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

HANDBOOK FOR COORDINATORS

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Transforming Teaching, Education & Learning

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

TUTOR PROFESSIONAL DEVELOPMENT HANDBOOK (Coordinator Version)

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:
  - o Integrating GESI to ensure the needs of females, males and students with special education needs are well catered for
  - o Integrating ICT and 21c skills to ensure students learn to use technology effectively to support their own and pupils' learning
  - o 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
    - ▪ I**n 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
  - o 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
  - o 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

Year   4

Tutor PD Session 1

Name of Subject/s:
1. African Literature
2. Varieties of English

Semester   2

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
1a Introduction to the semester – in session one ➢ Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age level/s. ➢ Introduction to the course manual/s	1A 1.1 Discuss with tutors the two courses of the Year 4 Semester 2 of the Junior High School (JHS) programme. Ask them to recount how they were coping with the groupings in subject areas in previous PD sessions and how these culminated in the practical content delivery in the class. . 1.2 Discuss with tutors the difference between subjects of the same specialism, e.g., English Language, and subjects of different age levels, e.g.	1A 1.1 Discuss the two courses of the Year 4 Semester 2 of the Junior High School (JHS) programme. Recount how you were coping with the groupings in subject areas in previous PD sessions and how these culminated in the practical content delivery and learning in the class. 1.2 Discuss the difference between subjects of the same specialism, e.g., English Language, and subjects of different age levels, e.g. Early Grade,	20 mins

➤ 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.* 1.3 Refer to your 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 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. 1.4 In your course groups, read the course Learning Outcomes (CLOs) and their indicators (LIs) in your respective course manuals, discuss, and write down 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*	

		1.5 Discuss with tutors the two continuous assessment components in both courses of Year 4 Semester 2.	1.5 Discuss the two continuous assessment components in both courses of Year 4 Semester 2.	
		Examples:	*Examples:*	
		Subject Project:	***Subject Project:***	
		Overall weighting of project = 30%	*Overall weighting of project = 30%*	
		Weighting of individual parts of the subject project out of 100	*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.*	***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*	***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 and interpretation of what has been done, learned or found out.*	***iii. Substantive section (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.*	***iv. Conclusion (30)**: key outcomes of the project and reflection on what the student teacher has learnt.*	
		Subject Portfolio:	***Subject Portfolio:***	
		Overall weighting of project = 30%	*Overall weighting of project = 30%*	
		Weighting of individual parts of portfolio out of 100	*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(a). Each of the three (3) items selected by the student teacher is 30 % (90%).*	
		i(b) Presentation and organisation of portfolio 10%.	*i(b) Presentation and organisation of portfolio 10%.*	

	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%* **Examples of specific projects***:* **African 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.* **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%* **Examples of specific projects***:* **African 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.* **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).* *Example:* *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*	

	how well organised the student has gathered his/her artifacts and documented his/her lived experience and past records and the selection of his/her two or three best assignments, quizzes, presentations, etc.	*organised the student has gathered his/her artifacts and documented his/her lived experience and past records and the selection of his/her two or three best assignments, quizzes, presentations, etc.*	
	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.	*Note: Examine the differences between Year 3 Semester 2 STS experiences and those of Year 4 Semeter 1 STS experiences.*	
	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.	*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.	1.8 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**).*	*Examples:* **African Literature** *: (LO): 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.*	*(LIs):* i. *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):* i. *Explain the factors that account for the existence of varieties in (English) language.*	**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:*** ***African Literature****:* *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.* ***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 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 variety ii. Foundation of language variety iii. Language variety in context *Examples of Misconceptions or Challenging Areas* *African Literature*: 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 ii. Nature of African literature iii. Literature-in-English and English literature *Varieties of English*: i. Language variety ii. Foundation of language variety iii. Language variety in context *Examples of Misconceptions or Challenging Areas* *African Literature*: 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.	

	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)	*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)	
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 guidance 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:* i. *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*	**Supporting Professional Teaching Portfolio (PTP)** 1.11 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 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 philosophy, goals, and achievements.*	

	philosophy, goals, and achievements.		
	Guidance to Classroom Enquiry and Action Research Project Report Writing	**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)*	1.12 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)*	
	***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 co-planning, 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	**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*	1.13 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*	

	for checking grammar errors online. ***Examples of 21st Century skills****: Comunication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.*	*checking grammar errors online.* ***Examples of 21st Century activities****: Comunication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development 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 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 Lead a discussion with tutors 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*** ***African Literature****:* i. The concept of African literature ii. The concept and nature of African literature iii. The concept of literature-in-English and English literature ***Varieties of English****:* *i. The concept of language variety* *ii. The concept of foundation of language variety.* *iii. The concept of language variety in context.* ***Examples of New Learnings****:* ***African Literature****:* i. Student teachers' ability to write their	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*** ***African Literature****:* *i. The concept of African literature* *ii. The concept and nature of African literature* *iii. The concept of literature-in-English and English literature* ***Varieties of English****:* *i. The concept of language variety* *ii. The concept of foundation of language variety.* *iii. The concept of language variety in context.* ***Examples of New Learnings****:* ***African Literature****:* *i. Student teachers' ability to write their own short*	15 mins

	own short 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.*	*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****:* *You 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****:* *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	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.	3.1 Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.	
➢ Reading and discussion of the teaching and learning activities	***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.*	***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.*	
➢ Noting, addressing, and explaining areas where tutors may require clarification	*This is followed by an oral presentation by student teachers on the basis of their research.*	*This is followed by an oral presentation by student teachers on the basis of their research.*	
➢ Noting opportunities for making *explicit* links to the Basic School Curriculum	***Varieties of English***: *Task student teachers to search online for information on the foundation of language variety.*	***Varieties of English***: *Task student teachers to search online for information on the foundation of language variety.*	
➢ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills	***Links to the Basic School Curricula and the Use of GESI, ICT and 21st Century Skills***	***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.	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.	
➢ Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should	*Note: The delivery of English lessons in both the B.Ed. and Basic School curricula may be enhanced through the*	*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 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 resources, power point; how they should be used. Consideration needs to be given to local availability
  ○ guidance on any power point presentations, 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 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: *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	

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 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:*** *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 l 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.	*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.	*The assessment components should be in line with the NTEAP.*	
	Examples of subject projects in the specific courses:	***Examples of subject projects in the specific courses:***	
	African Literature *A project work on conceptualising and providing contextual features that clearly distinguish African literature from European literature.*	***African 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.	*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.* | 3.5 Discuss assessment instruments aside what is in your 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. ddKahoot - game-based assessment tool.* | |

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

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

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 do 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 Use the snowballing strategy to recap the main issues raised during the last PD session (thus, ask a tutor to recall one thing he/she learned in the last PD lesson/session. After reviewing what he/she can recall, he /she identifies another tutor to share his/her views, and	1.1 A tutor to recall one thing he/she learned in the last PD session and identify another tutor to share his/her views. He/she also remembers another tutor to share a similar view, and the activity continues in a chain order).	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 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	25

		and share your views with the group.	
	Examples:	*Examples:*	
	African Literature:	*African Literature:*	
	*(LO): Demonstrate an understanding of the origin and development of African literature (**NTS2c, p.12**).*	*(LO): Demonstrate an understanding of the origin and development of African literature (**NTS2c, p.12**).*	
	(LI):	*(LI):*	
	Trace the beginnings of African literature	*Trace the beginnings of African literature*	
	Differentiate African literature from other kinds of literature	*Differentiate African literature from other kinds of literature*	
	Varieties of English:	*Varieties of English:*	
	(LO): explore the historical and regional varieties of English (NTS3i, p.14).	*(LO): explore the historical and regional varieties of English (NTS3i, p.14).*	
	(LI):	*(LI):*	
	Give a historical account of how the English language has developed	*Give a historical account of how the English language has developed*	
	Describe the features of the broad regional varieties of English	*Describe the features of the significant regional varieties of English*	
	Differentiate between historical and regional varieties of English (Refer tutors to the learning outcomes and indicators sections of the lessons).	*Differentiate between historical and regional varieties of English (Refer 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.	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.	*E.g. African Literature: the lesson is designed to introduce student teachers to African literature's origin and development.*	

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

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.	Examples of the need for PTP:	
	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 post-intervention 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*	*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 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) **Providing Prompts to help Support Transition from School to the Teaching Career of the World of Work**	**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 begin teaching; provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.	1.8 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 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.*	1.8 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 the world of work as beginning teachers. ***Examples of GESI responsive issues:*** *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: *Gender mainstreaming, community empowerment, sustainability, equity and inclusion, and social accountability.*	*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 software, Tools for checking grammar errors online.*	*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 21st Century skills: Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship	*Examples of 21st Century skills: Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship*	
2 Concept Development (New learning likely to arise in lesson/s) : ➢ Identification and discussion of new knowledge, potential barriers to learning for student teachers or students, new concepts or pedagogy being	2.1 Lead a discussion with tutors and focus on identifying 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* *African Literature:* *i. The concept of the origin African Literature* *ii. The idea and development of African literature* *iii. The idea of features of African literature*	2.1 Discuss and focus on identifying new concepts, new learnings, and potential barriers introduced into the lesson that need to be explored. *Examples of New Concepts in the Lesson* *African Literature:* *i. The concept of the origin African Literature* *ii. The concept and development of African literature* *iii. The concept of features of African literature* *Varieties of English:*	15 mins

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	*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*	***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-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.*	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 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*	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 suggested teaching strategies in the course manual	*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 ➢ 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 opportunitie	3.1 Ask tutors to brainstorm the suggested 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.* ***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 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*	3.1 Brainstorm the suggested teaching and learning activities in your course manual and share your 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 follows this task by student teachers based on 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 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*	40 mins

s 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 the web, Utube, physical resources, PowerPoint; how they should be used. Consideration 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.* ***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 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 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. ***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.* ***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	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* ***Varieties of English:*** *Modelling the teaching of Middle English comparing it to Modern English.* ***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. *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 the origin and development of African Literature* ***Varieties of English****:* *A project work on Old, Middle and Modern Englishes bearing in mind the differences and similarities*	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.* *The assessment components should be in line with the NTEAP.* ***Examples of subject projects in the specific courses:*** ***African Literature*** *Project work on the origin and development of African Literature* ***Varieties of English****:* *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, self-assessment, 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* 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 NTEAP and review as appropriate.*	

	NTEAP and review as appropriate.		
4. Evaluation and review of session: 1. Tutors should Identify critical friends to observe lessons and report at the next session 2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Ask tutors to reflect on what they have learnt in the session. Then, request them to share it with the larger group. 4.2 Task Tutors to identify a critical friend to observe them in Lesson 2 as they teach a class and provide feedback at the next PD Session. 4.3 Ask tutors to read lesson 3 from the PD manual in preparation for the next session.	4.1 Reflect on what you have learnt in the session and share your ideas with the class. 4.2 Wholeheartedly receive any critical friend who comes in to sit in your class. 4.3 Read lesson 3 to prepare for next week's PD session.	15 mins

