competencies, such as: critical thinking and problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital litearcy (DL) (Ref. p.viii, English Language Curriculum for Primary Schools - B4-B6) 3.3 Ask one tutor to model a selected activity in a teaching situation.

problem solving (CP), creativity and innovation (CI), communication and collaboration (CC), cultural identity and global citizenship (CG), personal development and leadership (PL) and digital literarcy (DL) (Ref. p.viii, English Language *Curriculum for Primary* Schools - B4-B6) 3.3 Pay attention as the tutor models a selected activity in a teaching situation.

Examples:

Translation Practice:

Modeling the teaching of oral interpretation practice using available and appropriate ICT tools.

Creative Writing:

Modeling the teaching of creative writing lesson plan using available and appropriate ICT tools.

Administration and Management:

Modeling the teaching of 21st century teaching skills using available and appropriate ICT tools

Using Continuous Assessment in Supporting Student Learning

3.4 Discuss with tutors the course assessment components (continuous assessment) that can be used to support student

Examples:

Translation Practice:

Modeling the teaching of oral interpretation practice using available and appropriate ICT tools.

Creative Writing:

Modeling the teaching of creative writing lesson plan using available and appropriate ICT tools.

Administration and Management:

Modeling the teaching of 21st century teaching skills using available and appropriate ICT tools

Using Continuous Assessment in Supporting Student Learning

3.4 Discuss the course assessment components (continuous assessment) that can be used to support student learning

learning bearing in mind the structure of the prospective subject project topics in terms of the introduction, methodology, substantive section and the conclusion and the collection of the appropriate artefacts and their organisation in the subject portfolio.

Note: The continuous assessment components of the courses in the course manual include the subject portfolio and subject project assessments. These should be used to provide day-to-day feedback about the learning and teaching process, identify strengths and weaknesses in order to bridge the learning gaps among students.

The assessment components should be in line with the NTEAP.

Examples of subject projects in the specific courses:

Translation Practice

A project work on conceptualising and providing context specific parametres for oral interpretation practice.

Creative Writing:

Designing, in a form of graphic organiser,

bearing in mind the structure of the prospective subject project topics in terms of the introduction, methodology, substantive section and the conclusion and the collection of the appropriate artefacts and their organisation in the subject portfolio.

Note: The continuous assessment components of the courses in the course manual include the subject portfolio and subject project assessments. These should be used to provide day-to-day feedback about the learning and teaching process, identify strengths and weaknesses in order to bridge the learning gaps among students.

The assessment components should be in line with the NTEAP.

Examples of subject projects in the specific courses:

Translation Practice

A project work on conceptualising and providing context specific parametres for oral interpretation practice.

Creative Writing:

Designing, in a form of graphic organiser,

creative writing lesson plan.

Administration and Management:

A project work on conceptualising 21st century teaching skills.

3.5 Request that tutors discuss assessment instruments aside what is in their respective manuals.

For example, ICT assessment tools that can be used for assessment of students. Assessment tools aid in assessing and evaluating student learning and can provide different options to assess students beyond the traditional examination.

Note: Several tools are available including grading rubrics, canvas assignments, plagiarism detection, selfassessment, and peer assessment, surveys, and classroom polling. quiz bot

N/B:

Digital Assessment Tools for Teachers

- 6. Socrative quizzes and questions with real-time grading.
- 7. Google Forms easy to
- 8. Mentimeter pre-built education templates.

creative writing lesson plan.

Administration and Management:

A project work on conceptualising 21st century teaching skills.

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For example, ICT assessment tools that can be used for assessment of students. Assessment tools aid in assessing and evaluating student learning and can provide different options to assess students beyond the traditional examination.

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N/B:

Digital Assessment Tools for Teachers

- 1. Socrative quizzes and questions with real-time grading.
- 2. Google Forms easy to use.
- 3. Mentimeter prebuilt education templates.

		<u></u>	
	9. Poll Everywhere - used	4. Poll Everywhere -	
	by 300,000 teachers.	used by 300,000	
	10. Kahoot - game-based	teachers.	
assessment tool.		5. Kahoot - game-based	
	i.e. (Assessment Of	assessment tool.	
	Learning (AOL)) of the	i.e. (Assessment Of	
	course manual and	Learning (AOL)) of the	
	compare with the	course manual and	
	components prescribed by	compare with the	
	NTEAP and review as	components prescribed by	
	appropriate.	NTEAP and review as	
		appropriate.	
4. Evaluation and	4.1 Ask tutors to reflect	4.1 Reflect on what you	15 mins
review of session:	on what they have learnt	have learnt in the session	
a. Tutors need to	in the session. Request	and share your ideas with	
identify critical friends	them to share it with the	the class.	
to observe lessons	larger group.		
and report at next			
session	4.2 Task Tutors to identify	4.2 Receive any critical	
b. Identifying and	a critical friend to observe	friend who comes in to sit	
addressing any	them in Lesson 12 as they	in your class.	
outstanding issues	teach class for feedback.		
relating to the			
lesson/s for			
clarification			

Appendix 1. Course Assessment Components, detail in the Revised NTEAP Toolkit (Sept. 21)

COMPONENT	SUBJECT PROJECT	SUBJECT PORTFOLIO
	1 per course per semester, individual or collaborative student teacher work.	1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	The Subject project is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT and 21stC skills	The Subject Portfolio is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs.
CONSTITUENT	Introduction: a clear	Either 3 items of work produced during
S	statement of aim and purpose Methodology: what the student teacher has done and why to achieve the aim and purpose of the project Substantive or main section: Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project. Conclusion: Statement of the key outcomes of the project; reflection on what the student teacher has learnt	the semester or 2 items of work and a mid-semester assessment The items of work to be selected by student teachers, with tutor support, during the semester as best examples of their progress. For each item they select, Student teacher's need to reflect on: progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome The mid-semester assessment: case study, reflective note, quiz etc.
WEIGHT	Overall weighting of project = 30% Weighting of individual parts of project out of 100 Introduction – 10	Overall weighting of project = 30% Weighting of individual parts of portfolio out of 100 • Each item of work - 30

	 Methodology – 20 Substantive section – 40 Conclusion – 30 	 Mid semester assessment - 30 - if applicable Presentation and organisation of portfolio - 10 	
EXAM	End of semester Exam, weight 40%. To assess: achievement of one or		
	more of the CLOs, progress towards achieving identified NTS,		
	development of knowledge and understanding of the Basic School		
	Curriculum, ability to use GESI responsive approaches and to integrate		
	ICT and 21st C skills in teaching and learning		

Examples of course assessment components Subject portfolio examples of items of work

Literacy:

- · Reading log of children's literature
- · Review of different types of writing and how to teach them
- Book summaries/reports
- · Report on different purposes for and types of reading or writing
- Vocabulary achievement
- · Schemes of work

Mathematics:

- Samples of problem solving with written explanations of how the problems were solved and how this can be taught
- Charts and graphs with written explanations of how and why they were created and how this can be taught
- Computer analyses conducted as well as use of software to teach mathematics and how effective they are
- · Use indigenous knowledge in mathematics teaching.
- Schemes of work

Science

- Lab reports,
- Research reports
- Charts, graphs created
- Designs, TLMs, posters, worksheets
- Integrating indigenous knowledge into science teaching
- Schemes of work

Subject project examples

Pedagogic Studies. What are the qualities you need to develop to be a good teacher?
 Reflect on your personal experiences, values, and background, the NTS and the expectations of, and vision for, the B.Ed.

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