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*	41

	i. Concept of Anglophone bloc African literature *ii. Natrue of Francopho ne bloc African literature* *iii. The nature of the Lusophone bloc* ***Varieties of English**:* *i. Native varieties* *ii. British varieties* *iii. 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 literatur*e ***Varieties of English**:* *That the rationale behind the varieties of English language is geographical*	*ii. Natrue of Francopho ne bloc African literature* *iii. The nature of the Lusophone bloc.* ***Varieties of English**:* *i. Native varieties* *ii. British varieties* *iii. 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 literatur*e ***Varieties of English**:* *That the rationale behind the varieties of English language is geographical*	

	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)*	*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)*	
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 higher-level 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 higher-level 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 Enquiry and Action Research Project Report Writing 1.7 Task tutors to brainstorm the procedures for identifying learning needs, providing intervention activities, using post-intervention data to close the learning gap, and finally publishing a report as a classroom enquiry procedure in Year 3 Semester 2. (See Year 3 STS Handbook, Activities 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.* *(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 STS 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;	1.8 Discuss with tutors issues like Gender, Equality, and Social Inclusion (GESI), Cross-Cutting Issues (CCI),	1.8 Discuss some of the activities from levels 100-400 that relate to Gender, Equality and Social 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.* ***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*	

	development and global citizenship	*development 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 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 Task tutors to use shower thoughts to reflect on the lesson and come out with new concepts, new learning, and potential barriers introduced into the lesson that need to be explored. ***Examples of New Concepts in the Lesson*** ***African Literature****:* *i. The implication of the anglophone bloc.* *ii. The concept and implication of the Francophone bloc.* *iii. The concept and implication lusophone bloc* ***Varieties of English****:* i. *The concept of native varieties.* ii. *The idea of regional varieties.* iii. *The idea of contact and language change* ***Examples of New Learnings****:* ***African Literature****:* *Student teachers' ability to explain the blocs of African literature and their implication to the writer* ***Varieties of English****:* *i. Student teachers' ability to define and explain what is meant by a native variety.* *ii. Student teachers' ability to explain regional varieties in terms of monolingual speaking communities.*	2.1 Discuss and focus on identifying new concepts, new learnings, and potential barriers introduced into the lesson that need to be explored. ***Examples of New Concepts in the Lesson*** ***African Literature****:* *i. The implication of the anglophone bloc.* *ii. The concept and implication of the Francophone bloc.* *iii. The idea the implication lusophone* ***Varieties of English****:* i. *The concept of native varieties* ii. *The idea of regional varieties* iii. *The idea of contact and language change.* ***Examples of New Learnings****:* ***African Literature****:* *Student teachers' ability to explain the blocs of African literature and their implication to the writer* ***Varieties of English****:* *i. Student teachers' ability to define and explain what is meant by a native variety* *ii. Student teachers' ability to explain regional varieties in terms of monolingual speaking communities.*	15 mins

	Examples of Potential Barriers **African Literature**: Student teachers may not know what blocs are and their differences	**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.	**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	**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-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 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	3.1 Conduct a question-and-answer session with tutors on the many suggested teaching and learning activities in the class delivery.	3.1 Discuss the various suggested teaching and learning activities used in lesson delivery in our various lesson manuals.	
➢ 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	***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.*	***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.*	

➢ 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
  o 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*	51

	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:** Modelling the teaching of native varieties* *.* ***Using Continuous Assessment in Supporting Student Learning*** 3.4 A tutor from 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.*	

	The assessment components should be in line with the NTEAP.	*The assessment components should be in line with the NTEAP.*	
	Examples of subject projects in the specific courses:	***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*	***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.	3.5 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	*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*	Note: *Several tools are available including grading rubrics, canvas assignments, plagiarism detection, self-assessment, 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 NTEAP and review as appropriate.*	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 NTEAP and review as appropriate.*	
4. Evaluation and review of session: a. Tutors need to identify critical friends to observe lessons and report at the next session b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Ask tutors to reflect on what they have learnt in the session. Then, request them to share it with the larger group. 4.2 Task Tutors to identify a critical friend to observe them in Lesson 3 as they teach a class and provide feedback at the next PD Session. 4.3 Ask tutors to read lesson 4 from the PD manual in preparation for the next session.	4.1 Reflect on what you have learnt in the session and share your ideas with the class. 4.2 Identify a critical friend to observe you in Lesson 3 as you teach a class and provide feedback at the next PD Session. 4.3 Read lesson 4 to prepare for next week's PD session.	15 mins

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

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	1.1 Use 'snowballing' strategy to recap the main issues raised during the last PD session (thus, ask a tutor to recall one thing he/she leaned in the last PD lesson/session. After reviewing what he/she can recall, he /she identifies another tutor to share his/her views and the activity continues in a chain order). 1.2 Invite the critical friend who observed a lesson the	1.1 A tutor to recall one thing he/she leaned in the last PD session and identifies another tutor to share his/her views he /she also identifies another tutor to share a similar view and the activity continues in a chain order). 1.2 Listen carefully to and reflect on the observed	20 mins

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	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 African literature* *Varieties of English:* *(LO):explore the historical and regional varieties of English (NTS3i, p.14).*	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:* *Afrrican 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* 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 student-teachers 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* 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 student-teachers 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 literature* *ii. implication of Francophone bloc African literature*	

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

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 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 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 - 8.2.3.4 of Year 3 Semester 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)* **Providing Prompts to help Support Transition from School to the Teaching Career of the World of Work**	*(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 begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.	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 world of work as beginning teachers. ***Examples of GESI responsive issues:*** *Making reasonable*	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 the world of work as beginning teachers. ***Examples of GESI responsive issues:*** *Making reasonable*	

	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.* ***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.*	*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 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 bloc* *ii. 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*	*African Literature*: *i. The concept of e bloc* *ii. 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*	

	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.* *.* ***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 Consider the suggested strategies in the manual and examine the	63

	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. *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.*	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.*	
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	3.1 Ask tutors to brainstorm the suggested teaching and learning activities in their course manuals and share their thoughts. ***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*	3.1 Brainstorm the suggested teaching and learning activities in your course manual and share your thoughts ***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*	40 mins

➢ 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* ***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***	

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*	***GESI, ICT and 21ˢᵗ Century Skills*** 3.2 Discuss how GESI responsivenes, 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 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. *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*	

TUTOR PROFESSIONAL DEVELOPMENT HANDBOOK (Coordinator Version)

	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.* 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.*	

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

Age Level: JHS

Year   4

Tutor PD Session 5

Name of Subject: English Language

Semester   2

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 outcomes and indicators ➢ Overview of content and identification of any distinctive aspects of the lesson/s,	1.1 **.** Begin the session with an icebreaker from one of the tutors. 1.2. Invite tutors to tell how useful PD session 4 was and how it influenced their teaching over the week. 1.3. Invite a critical friend to share their observations with the group. *Note: Ensure the reports cover, introduction, body and conclusion of the lesson, resources and methodologies used, how GESI issues were handle, etc.* 1.3.1. Lead a brief discussion on outstanding issues and lessons learnt from the class observation	1.1. Give an icebreaker to begin the session. 1.2. Tell the group how useful PD session 4 was and how it influenced your teaching over the week. 1.3. Critical friend to give a report on the lesson observations to the group. 1.3.1. Discuss the outstanding issues and lessons you learnt from the reports with the group.	20 mins

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:** *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.*	

	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 student-teachers 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 their teaching as they go through the PD session	1.6. Plan for your teaching as you go through the PD session.	
As this course is dealing with supporting and or assessing the Professional Teaching Portfolio Development and/or 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 Ask tutors to share with the whole group, what they have done so far to support student teachers in building their Professional Teaching Portfolios or in their Classroom Enquiry and Action Research Project Report Writing. ***Example*** *Tutors can refer student teachers to the STS Handbook (pages 97-98 & 114-117) and review what goes into the PTP as well as the procedure for data analysis and report writing with them.*	1.7. Share with the whole group, what you have done so far to support student teachers in building their Professional Teaching Portfolios or in their Classroom Enquiry and Action Research Report Writing.	

	Note: *Address issues arising from the discussion, e.g., explain what PTP and CEAR entails. (Refer tutors to the STS handbook.)*		
For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.	1.8. Remind tutors of student teachers' transitional semester in the college and ask them to suggest some language teaching survival skills or prompts that the department can offer the student teachers to aid them in teaching language as beginning teachers. **Example:** *Review of scheme of work and lesson plan preparation, Integration of GESI, CCI AND ICT in lessons, teaching of reading and writing skills, etc.*	1.8. Remember student teachers are in their transitional semester in the college; suggest some language teaching survival skills or prompts that the department can give them to aid them in teaching language as beginning teachers. **Example:** *Review of scheme of work and lesson plan preparation,*	
	1.9. Ask tutors to suggest the order in which these prompts should be presented to the students. **Note:** *Remind tutors to remember to carry out the first 'Transitional Support' activity in their lessons within the week.*	1.9**.** Suggest the order in which the prompts should be presented to the students.	
2 Concept Development (New learning likely to arise in lesson/s) : ➢ Identification and discussion of new learning, potential barriers to learning for student teachers	2.1. Put tutors in their course groups, and ask them to go through the respective lesson manuals and come out with the main contents to be covered in lesson 5, and their distinct parts (topics and their sub-topics). **Examples:** ***Varieties of English***	2.1. In your course groups, go through the respective lesson manuals and come out with the main contents to be covered in lesson 5, and their distinct parts **Examples:** ***Varieties of English*** *Topic: Regional varieties of English: Non -native.*	15 mins

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 sub-topics 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 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.* 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 5 in their respective manuals. ***Examples of strategies include****:* *Group work, think-pair-share, school visits, discussions, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning.*	*help eliminate any confusion.* *.* 2.5. Refer to the strategies *section of your* respective course manuals and consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topics. ***Examples of strategies include:*** *Group work, think-pair-share, school visits, discussions, cconcept mapping, individual work and presentation, teacher modelling, brainstorming and questioning*	
3.Planning for teaching, learning and assessment activities for the lesson/s ➢ Reading and discussion of the teaching and	3.1. Ask tutors to read the section on teaching and learning activities in the course manuals and identify activities suggested for the delivery of lesson 5.	3.1. Read the section on suggested teaching and learning activities in the manuals and identify activities suggested for the delivery of lesson 5.	40 mins

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 m*aking reasonable adjustments to 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 m*aking reasonable adjustments to 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',* *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 student teachers.* 3.4 Select one activity and model it 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. 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: *Games, audio-visuals from YouTube in relation to teaching of the topics in lesson 5.* 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-?p=videos+for+teaching+kids+about+themes+in+literature&fr2=piv-web&fr=yfp-t-s#id=3&vid=b35c09d41083ba111ecf90b19d8f7cc0&action=view	**Example:** *Games, audio-visuals from YouTube in relation to teaching of the topics in lesson 5.* ***Note:*** *Some useful Education Technology Resources for teaching and learning include:* 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-?p=videos+for+teaching+kids+about+themes+in+literature&fr2=piv-web&fr=yfp-t-s#id=3&vid=b35c09d41083ba111ecf90b19d8f7cc0&action=view *Office 365 vs G-suite for education, google meet for online teachinggoogle classroom for online assignment submissions, plagiarism checking softwares, Tools for checking grammar errors online*	
4. Evaluation and review of session: 1. Tutors should Identifying critical friends to observe lessons and report at next session	4.1 Ask tutors to use 'Tell your neighbour' strategy to have each tutor reflect on and whisper one main thing s/he has learnt in the session to another tutor close by. 4.1.1. Have tutors identify outstanding issues relating	4.1 Using 'Tell your neighbour', reflect on and whisper one main thing you have learnt in the session to another tutor closer to you. 4.1.1 Identify outstanding issues relating to the lesson/s for clarification.	15 mins

2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	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 next PD session. 4.3 Ask tutors to remember to read lesson 6 from the PD manual in preparation for the next session.	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. 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

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 outcomes and indicators ➢ Overview of content and identification of any distinctive aspects of the lesson/s,	1.1. Ask tutors to use 'Tell a Friend strategy' to have tutors recap the main issues raised in the previous PD session in English and how they used the issues in their lesson presentation within the week. (Invite few people to share their ideas with the group.) 1.2. Invite critical friends to give their reports to the group; and lead a brief discussion on outstanding issues and lessons learnt from the class observation reports. (*For example, you can talk about the new learnings that showed up in the lessons and are worth emulating*).	1.1. Tell your friend the main issues raised in the previous PD session in English and how they helped you in your lesson delivery within the week. 1.2. Give report on the lesson observations to the group.	20 mins

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.	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.	***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.	*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	***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.*	*Varieties of English* *What is the difference between jargons and slangs in English language?*	
	1.6. *Remind tutors to plan for their teaching as they go through the PD session.*	1.6. *Remember to plan for your teaching as you go through the PD session.*	
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. *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). *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	

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

2 Concept Development (New learning likely to arise in lesson/s):	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 sub-topics).	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
➢ 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, they should take feedback to gauge understanding and support tutor engagement.	*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' sub-topic) might need clarification.* 2.1.2. Refer tutors to the course manual to read the topics and the sub-topics for lesson 6 and evaluate the components that relate to the prior knowledge of student teachers. (Have them share their findings with	*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 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. 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.*	**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.*	2.4. In your course groups, brainstorm possible ways of dealing with the challenges stated in 2.3. .	
		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-pair-share, school visits, discussions, concept*	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-pair-share, school visits, discussions, cconcept*	

	mapping, individual work and presentation, teacher modelling, brainstorming and questioning	mapping, individual work and presentation, teacher modelling, brainstorming and questioning	
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. Put tutors in their course group and ask them to read the section on teaching and learning activities in the course manuals and identify activities suggested for the delivery of lesson 6. ***Examples:*** ***Varieties of English:*** *Activities: Tutor c*onstructs 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, table on the basis of their understanding. ***African Literature:*** *Activities: Tutor* puts student teachers in groups and tasks them to discuss and identify themes discussed in the selected texts and present them before the class. 3.1.1. Ask tutors to identify areas of the activities that need clarification and lead them to address the issues. 3.2. Discuss with tutors the appropriateness of the activities and strategies for the delivery of lesson 6 in both the College of Education (B.	3.1. In your course groups, read the section on suggested teaching and learning activities in the manual and identify activities suggested for the delivery of lesson 6. ***Examples:*** ***Varieties of English:*** *Activities: Tutor c*onstructs 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, table on the basis of their understanding. ***African Literature:*** *Activities: Tutor* puts student teachers in groups and tasks them to discuss and identify themes discussed in the selected texts and present them before the class. 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 6 in both the College of Education (B.Ed.)	40 mins

, 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.	and the Basic School 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. **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 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*	
		Varieties of English	*Topic: **Colloquial, jargons***	
		*Topic: **Colloquial, jargons***	***and slangs** LO: Develop the*	
		***and slangs** LO: Develop*	*awareness of the varieties*	
		the awareness of the	*according to style,*	
		varieties according to	*standard, social status and*	
		style, standard, social	*function (NTS1a, p.12);*	
		status and function	*and the*	
		(NTS1a, p.12);	*LI: Students will be able to*	
		and the	*Identify social varieties of*	
		LI: Students will be able to	*English, e.g. men/women*	
		Identify social varieties of	*language, youth language*	
		English, e.g. men/women	*in given texts.*	
		language, youth language	*Activity: Tutor constructs at*	
		in given texts.	*least three phrases or*	
		Activity: Tutor constructs	*sentences each of*	
		at least three phrases or	*colloquial, jargon and slang*	
		sentences each of	*on the board by mixing*	
		colloquial, jargon and	*them up and tasks student*	
		slang on the board by	*teachers to separate them*	
		mixing them up and tasks	*using the three concepts.*	
		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.	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:	*Example:*	
		1. The use of YouTube to watch videos based on some African literature will develop digital literacy.	*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 non-standard varieties of English in the College. (This exercise*	

	(This exercise is a mini-research and may be considered for students' subject project).	is a mini-research 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.	3.7.1. Remember 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.	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.*	**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://teachingmadepractical.com/teaching-theme-games/*	**Note:** *Some useful Education Technology Resources for teaching and learning include:* *https://teachingmadepractical.com/teaching-theme-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-*	*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-?p=videos+for+teaching+kid*	

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

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 made during next PD session.	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.	
	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

Year   4

English Language: English Language

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

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
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 ➢ Overview of content and identification of	1.1 Use an icebreaker, for example, rhyme, song etc to start the session: provide it or invite any volunteer(s) to provide one. 1.2 Use question and answer to recap the main issues raised in the previous PD session. 1.3 Put tutors in gender groups and let them discuss the main purpose of the current PD session.	1.1 Listen, respond and participate to the icebreaker, and volunteer one if necessary. 1.2 Provide answers to the questions to recap some of the main issues discussed in the previous PD session. 1.3 Discuss in your gender groups the main purpose of the current PD session and share your views with the larger group.	20 mins

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 non-standard 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?* 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.	1.4 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. 1.5 Identify the lesson descriptions in the manuals of Lesson 7 and the distinctive features of the lesson.	

	1.6 Ask tutors to brainstorm on likely controversial questions that needed to be addressed for students before they go out to the field. *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 linguistic backgrounds of student teachers?*	1.6 Confer with your elbow partner some of the likely controversial questions that are possible to arise from the lesson and address them for student teachers before they finally go out to the field to teach.	
As this course is dealing with supporting and/or assessing the Professional Teaching Portfolio Development and/or 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 Guide tutors to discuss some artefacts that can be included in the Professional Teaching Portfolio. Example: *curriculum vitae, reflections on lessons taught.*	1.7 Discuss artefacts that can be included in the Professional Teaching Portfolio.	
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	Note that this is the final semester before student teachers embark on their beginning teaching. In view of that remind them to be mindful of **GESI, CCI, ICT,** etc issues. **Example of GESI issues to note:** *Note leaners diverse backgrounds.*	Remind student teachers to be mindful of **GESI, CCI, ICT** etc issues. **Example of GESI issues to note:** *Note leaner diverse backgrounds.*	

	Example of ICT issues	Example of ICT issues	
	Check availability of ICT tools in the school and how to make good use of them.	*Check availability of ICT tools in the school and how to make good use of them.*	
	Example of CCI	**Example of CCI**	
	Ask tutors to identify likely problems for action research. E.g. *Problems associated with leaners inability to read.*	Identify likely problem for action research. E.g. *Problems associated with leaners inability to read.*	
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 Use question and answer technique 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-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: 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*	2.1 Answer and ask questions for clarification to identify key elements of the lesson description in the course manuals and address issues that may arise. *(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 sub-topics in the respective course manuals).*	15 mins

	genres of literature, and Early and modern poetry.		
	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 In your course groups discuss any challenges you are likely to encounter in presenting the various topics of the 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 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.*	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 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, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning.*	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.	
3. Planning for teaching, learning and assessment	3.1 Ask tutors to discuss the various teaching and learning activities to be used in the	3.1 Discuss the various teaching and learning activities to be used in the lesson delivery and	

activities for the lesson/s	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*	how they will promote the content delivery of the B. Ed and Basic School Curricula. E.g., group work, think-pair-share, independent study, brainstorming *(refer to the teaching and learning activities section of your course manual)*	
➢ Reading and discussion of the teaching and learning activities			
➢ Noting, addressing, and explaining areas where tutors may require clarification	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*.	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*.	
➢ Noting opportunities for making *explicit* links to the Basic School Curriculum			
➢ Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills	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.*	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*	
➢ 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	3.2 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)*	3.2 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)*	
➢ Resources: ○ links to the existing PD Themes, for example, action research,	3.3 Discuss with tutors the appropriateness of	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 ○ 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, think-pair-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-pair-share 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.*	3.6 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 the respective manuals and procedures used in assessing student teachers.	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.*	For example: *presentation, projects, 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 outstanding issues relating to the lesson/s for clarification	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 sit in their classes during lesson, give feedback and report on observation made during next PD session. 4.3 Ask tutors to read lesson 8 from the PD manual in preparation for the next session.	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 during the lesson and report on his/her observation during the next PD session. 4.3 Read lesson 8 to prepare for next week's PD session	15 mins

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

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
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 ➢ Overview of content and identification of any distinctive aspects of the lesson/s,	1.1 Use an icebreaker to start the session: provide it or invite any volunteer(s) to provide one. 1.2 Let tutors write down the main ideas raised in the previous PD session individually and share with the larger group. Example: - *What were the main concepts you learnt in the*	1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 1.2 Write down the main ideas raised in the previous PD session individually and share with the larger group.	20 mins

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	1.2.1 Provide answers to the questions to recap some of the main ideas discussed 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*).	1.3 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 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.*	1.4 Discuss in your gender groups the main purpose of the current PD sessions. And the current lesson.	
	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*	1.5 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.* 1.6 Refer tutors to the lesson description of lesson 8 and identify the distinctive features of the lesson. 1.7 Since this is the last PD session, ask tutors to brainstorm on likely controversial questions that needed to be addressed for students before they go out to the field. *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?*	1.6 Identify the lesson descriptions in the manuals of lesson 8 and the distinctive features of the lesson. 1.7 Confer with your elbow partner some of the likely controversial questions that are possible to arise from the lesson and address them for student teachers before they finally go out to the field to teach.	
As this course is dealing with	1.8 Lead tutors to discuss the need and	1.8 Discuss the contents of the Professional Teaching	

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

2. Concept Development (New learning likely to arise in lesson/s):	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 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*	15 mins
➢ 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	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)*	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 sub-topics in the respective course manuals).*	
NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	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	2.2 In your course groups discuss any challenges you are likely to encounter in presenting the various topics of the lessons.	

	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 class usage of varieties of English.* African literature: *Student teachers may not be conversant with some African literary writings*.	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 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, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning.*	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.	
3. Planning for teaching, learning and assessment activities for the lesson/s ➢ Reading and discussion of the	3.1 Ask tutors to discuss the various teaching and learning activities to be used in the lesson delivery such as group work, think-	3.1 Discuss the various teaching and learning activities to be used in the lesson delivery and how 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: 　○ 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 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 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 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	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)*	Curricula, as well as GESI and 21st century skills. *(Refer 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, think-pair-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.	3.3 Deliberate on the appropriateness of the activities and strategies (strategies (*Use of traffic light in teaching, think-pair-share 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 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*	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, debate, quizzes, assignments and tests.*	*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. For example: *presentation, projects, 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 outstanding issues relating to the lesson/s for clarification	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 sit in their classes during lesson and report on observation made during next PD session. 4.3 Ask tutors to read lesson 9 from the PD manual in preparation for the next session.	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 during the lesson and report on his/her observation during the next PD session. 4.3 Read lesson 9 to prepare for next week's PD session	15 mins

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 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
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 ➢ Overview of content and identification of any distinctive aspects of the lesson/s,	1.1 Use an icebreaker such as song, rhyme, story etc to start the session: provide it or invite any volunteer(s) to provide one. 1.2 Let tutors write down the main ideas raised in the previous PD session individually and share with the larger group. Example: - *What were some of the main ideas you learnt in the*	1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 1.2 Write down the main ideas raised in the previous PD session individually and share with the larger group.	20 mins

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	1.2.1 Provide answers to the questions to recap some of the main ideas discussed 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*).	1.3 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 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.*	1.4 Discuss in your gender groups the main purpose of the current lesson.	
	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?*	1.5 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.	

	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 lesson description of lesson 9 and identify the distinctive features of the lesson.	1.6 Identify the lesson descriptions in the manuals of lesson 9 and the distinctive features of the lesson.	
	1.7 Ask tutors to brainstorm likely controversial questions that needed to be addressed for students before they enter the world 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?*	1.7 Brainstorm likely controversial questions that are possible to arise from the lesson and address them for student teachers before they enter the world of work.	
As this course is dealing with supporting and/or	1.8 Ask tutors to write down the items to be assessed during the	1.8 Write down the items to be assessed.	

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

	American English and their usage relating to profession and gender.		
	2.1 Use question and answer technique 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 Answer and ask questions for clarification to identify key elements of the lesson description in the course manuals and address issues that may arise. *(Refer to the lesson description in the course manuals*	15 mins
	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)*	2.1.1 Think-pair-share, 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 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 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 In your course groups discuss any challenges you are likely to encounter in presenting the various topics of the 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 domains.*	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 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*	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 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 ➢ Resources: o links to the existing PD Themes, for example, action research, questioning and to other external reference	3.1 Ask tutors to discuss the various teaching and learning activities to be used in the lesson delivery such as group work, think-pair-share, and independent study 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 discuss with student teachers the meaning of the concept of gender and profession and the language that identifies each gender and people in each professional level.* African Literature: *teaching and learning activity is to discuss with student teachers the major writers and the common themes in their works, as well as the characterization and the style and interpretations of their texts.*	3.1 Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the B. Ed and Basic School Curricula. E.g., group work, think-pair-share, 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 the meaning of the concept of gender and profession and the language that identifies each gender and people in each professional level.* African Literature: *teaching and learning activity is to discuss with student teachers the major writers and the common themes in their works, as well as the characterization and the style and interpretations of their texts.*	

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.*	3.2 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 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 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 Discuss with tutors the appropriateness of the activities and strategies (*Use of traffic light in teaching, think-pair-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.	3.4 Deliberate on the appropriateness of the activities and strategies (strategies (*Use of traffic light in teaching, think-pair-share 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, non-sexist 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* For example: *In African Literature, model the teaching of meaning of prose, major writers and characterisation.*	3.5 Model a selected activity in a teaching situation. For example: *In Varieties of English, model the teaching of varieties according to Gender* For example: *In African Literature, model the teaching of 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 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 of session: a. Tutors need to identify critical friends to observe lessons and report at next session b. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	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 sit in their classes during lesson and report on observation made during next PD session. 4.3 Ask tutors to read lesson 10 from the PD manual in preparation for the next session.	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 during the lesson and report on his/her observation during the next PD session. 4.3 Remember to read lesson 10 to prepare for next week's PD session	15 mins

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**			
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 outcomes and indicators ➢ Overview of content and identification of any distinctive	1.1 Call the session to a start with any icebreaker. 1.2 Ask some critical friends to share their experience of the lessons they observed on the previous PD session with the whole group. 1.3 Using a think-pair-share activity, ask tutors to discuss the student-teacher prior knowledge that will facilitate the success	1.1 Attend to the SL's call to the start of session and provide the appropriate reaction to the icebreaker. 1.2 Share your experience, as a critical friend, of how the previous sessions was taught by a colleague whose lesson you observed. 1.3 Think, pair and share with the whole group the student-teacher knowledge and experience upon	20 mins

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. | |

| | 1.5 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:
i.   *African Literature:* This lesson focuses on treating the features/characteristics 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 | 1.5 Discuss your perception of the distinctive scope of this lesson with the whole group | |
| **As this course is dealing with supporting and/or assessing the Professional Teaching Portfolio Development and/or the Classroom Enquiry and Action** | 1.6 Guide tutors to distinguish between the professional teaching portfolio (PTP) and the subject portfolio (SP). | 1.6 In a group discussion, distinguish between the professional teaching portfolio (PTP) and the subject portfolio (SP). | |

Research Project Report writing, tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.	**Suggested answers:** i. PTP is a set of the teacher's own works, artefacts and 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 understanding of his personality, weaknesses and strengths. ii. serves as a record of the	1.7 Discuss the need for teachers to build a PTP.	

		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).	1.8 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 with tutors the structure of the Classroom Enquiry and Action Research design, and the need to grasp this framework well.	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	**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 before-picture; the pre-intervention; the pre-test); the administration	

	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 after-picture; the post-intervention; 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 student-teachers write the various sections/chapters of a CEAR report: i. Introduction ii. Literature review iii. Methodology iv. Presentation and discussion of data (*involving the presentation and discussion of data gathered at pre-intervention, intervention and post-*	1.10 Discuss how to support student-teachers 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 gathered at pre-intervention, intervention and post-intervention stages*) Conclusion	

	intervention stages)		
	v. Conclusion		
For each session, remember this is the final semester before Students begin teaching so provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.	1.11 Lead tutors to discuss the uniqueness of year four of the B. Ed. Programme and how this needs to impact the execution of their 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 student-teachers, 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:** i. They should be prepared because the world of work requires specific or	1.11 Discuss the uniqueness of year four of the B. Ed. Programme and how this needs to impact 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 student-teachers, 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. **Suggested answers:** 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 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. **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	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 attitudes and know-how 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 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) : ➢ 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, 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/characteristics 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.	2.1 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.	15 mins
	2.2 Ask tutors to anticipate the barriers that may impede the success	2.2 Tell the whole group what you imagine might be a barrier to the success of this lesson.	

	of the presentation of these concepts. **Examples of barriers: African Literature:** Student teachers may confuse other literature writings with African Literature writings. **Varieties of English:** Student teachers might not have been previewed to the function of varieties of English.	**Examples of barriers: African Literature:** Student teachers may confuse other literature writings with African Literature writings. **Varieties of English:** Student teachers might not have been previewed to the function of varieties of English.	
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	3.1. Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion. **Issues to raise for discussion:** i. Tutor knowledge, familiarity and capacity to deploy the activity. ii. Applicability or appropriateness 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	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion. 3.2 Reflect on the content to be present and ask the whole group for	40 mins

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 student-teachers 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 student-teachers 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. ***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.	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. *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.	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.	3.6 In mixed pairs (male-female, 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).	**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).	***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	3.7 Use lesson content to design subject projects, and/or assessment	

	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 above for examples of subject projects and subject portfolios*).	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 the respective manuals and suggest which and how they may be deployed. (*These 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: 1. Tutors should Identifying critical friends to observe lessons and report at next session 2. Identifying and addressing any outstanding issues relating to the	4.1 Ask a tutor 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	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 each lesson for discussion.	15 mins

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**			
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 outcomes and indicators ➢ Overview of content and identification of any distinctive	1.1 Start the session with an icebreaker. 1.2 Ask some critical friends to share their experience of the lessons they observed on the previous PD session with the whole group. 1.3 Lead tutors in a **deliberative discussion** of 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*).	1.1 Listen and respond to an icebreaker. 1.2 Share your experience, as a critical friend, of how the previous sessions was taught by a colleague whose lesson you observed. 1.3 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.	20 mins

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).* *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:**	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:**	

	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**). i. 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). i. Identify and provide support for pupils who speak non-standard 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**). i. 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). i. Identify and provide support for pupils who speak non-standard 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:* ***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.	1.5 Discuss your appreciation of the distinctive features or scope of this lesson with the whole group. *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.	
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:** i. 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:** i. 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:** i. 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	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 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 understanding of his personality, weaknesses and strengths. ii. serves as a record of the teacher's achievements and evolution 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).	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.	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 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).	**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 after-	

		picture; the post-intervention; the post-test).	
	1.10 Lead tutors to discuss how to support student-teachers write the various sections/chapters of a CEAR report: i. Introduction ii. Literature review iii. Methodology iv. Presentation and discussion of data (*involving the presentation and discussion of data gathered at pre-intervention, intervention and post-intervention stages*) v. Conclusion	1.10 Discuss how to support student-teachers write the various sections/chapters of a CEAR report: i. Introduction ii. Literature review iii. Methodology iv. Presentation and discussion of data (*involving the presentation and discussion of data gathered at pre-intervention, intervention and post-intervention stages*) v. Conclusion	
For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.	1.11 Lead tutors to discuss the uniqueness of year four of the B. Ed. Programme and how this needs to impact the execution of their 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 student-teachers, it is the last year in which they will ever sit in class to be taught by others.	1.11 Discuss the uniqueness of year four of the B. Ed. Programme and how this needs to impact 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 student-teachers, 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.	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: 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.	**Suggested answers:** 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 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.	1.13 Discuss the critical attitudes and know-how 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	**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	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) : ➢ 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, they should take feedback to gauge understanding and support tutor engagement.	2.1 Ask tutors to study and 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** – Issues in African Literature and how to resolve them:* i. Challenges facing the progress of African literature; solutions to the challenges facing African literature. ***Varieties of English** – Varieties according to function II:* i. How English functions when used as second language,	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. *Notes:* ***African Literature** – Issues in African Literature and how to resolve them:* i. Challenges facing the progress of African literature; solutions to the challenges facing African literature. ***Varieties of English** – Varieties according to function II:* i. How English functions when used as second language, foreign	15 mins

	foreign language, and international language.	language, and international language.	
	2.2 Ask tutors to anticipate the barriers that may impede the success of the presentation of these concepts.	2.2 Tell the whole group what you imagine might be a barrier to the success of this lesson.	
	African Literature: Student teachers may not see issues in African Literature as a representation of the contemporary African society.	**African Literature:** Student teachers may not see issues in African Literature as a representation of the contemporary African society.	
	Varieties of English: Student teachers might not have an in-depth knowledge in the function and implication of varieties as English as a second language and as a foreign language.	**Varieties of English:** Student teachers might not have an in-depth knowledge in the function and implication of varieties as English as a second language and as a foreign language.	
3.Planning for teaching, learning and assessment activities for the lesson/s a. Reading and discussion of the teaching and learning activities b. Noting, addressing, and explaining areas where tutors may require clarification c. Noting opportunities for	3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion. **Issues to raise for discussion:** i. Tutor knowledge, familiarity and capacity to deploy the activity ii. Applicability or appropriatene	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion	40 mins

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. ***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 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.	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 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 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:* 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:* 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.	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: **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:*	*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:*	

		Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy)	*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*)	3.7 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 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	3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	

		to find YouTube videos; etc.)		
4. Evaluation and review of session: 1 Tutors should Identifying critical friends to observe lessons and report at next session 2 Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Ask a tutor 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 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	4.1 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 each lesson for discussion. 4.3 Read the PD and course manuals and gather and review relevant TLRs in preparation for the next PD session.	15 mins

Tutor PD Session			
Age Level: JHS		Name of Subject: English language	
Year 4		Semester 2	
Lesson titles: **Varieties of English:** Summary of lessons on Varieties of English **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 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 outcomes and indicators ➢ Overview of content and identification of any distinctive	1.1 Open the session with an icebreaker. 1.2 Ask some critical friends to share their experience of the lessons they observed on the previous PD session with the whole group. 1.3 Lead tutors in a **deliberative discussion** of student-teachers' prior knowledge that will facilitate the success of the delivery of the current lessons. (*Refer tutors to the RPK*	1.1 Listen and respond appropriately to an icebreaker. 1.2 Share your experience, as a critical friend, of how the previous sessions was taught by a colleague whose lesson you observed. 1.3 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.	20 mins

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 non-native 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 **Varieties of English:** All the learning outcomes from one to four. i. All the learning indicators from one to four.	*LOs and LIs* **Varieties of English:** All the learning outcomes from one to four. i. All the learning indicators from one to four.	
	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:* *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 functions of varieties.	1.5 Discuss your appreciation of the distinctive scope of this lesson with the whole group. *Notes:* *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 functions of varieties.	
If this course is dealing with supporting and/or assessing the Professional Teaching Portfolio Development and/or the Action Research Project Report writing, tutors need	1.6 Guide tutors to distinguish between the professional teaching portfolio (PTP) and the subject portfolio (SP). **Suggested answers:** i. PTP is a set of the teacher's	1.6 In a group discussion, distinguish between the professional teaching portfolio (PTP) and the subject portfolio (SP). **Suggested answers:** i. PTP is a set of the teacher's	

to be provided with guidance on what to do including organisation of Post Internship Seminar.	own works, artefacts and 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 understanding of his personality, weaknesses and strengths. ii. serves as a record of the teacher's achievements and evolution.	own works, artefacts and 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 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 understanding of his personality, weaknesses and strengths. ii. serves as a record of the teacher's achievements and evolution.	165

	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).	1.8 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 with tutors the structure of the Classroom Enquiry and Action Research design, and the need to grasp this framework well.	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 measures to deal with the said unfavourable	**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 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).	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 student-teachers write the various sections/chapters of a CEAR report: i. Introduction ii. Literature review iii. Methodology iv. Presentation and discussion of data (*involving the presentation and discussion of data gathered at pre-intervention, intervention and post-intervention stages*) v. Conclusion	1.10 Discuss how to support student-teachers write the various sections/chapters of a CEAR report: i. Introduction ii. Literature review iii. Methodology iv. Presentation and discussion of data (*involving the presentation and discussion of data gathered at pre-intervention, intervention and post-intervention stages*) v. Conclusion	
For each session remember this is the final semester before Students begin teaching provide	1.11 Lead tutors to discuss the uniqueness of year four of the B. Ed. Programme and how this needs to	1.11 Discuss the uniqueness of year four of the B. Ed. Programme and how this 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:** 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 student-teachers, 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:** 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 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 student-teachers, 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. **Suggested answers:** 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	

	and know-how that they may bequeath student-teachers in this course to help them transition into the world of work.	attitudes and know-how 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	**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.	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) : ➢ Identification and discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being	2.1 Ask tutors to study and present oral summaries of the major new content to be learnt in their respective lessons: concepts and pedagogies to be introduced in the lesson.	2.1 Read and 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.	15 mins

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.	*Notes:* ***Varieties of English –*** *Summary of lessons on varieties of English:* i. A summary of all the concepts treated in the course: the concept of varieties of English; foundations of varieties; types of varieties; and functions of varieties. 2.2 Ask tutors to anticipate the barriers that may impede the success of the presentation of these concepts. **Varieties of English:** Student teachers may not have grasped the essential information of all the lessons taught so far.	*Notes:* ***Varieties of English –*** *Summary of lessons on varieties of English:* i. A summary of all the concepts treated in the course: the concept of varieties of English; foundations of varieties; types of varieties; and functions of varieties. 2.2 Tell the whole group what you imagine might be a barrier to the success of this lesson. **Varieties of English:** Student teachers may not have grasped the essential information of all the lessons taught so far.	
3. Planning for teaching, learning and assessment activities for the lesson/s a. Reading and discussion of the teaching and learning activities b. Noting, addressing, and explaining areas where tutors may require clarification c. Noting opportunities for making *explicit*	3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion. **Issues to raise for discussion:** i. Tutor knowledge, familiarity and capacity to deploy the activity ii. Applicability or appropriateness for lesson in peculiar situations iii. Support for tutors who are	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion	40 mins

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:* i. 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 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:* **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 (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:* **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).	*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*).	3.7 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 friends to observe lessons and report at next session	one of their lessons to report in the in the subsequent PD session	their lessons to report in the 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. 4.3 Encourage tutors to read the PD and course manuals and gather and review relevant TLRs in preparation for the next PD session.	4.2 Indicate any outstanding issues relating to each lesson for discussion. 4.3 Read the PD and course manuals and gather and review relevant TLRs in preparation for the next PD session.	

Appendix 1. Course Assessment Components, detail in the Revised NTEAP Toolkit (Sept. 21)

COMPONENT	SUBJECT PROJECT **1 per course per semester, individual or collaborative student teacher work.**	SUBJECT PORTFOLIO **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.
CONSTITUENTS	**Introduction:** a clear 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	*Either* 3 items of work produced during 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.

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:
    o Integrating GESI to ensure the needs of females, males and students with special education needs are well catered for
    o Integrating ICT and 21c skills to ensure students learn to use technology effectively to support their own and pupils' learning
    o 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
    o 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
    o 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 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
1a Introduction to the semester – in session one ➢ **Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age level/s.** ➢ **Introduction to the course manual/s**	1.15 Begin with an icebreaker to warm-up participants for the session: How many languages are spoken in Ghana? 1.2 As a recap, ask tutors work in pairs to discuss and share with the group how the last four semesters PD sessions assisted them to deliver their contents and implement the NTEAP (especially the two components of continuous assessment: subject	1.15 Participate in an icebreaker activity for the start of the session by answering the question. 1.2 Discuss in pairs and share findings with the group on how the last four semesters PD sessions assisted them to deliver their contents and implement the NTEAP (especially the two components of continuous assessment:	20 mins

➤ **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-and-answer 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.*	181

	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-it-note 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	

	barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. *Contents* **Translation Practice (GLE 412)** - Meaning of translation and what it entails. **Creative Writing (GLE 414)** - concept, principles and techniques of creative writing *Expected answers - Barriers* GLE 412 Student teachers might likely not be able to distinguish between the types of translation. GLE 414 Student teachers might likely not to have produced children literature before. - Core and transferable skills (for GLE 412 and GLE 414) (communication, critical thinking, collaboration, inclusivity, digital literacy) - **Lesson delivery mode** (face to face, individualised learning, seminar, etc.)	barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. **Translation Practice (GLE 412)** - Meaning of translation and what it entails. **Creative Writing (414)** - concept, principles and techniques of creative writing Expected answers - **Barriers** **GLE 412** - (Student teachers might likely not be able to distinguish between the types of translation). **GLE 414** Student teachers might likely not to have produced children literature before. - **Core and transferable skills** (communication, critical thinking, collaboration, observation, enquiry skills, inclusivity, digital literacy) - **Lesson delivery mode** (face to face, individualised learning, seminar, etc.)	
If this course is dealing with supporting and or assessing the Professional Teaching Portfolio	- **Learning Outcomes (LOs)** **GLE 412** Demonstrate knowledge and skills in translating texts in a Ghanaian	- **Learning Outcomes (LOs)** **GLE 412** Demonstrate knowledge and skills in translating texts in a Ghanaian	

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.	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). **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 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	

	Expected Response: - **GLE 412**- is concept of Translation, theories types and skills. - **GLE 414** - the principles involved in creative writing **Distinctive feature** (for example) - Based on their specialism/specialisation, let tutors do group discussion to come out with distinctive features that may occur in the lesson at the various levels of specialism **GLE 412** – The content and theories to be applied in teaching translation at the Early Grade will differ from Upper primary and will also differ from JHS. *For example, in EG, e.g. P2 will be translating simple words and sentences while that of JHS will involve translating simple and 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?*	Expected Response: - **GLE 412**- is concept of Translation, theories types and skills. - **GLE 414** - the principles involved in creative writing **Distinctive feature** Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism levels of specialism **GLE 412** – The content and theories to be applied in teaching translation at the Early Grade will differ from Upper primary and will also differ from JHS. For example, in EG, e.g. P2 will be translating simple words and sentences while that of JHS will involve translating simple and moderate passages.	
2 Concept Development (New learning likely to arise in lesson/s): ➢ Identification and discussion of	2.1 Ask tutors to read lesson 1 in the course manuals and discuss the subtopics and examine the aspects that link to student-teachers' previous	2.1 Turn to lesson 1 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge	15 mins

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 student-teachers' 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 student-teachers' 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	

	student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them. **GLE 412 Translation** Student teachers might likely not be able to distinguish between the types of translation **GLE 414 Creative Writing** Student teachers might likely not to have produced children literature before. 2.4 Ask tutors, in their specialism groups, to brainstorm on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in your course manual. Examples: **GLE 412 – Translation** class discussion, Question and Answer, presentation and school visit. **GLE 414 Creative writing** Question and answer, Brainstorming and class discussion	barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. **GLE 412 Translation** Student teachers might likely not be able to distinguish between the types of translation **GLE 414 Creative Writing** Student teachers might likely not to have produced children literature before. 2.4 Brainstorm on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: **GLE 412 – Translation** class discussion, Question and Answer, presentation and school visit. **GLE 414 Creative writing** Question and answer, Brainstorming and class discussion	
3.Planning for teaching, learning and assessment activities for the lesson/s ➥ Reading and discussion of the teaching and learning activities ➥ Noting, addressing, and	3.1 Through group discussion, deliberate and come out with the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula and STS organisation.	3.1 Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula and STS organisation. Collaborate with colleagues to address	

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 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	**GLE 412 - Translation** - Continuous assessment 1- Individually write a 2-page 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 2-page 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.	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 learners. *Note: Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. inadequate knowledge on the topic.*	- 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 Ask a tutor to model a selected activity, e.g., class discussion, in a teaching situation to come out with	3.5 Model a selected activity (e.g., class discussion) in real classroom teaching	

	how it will promote GESI and the core and transferable skills.	situation to come out with how it will promote GESI and core and transferable skills.	
4. 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 relating to the lesson/s for clarification	4.1 Through question-and-answer technique, let tutors summarise the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification. 4.2 Let tutors identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session. 4.3 Give an overview of the topic to be covered in the next PD Session and encourage tutors to read on the topic and review all needed materials.	4.1 Answer questions and ask questions to summarise the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification. 4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session. 4.3 Listen to overview on the topic for the next PD Session and do advance reading and reviewing all materials needed.	15 mins

Tutor PD Session

Age Levels/s: EG, UP and JHS   **Name of Subject/s: Ghanaian Language**

Year   4   **Semester   2**

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 ➢ 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	1.1 Start the session by the use of an icebreaker: you may provide it or invite any volunteer(s) to provide one. 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 current lessons.	1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 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	20 mins

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) 1.3. 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 Lead an enquiry-based exploration and discussion of	**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.	**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.	*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.	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.	
As this course is dealing with supporting and/or	1.7 Ask the tutors discuss the need for	1.7 Discuss the need for the student teachers to	

assessing the **Professional Teaching Portfolio Development and/or Classroom Enquiry and Action Research Project Report writing. Tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.**	them to encourage the student teachers to develop professional portfolio which will be needed as part of their documents for promotion purposes.	develop personal professional teaching portfolio which will aid their promotion as begin life as beginning teachers in the future.	
For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.	1.8 Ask tutors to discuss how they will ensure that student teachers use language that is gender-sensitive, assign roles and responsibilities taken into an account SENs issues of the learners, employ ICT in their teaching, etc. as beginning teachers.	1.8 Discuss how tutors will prompt student teachers to pay particular attention to GESI, CCI, ICT, and other issues when they begin their journey as beginning teachers.	
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, they should take feedback to gauge understanding and	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. **Examples:** ***Translation Practice of a Ghanaian language –*** *Theories in translation: (EG):* Theories in translation: Teaching the various theories of translation to Early Grade student teacher.	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. **Examples:** ***Translation Practice of a Ghanaian language –*** *Theories in translation: (EG):* Theories in translation: Teaching the various theories of translation to Early Grade student teacher.	15 mins

support tutor engagement.	Translation Practice of a Ghanaian language – Theories in translation (UP): Theories in translation: Teaching the various theories of translation to Upper Primary student teacher. Translation Practice of a Ghanaian language – Theories in translation (JHS): Theories in translation: Teaching the various theories of translation to JHS student teacher. Creative Writing – Writing literature for JHS learner I: Teaching the characteristics and processes in writing a prose for JHS learners.	Translation Practice of a Ghanaian language – Theories in translation (UP): Theories in translation: Teaching the various theories of translation to Upper Primary student teacher. Translation Practice of a Ghanaian language – Theories in translation (JHS): Theories in translation: Teaching the various theories of translation to JHS student teacher. Creative Writing – Writing literature for JHS learner I: Teaching the characteristics and processes in writing a prose for JHS learners.	
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	3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion. 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	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion 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	40 mins

integrating: GESI responsiveness and ICT and 21st C skills	school curriculum that the lesson will equip student-teachers to teach.	that the lesson will equip student-teachers to teach.	
➤ 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	3.4 Ask tutors to indicate how they will use ICT in the lesson.	3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.	
	Examples:	**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	***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	
➤ 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	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 (UP):* What a YouTube video of how traditional songs of a Ghanaian language are taught to Upper Primary student teachers. | |
| | Make PowerPoint presentation | Make PowerPoint presentation | |
| ➤ Tutors should be expected to have a plan for the next lesson for student teachers | ***Translation Practice of a Ghanaian language –*** *Theories in translation (JHS):* | ***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. 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 –** *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)	

	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 review of session: 1. Tutors should Identifying critical friends to observe lessons and report at next session 2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Ask a tutor to identify a critical friend to sit in one of their lessons to report in the subsequent PD session 4.2 Ask tutors to 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	4.1 Identify a critical friend to sit in one of their lessons to report in the subsequent PD session. 4.2 Indicate any outstanding issues relating to each lesson for discussion. 4.3 Read the PD and course manuals in preparation for the next PD session.	15 mins

Tutor PD Session

Age Levels/s: EG, UP and JHS   **Name of Subject/s: Ghanaian Language**

Year   4   **Semester   2**

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 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 outcomes and indicators ➢ Overview of content and identification of any distinctive	1.1 Start the session by the use of an icebreaker: you may provide it or invite any volunteer(s) to provide one. 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 current lessons.	1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 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 which	20 mins

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.	**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 (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):	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).	**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.	**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):	*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).	**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)	**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)	1.2. 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).	1.3. 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 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.	**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	*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.	appropriate for JHS learners.	
	1.6 Ask tutors to anticipate and discuss possible barriers that may impede success of the lesson.	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.	**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 (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.	*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	*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.	
As this course is dealing with supporting and/or assessing the Professional Teaching Portfolio Development and/or Classroom Enquiry and Action Research Project Report writing. Tutors should be provided with guidance on what to do including organization of Post-Internship Seminar.	1.7 Ask tutors discuss the need for them to encourage the student teachers to develop professional portfolio which will be needed as part of their documents for promotion purposes.	1.7 Discuss the need for the student teachers to develop personal professional teaching portfolio which will aid their promotion as begin life as beginning teachers in the future.	
For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.	1.8 Ask the tutors to discuss how they will ensure that student teachers use language that is gender-sensitive, assign roles and responsibilities taken into an account SENs issues of the learners, employ ICT in their teaching, etc. as beginning teachers.	1.8 Discuss how tutors will prompt student teachers to pay particular attention to GESI, CCI, ICT, and other issues when they begin their journey as beginning teachers.	
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	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. **Examples:** ***Translation Practice of a Ghanaian language –*** *Processes in translation: (EG):* Processes in translation: Teaching the various steps of translation to	2.1 Read and 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. **Examples:** ***Translation Practice of a Ghanaian language –*** *Theories in translation: (EG):* Processes in translation: Teaching the various steps of translation to	15 mins

introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.	Early Grade student teacher. ***Translation Practice of a Ghanaian language –*** *Processes in translation (UP):* Theories in translation: Teaching the various steps of translation to Upper Primary student teacher. ***Translation Practice of a Ghanaian language –*** *Processes in translation (JHS):* Theories in translation: Teaching the various steps of translation to JHS student teacher. ***Creative Writing – Writing literature for JHS learner II***: Teaching the characteristics and processes in writing a drama piece for JHS learners.	Early Grade student teacher. ***Translation Practice of a Ghanaian language –*** *Processes in translation (UP):* Processes in translation: Teaching the various steps of translation to Upper Primary student teacher. ***Translation Practice of a Ghanaian language –*** *Theories in translation (JHS):* Processes in translation: Teaching the various steps of translation to JHS student teacher. ***Creative Writing – Writing literature for JHS learner I***: Teaching the characteristics and processes in writing a drama piece for JHS learners.	

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
	3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.
	
	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.
		3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.
		
		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.
			40 mins

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*.* ***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. Form mixed groups for group activities. ***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. 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.	Form mixed groups for group activities*.* ***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. ***Creative Writing –*** *Writing literature for JHS learner II (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. 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)	

	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 review of session: 1. Tutors should Identifying critical friends to observe lessons and report at next session 2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Ask a tutor 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 each lesson for discussion 4.3 Encourage tutors to read the PD and course manuals in preparation for the next PD session	4.1 Identify a critical friend to sit in one of their lessons to report in the subsequent PD session. 4.2 Indicate any outstanding issues relating to each lesson for discussion. 4.3 Read the PD and course manuals in preparation for the next PD session.	15 mins

Tutor PD Session

Age Levels/s: EG, UP and JHS	Name of Subject/s: Ghanaian language
Year 4	Semester 2

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

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 outcomes and indicators ➢ Overview of content and identification of any distinctive	1.1 Start the session by the use of an icebreaker: you may provide it or invite any volunteer(s) to provide one. 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	1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 1.2 Ask 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 which	20 mins

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 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.	*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.	*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*)	1.5 Discuss your perception of the distinctive scope of this lesson with the whole group.	
		Example: *Translation Practice of a Ghanaian language- Kinds of translation*:	**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.

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. | 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.

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.	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 the detail steps involved in translating a text into any language.	**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 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 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 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 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	*Creative Writing – Writing literature for JHS learners III (JHS)*: Student teachers might possibly not have the requisite skills in writing poetry	

	poetry appropriate for JHS learners. Large class size.	appropriate for JHS learners. Large class size.	
As this course is dealing with supporting and/or assessing the Professional Teaching Portfolio Development and/or 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 Ask the tutors discuss the need for them to encourage the student teachers to develop professional portfolio which will be needed as part of their documents for promotion purposes.	1.7 Discuss the need for the student teachers to develop personal professional teaching portfolio which will aid their promotion as begin life as beginning teachers in the future.	
For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.	1.8 Ask the tutors to discuss how they will ensure that student teachers use language that is gender-sensitive, assign roles and responsibilities taken into an account SENs issues of the learners, employ ICT in their teaching, etc. as beginning teachers.	1.8 Discussion how tutors will prompt student teachers to pay particular attention to GESI, CCI, ICT, and other issues when they begin their journey as beginning teachers.	
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	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 **Examples:** ***Translation Practice of a Ghanaian language –*** *Kinds of translation: (EG):* Kinds of translation: Teaching the various kinds of translation to enable Early Grade	2.1 Read and 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. **Examples:** ***Translation Practice of a Ghanaian language –*** *Kinds of translation: (EG):* Kinds of translation: Teaching the various kinds of translation to enable Early Grade	15 mins

	student teacher apply it in his/her teaching.	student teacher apply it in his/her teaching.	
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 –*** *Kinds of translation (UP):* Kinds of translation: Kinds of translation: Teaching the various kinds of translation to Upper Primary student learners.	***Translation Practice of a Ghanaian language –*** *Kinds of translation (UP):* Kinds of translation: Kinds of translation: Teaching the various kinds of translation to Upper Primary student learners.	
	Translation Practice of a Ghanaian language – *Kinds of translation (JHS):* Kinds of translation: Teaching the various kinds of translation to JHS learners.	***Translation Practice of a Ghanaian language –*** *Kinds of translation (JHS):* Kinds of translation: Teaching the various kinds of translation to JHS learners.	
	Creative Writing – ***Writing literature for JHS learner III***: Teaching the characteristics and processes in writing a poetry piece for JHS learners.	***Creative Writing –*** ***Writing literature for JHS learner III***: Teaching the characteristics and processes in writing a poetry piece for JHS learners.	
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*	3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion. 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.	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion 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.	40 mins

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 teachers Make PowerPoint presentation ***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 group activities. ***Translation Practice of a Ghanaian language –*** *Kinds of 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 III (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. **Examples:** **Kinds of translation (EG):**	Form mixed groups for group activities. ***Translation Practice of a Ghanaian language –*** *Kinds of 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. ***Creative Writing –*** *Writing literature for JHS learner III (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. 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:** **Kinds of translation (EG):** *Group work*: (communication and	

	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).

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 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). (*Refer to section 1.7 of Session One (1) for examples of subject projects and subject portfolios*)

3.8 Ask tutors to consider the resources

3.8 Consider the resources in the

	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*).	respective manuals and suggest which and how they may be deployed. (*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.)	Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.).	
4. Evaluation and review of session: 1. Tutors should Identifying critical friends to observe lessons and report at next session 2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Ask a tutor 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 each lesson for discussion 4.3 Encourage tutors to read the PD and course manuals in preparation for the next PD session	4.1 Identify a critical friend to sit in one of their lessons to report in the subsequent PD session. 4.2 Indicate any outstanding issues relating to each lesson for discussion. 4.3 Read the PD and course manuals in preparation for the next PD session.	15 mins

Tutor PD Session

Age Levels: JHS	Name of Subject: Ghanaian Language
Year 4	Semester 2

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 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).
	L I
	   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
	   1.1 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).
		L I
		   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 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 Writing. *The student teacher has learned the different genres of literature. They have also learned composition writing.* 1.7 Ask tutors to **reflect on** the challenges that may impede success of the lesson. Eg for translation (EG, UP, 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.	*Creative Writing The student teacher have learned the different genres of literature. They have also learned composition writing.* **1.7 Reflect** in groups some of the factors you anticipate may constitute challenges that will impede the	
As this course is dealing with supporting and /or assessing the Professional Teaching Portfolio Development and / or the Classroom Enquiry and Classroom Enquiry and Action Research Project Report writing. Tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.	1.8 Lead tutors to discuss the contents in Professional Teaching Portfolio for student teachers and how to gather and arrange and file them. *Refer to STS Handbook IV page 65-66, Table 7.2.7.2* 1.9 Ask tutors to write down the items to be assessed during the Post Internship Seminar for beginning teachers such as Teaching Philosophy and discuss its application to teaching. (Refer to STS Handbook Year 3)	1.8 Discuss the contents of Professional Teaching Portfolio and its arrangement and filing. *Refer to STS Handbook IV page 65-66, Table 7.2.7.2* 1.9 Write down items to be assessed in the content such as the statement of Philosophy, validity of the statement and application of the philosophy.	
For each session remember this is the final semester before Students begin teaching provide	1.10 Ask Tutor to discuss some of the support that will aid student teachers in the planning and teaching such as forming	1.10 Tutors discuss the support that will aid teaching in relation to GESI, CCI and ICT for	

prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.	groups based on diversity, giving equal attention to all students, and selecting audio visuals that will favour all learners, so no one is left out during classroom teaching.	smooth transition into the world.	
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, 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. **E.g.,** ***Translation Practice of a Ghanaian language –*** *Translation of different text/material (Practice 1): (EG):* Report from your post internship on how translation practice is applied during teaching and write in reflective journal ***Translation Practice of a Ghanaian language –*** *Translating different text/material (UP):* Comment on the use of translation practice during the internship ***Translation Practice of a Ghanaian language –*** *Translating different text/material (UP):* Selecting a simple text of about two paragraphs for translation. Skills in translating words and sentences 2.2 Ask tutors to examine the appropriateness of the	2.1 Present a summary of the major new content to be presented in your lesson concepts and pedagogies to be introduced. **E.g.,** ***Translation Practice of a Ghanaian language –*** *Translation of different text/material (Practice 1): (EG):* Report from your post internship on how translation practice is applied during teaching and write in reflective journal ***Translation Practice of a Ghanaian language –*** *Translating different text/material (UP):* Comment on the use of translation practice during the internship ***Translation Practice of a Ghanaian language –*** *Translating different text/material (UP):* Selecting a simple text of about two paragraphs for translation. Skills in translating words and sentences 2.2 Examine the appropriateness of the	15 mins

	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 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 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, e-learning (e.g. video	

	on steps or processes in writing, oral presentation)	clip on steps or processes in writing, oral presentation)	
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, subject specific examples should	3.1 Ask tutors to open the teaching and learning activities proposed for the respective lessons in the manual and deliberate on its effectiveness and suggest others in addition where necessary. E.g., use of independent study, discussion of video clip of translation or steps in composing poetry. 3.2 Give individual tutors 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 In a **whole group discussion**, ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will improve teachings. Eg use of appropriate vocabulary in teaching early grade specific topics, using appropriate vocabulary for specific subject for upper Primary and JHS in the Basic School Curricula; apply skills in translation to teach in JHS class in the Basic School Curricula.	3.1 Read the teaching and learning activities proposed for the respective lessons deliberate on their effectives and suggest additional ones where necessary. 3.2 Answer questions 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. Eg use of appropriate vocabulary in teaching early grade specific topics, using appropriate vocabulary for specific subject for upper Primary and JHS in the Basic School curricula; apply skills in translation to teach in JHS class in the Basic School Curricula.	40 mins

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):* 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 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 a Ghanaian language – Translation of***	

	i. 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.	*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 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 Ghanaian language –***	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):* | |
| | | | | 241 |

		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, 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 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)	

	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 3.10　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)	3.9 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 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 Identifying critical friends to observe lessons and report at next session 2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Ask a tutor to identify a critical friend to sit in one of their lessons to report in the subsequent PD session 4.2 Ask tutors to indicate any outstanding issues relating to the lesson for discussion 4.3 Remind tutors to read the PD and course manuals in preparation for the next PD session	4.1 Identify a critical friend to sit in one of their lessons to report in the subsequent PD session. 4.2 Indicate any outstanding issues relating to the lesson for discussion. 4.3 Read the PD and course manuals in preparation for the next PD session.	15 mins

Tutor PD Session

Age Levels: EG, UP JHS	Name of Subject/s: Ghanaian Language
Year 4	Semester 2

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 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	1.1 Invite any volunteer(s) to start the session with a puzzle. 1.2 Ask tutors to tell another colleague what was learnt in the PD session for lesson 5. 1.3 Ask a critical friend to give report on an	1.1 Listen and respond to a puzzle by the volunteer. 1.2 Share knowledge gained from the lesson 5 PD session.	20 mins

sections of the lesson up to and including learning outcomes and indicators	observed lesson for discussion.	1.3 Listen and discuss the critical friend's report.	
➢ Overview of content and identification of any distinctive aspects of the lesson/s,	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).*	1.4 Reflect on the introductory section of your respective lessons and write down your expectations and concerns for **discussion**.	
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.	*E.g.,* **Translation Practice***: LO*		
NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	i. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).	*E.g., Translation Practice: LO* i. demonstrate knowledge and skills in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).	
	LI i. apply the skills in translating a given text from English to Ghanaian language or vice versa	LI i. 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*	**1.5** 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 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)	*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 literary piece at the end of the course. **1.6** Write on a flip chart the student-teacher prior knowledge and that will facilitate the success of the lesson delivery.	
As this course is dealing with	1.7 Guide tutors to discuss some artefacts that can be	1.7 Discuss artefacts that can be included in	

supporting and /or assessing the **Professional Teaching Portfolio Development and/ or the Action Research Project Report writing. Tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.**	included in the Professional Portfolio for beginning teachers. (Refer to STS Handbook Year 3 page 66) 1.8 Discuss some components to be discussed in Classroom Enquiry and Action Research such as intervention and its application in the research. (Refer to STS Handbook Year 3)	Professional Portfolio for beginning teachers. 1.8 Discuss components of Classroom Enquiry such as intervention and its application in the research.	
For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.	1.9 Ask tutors to discuss the sample text and application of translation skill that will be needed in the teaching as teachers prompting beginning Teachers of the choice of diction and discipline for translation not forgetting cultural diversity, gender and inclusion. Remind beginning teachers to employ digital tools such as projector, mobile phone in teaching.	1.9 Discuss the sample text and application of translation skill that will be needed in the teaching as teachers prompting beginning Teachers of the choice of diction and discipline for translation not forgetting cultural diversity, gender and inclusion. Remember to prompt beginning teachers to employ digital tools such as projector, mobile phone in 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	2.1 Ask tutors to use **tell an elbow friend** 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. **E.g.** ***Translation Practice of a Ghanaian language –*** *Translation of different text/materials (Practice II): (EG):* i. Application of translation theory	2.1 Present a summary of the major new content to be presented in your lesson through **tell an elbow friend strategy**: concepts and pedagogies to be introduced. **E.g.** ***Translation Practice of a Ghanaian language –*** *Translation of different text/materials (Practice II): (EG):* i. Application of translation theory	15 mins

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):* 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 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 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 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 subject area before. **Creative Writing:** i. Lack of skills to actualise the theoretical knowledge in creating a literary piece. **Solution** i. Begin with simple text for translation'' i. Review the processes in writing a piece such as setting, plot etc 2.3 Ask tutors to discuss the pedagogies outline in the course manual and their effectiveness. Refer to the manual such as use of practical activity, seminar presentation and group work.	technical texts in the subject area before. **Creative Writing:** i. Lack of skills to actualise the theoretical knowledge in creating a literary piece. **Solution** i. Begin with simple text for translation'' i. Review the processes in writing a piece such as setting, plot etc 2.3 Discuss the pedagogies outlined in the course manual and their effectiveness. Examples such as practical activity and seminar presentation and group work.	
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	3.1 Lead tutors to read the teaching and learning activities proposed for the respective lessons in the manual and demonstrate its effectiveness during teaching e.g Group presentation of a translated sentence for discussion. 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 In a **whole group discussion**, ask tutors	3.1 Read the teaching and learning activities proposed for the respective lessons and demonstrate their effectives when used for teaching. E.g., Group presentation of a translated sentence for discussion. 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	40 mins

➢ 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 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 with text or cited work; ***Translation Practice of a Ghanaian language –*** *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):**	be patient with those 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. 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. **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 – 40** 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	

	video – how to find YouTube videos on writing a textbook; etc)	YouTube videos on writing a textbook; etc)	
4. Evaluation and review of session: 1. Tutors should Identifying critical friends to observe lessons and report at next session 2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Ask a tutor to give a brief summary of the major points discussed in the current PD. NB. Remind tutors to put down notes to aid them prepare their lesson plan. 4.2 Ask a tutor to identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session 4.3 Ask tutors to indicate any outstanding issues relating to the lesson for discussion 4.4 Encourage tutors to read the PD and course manuals in preparation for the lesson 7	4.1 Give a brief summary of the major points discussed in the current PD. NB. Remind tutors to put down notes to aid them prepare their lesson plan. 4.2 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session. 4.3 Indicate any outstanding issues relating to the lesson for discussion. 4.4 Read the PD and course manuals in preparation for lesson 6.	15 mins

Tutor PD Session

Age Levels/s: Name of Subject/s: Ghanaian
                                                                      Language
Year   4   Semester   2

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 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	1.1 Ask tutors to sing a song as an icebreaker. E.g., Aaa Biii Ciii Diii. 1.2 Ask one male and one female to share their experiences from the previous PD session on Lesson 6. 1.3 Ask a critical friend to share report on an	1.1 Sing a song as an icebreaker. 1.2 A male and a female each share their experience for the PD session on Lesson 6. 1.3 Listen and discuss comments from the critical friend's report.	20 mins

TUTOR PROFESSIONAL DEVELOPMENT HANDBOOK (Coordinator Version)

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). (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
	
	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
		
		L1
		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)	1a, 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*)	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 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 the teaching methods for this lesson 7 such as use of e-learning and group discussion.	1.7 Demonstrate the use of e-learning and group discussion in teaching lesson 7	
	1.8 Ask tutors to note down some of the challenges that may impede success of the lesson. **Translation Practice**: 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.)*	1.8 Note down in groups some of the factors you anticipate may constitute challenges that will impede the success of the lesson	
As this course is dealing with supporting and/ or assessing the Professional Teaching Portfolio Development and /or Classroom Enquiry and Action Research Project Report writing. Tutors should be provided with guidance on what to do including organisation of Post Internship Seminar.	1.9 Lead tutors to discuss the organisation of a Post Internship seminar and their role and what is expected during the seminar for beginning teachers. Give a sample of a Classroom Enquiry and Action research report for tutors to discuss the report and assessment processes to teach beginning teachers. (Refer to STS Handbook Year 3 page 50-52)	1.9 Discuss how organisation of Post Internship Seminar is done and role expected of the tutor as well as role of the beginning teacher. Discuss the sample Classroom Enquiry and Action Research report noting down the structure and content and the assessment processes. (Refer to STS Handbook Year 3 page 50-52)	
For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.	1.10 Guide tutors to discuss some crosscutting issues that support transition such as choice of digital literacy and its application, multicultural and ethnic considerations in classroom management and paying special attention to SENs so as to	1.10 Discuss crosscutting issues on digital literacy, multicultural and ethnic diversity in relation to GESI and SENs in classroom teaching.	

	remind beginning teachers during lessons.		
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, 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. **E.g.** ***Translation Practice of a Ghanaian language – (EG):*** Use of appropriate words or phrases for technical text. ***Translation Practice of a Ghanaian language (UP) – :*** Skill in selection of appropriate vocabulary for specific subject in translation ***Translation Practice of a Ghanaian language –*** *Translating different text (UP):* i) Examine the appropriateness of the diction used during your internship and compare with the skills. ii) Knowledge of history vocabularies ***Creative Writing of a Ghanaian language –*** *Creative writing workshop (JHS):* ***Knowledge on assessing any of the literary genre*** 2.2 Lead tutors to examine some of the strategies in the course manual for teaching this lesson for discussion.	2.1 Present a summary of the major new content to be presented in the lesson concepts and pedagogies to be introduced. **E.g.** ***Translation Practice of a Ghanaian language – (EG):*** Use of appropriate words or phrases for technical text. ***Translation Practice of a Ghanaian language (UP) –:*** Skill in selection of appropriate vocabulary for specific subject in translation ***Translation Practice of a Ghanaian language –*** *Translating different text(UP):* i) Examine the appropriateness of the diction used during your internship and compare with the skills. ii) Knowledge of history vocabularies ***Creative Writing of a Ghanaian language –*** *Creative writing workshop (JHS):* ***Knowledge on assessing any of the literary genre*** 2.2Examine and discuss some strategies for teaching this lesson.	15 mins

	2.3 Lead tutors to refer to the manual and discuss the potential barriers and their solutions. Translation Practice: Some vocabularies will not be easily be accessible to student teachers. Solution: More practice in translation of simple words and sentences. Creative Writing Though assessment in itself might not be new to student teachers at this stage of their pursuit of the programme, assessment of creative literary pieces in particular may be new to them. Solution Discussing samples of simple literary pieces of about 5 pages during lesson. Show a video on the processes involved in assessing the three types of genres.	2.3 Refer to the manual and discuss the potential barriers and their solutions. Translation Practice: Some vocabularies will not be easily be accessible to student teachers. Solution: More practice in translation of simple words and sentences. Creative Writing Though assessment in itself might not be new to student teachers at this stage of their pursuit of the programme, assessment of creative literary pieces in particular may be new to them. Solution Discussing samples of simple literary pieces of about 5 pages during lesson. Show a video on the processes involved in assessing the three types of genres.	
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*	3.1 Ask tutors to open the teaching and learning activities proposed for the respective lessons in the manual and deliberate on its effectiveness and suggest others in addition where necessary. E.g.; use of group work, peer assessment and oral presentation 3.2 Give each tutor an opportunity to ask the	3.1 Read the teaching and learning activities proposed for the respective lessons deliberate on their effectives and suggest additional ones where necessary. E.g.; use of group work, peer assessment and oral presentation 3.2 Reflect on the content to be present and ask	40 mins

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.	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 slow-learners, some are gifted.	
	3.6 Using think -pair – share strategy ask tutors to deliberate on	3.6 In mixed pairs (male-female, able-disable), deliberate on how the	

	how the contents of topics and the delivery of their lessons will develop the 21st Century Skills. **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)	contents and the delivery of your lessons will develop the 21st Century Skills and share it with the larger group.	

	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 (See appendix 2)	
	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,	3.8 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 Provide tutors with assistance on how available digital tools may be deployed (PowerPoint – how to	3.9 Assist on how available digital tools may be deployed (PowerPoint – how to prepare and teach	

	prepare and teach translation presentations; YouTube video – how to find YouTube videos on writing a textbook; etc)	translation presentations; YouTube video – how to find YouTube videos on writing a textbook; etc)	
	3.10 Ask tutors to consider the major points discussed in writing their lesson plan for effective teaching.	3.10 Consider the major points discussed in writing their lesson plan for effective teaching	
4. Evaluation and review of session: 2. Tutors should Identifying critical friends to observe lessons and report at next session 3. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Ask a female tutor to summarise all major points discussed in the PD session. 4.2 Ask a tutor to identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session 4.3 Ask tutors to indicate any outstanding issues relating to the lesson for discussion 4.4 Remind tutors to read the PD and course manuals in preparation for the next PD session	4.1 Summarise all the major points discussed in the PD session. 4.2 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session. 4.3 Indicate any outstanding issues relating to the lesson for discussion. 4.4 Read the PD and course manuals in preparation for the next PD session.	15 mins

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):**
*T*ranslation 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 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	1.1 Begin the session with a song or story as an ice breaker. 1.2 Ask a critical friend to discuss report on an observed lesson.	1.2 Sing the song or listen to the story as an icebreaker. 1.2 Listen and discuss the critical friend's report.	20 mins

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 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	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)	

go through the PD session	1.5 Lead tutors to 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.* *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. (*Refer tutors to the RPK section of the course manual RPK*).	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.* *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** 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 Teaching Portfolio Development or the Classroom	1.7 Lead tutors to discuss the importance of Professional Portfolio for promotion for Beginning Teachers. 1.8 Ask tutors to discuss the use of Classroom Enquiry and Action Research in teaching.	1.7 Discuss the importance of Professional Portfolio for promotion for Beginning Teachers. 1.8 Discuss the use of Classroom Enquiry and Action Research in teaching.	

Enquiry and Action Research Project Report writing. Tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar.	1.9 Ask tutors to deliberate on how the Post Internship Seminar will aid the Beginning Teacher e.g., how to manage classroom size, how to adjust the Teaching Philosophy where necessary.	1.9 Deliberate on how the Post Internship Seminar will aid the Beginning Teacher e.g., how to manage classroom size, how to adjust the Teaching Philosophy where necessary.	
For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.	1.10 Lead tutors to discuss prompts that can aid the Beginning Teacher in the world of work such as using online resources in teaching such as google classroom, Zoom, giving special attention to cultural diversity and introverts and giving selecting TLMs that will favour all learners in the classroom	1.10 Discuss prompts that can aid the Beginning Teacher in the world of work such as using online resources in teaching such as use of google classroom, Zoom, giving special attention to cultural diversity and introverts and giving selecting TLMs that will favour all learners in the classrooms	
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	2.1 Ask tutors to read the course manual and discuss the new learning that are likely to arise from the lesson. **E.g.,** ***Translation Practice of a Ghanaian language –*** *Translation of different text (Practice 1): (EG):* Phrases for numeracy and its application in teaching in early grade. ***Translation Practice of a Ghanaian language –*** *Translating different text (UP):* Correcting vocabularies used inappropriately in translating numeracy text during internship programme.	2.1 Read the course manual and discuss the new learning that are likely to arise from the lesson. **E.g.,** ***Translation Practice of a Ghanaian language –*** *Translation of different text (Practice 1): (EG):* Phrases for numeracy and its application in teaching in early grade. ***Translation Practice of a Ghanaian language –*** *Translating different text (UP):* Correcting vocabularies used inappropriately in translating numeracy text during internship programme.	15 mins

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 appropriate for teaching and use improvisation to obtain TLMs where necessary. Surf the internet to learn of simple ways of making TLMs to teach the genre of literature to learners.

2.3 In pairs where appropriate, ask tutors to discuss the teaching strategies in the manual and suggest additional ones. Eg. Translation Practice **Face-to-face:** discussion, question and answer. **Independent study:** individual and collaborative enquiry. **Seminars:** group presentation, discussion and reflection. **Practical Activity:** practising written text

Creative Writing: **Face-to-face:** discussion, question and answer. **Independent study:** individual and collaborative enquiry. **Seminars:** group presentation, discussion and reflection. **Practical Activity:** practising the selection of TLM design | Ask tutors to design TLMs appropriate for teaching and use improvisation to obtain TLMs where necessary. Surf the internet to learn of simple ways of making TLMs to teach the genre of literature to learners.

2.3 In pairs where appropriate, discuss the teaching strategies in the manual and suggest additional ones. Eg. Translation Practice **Face-to-face:** discussion, question and answer. **Independent study:** individual and collaborative enquiry. **Seminars:** group presentation, discussion and reflection. **Practical Activity:** practising written text

Creative Writing: **Face-to-face:** discussion, question and answer. **Independent study:** individual and collaborative enquiry. **Seminars:** group presentation, discussion and reflection. **Practical Activity:** practising the selection of TLM design | |
|---|---|---|---|
| **3.Planning for teaching, learning and assessment activities for the lesson/s** ➢ Reading and discussion of the teaching | 3.1 Ask tutors to open the teaching and learning activities proposed for the respective lessons in the manual and deliberate on its effectiveness and suggest others in addition where necessary. E.g., Translation Practice | 3.1 Read the teaching and learning activities proposed for the respective lessons deliberate on their effectives and suggest additional ones where necessary. E.g., Translation Practice Use of practical activity. Whole class discussion | 40 mins |

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 21stC 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	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/guides-sub-pages/effective-educational-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. 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 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 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	3.4 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*). 3.9 Demonstrate to tutors the use of ICT tools in teaching translation and creative writing.	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 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 report at next session	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 session.	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

4. Identifying and addressing any outstanding issues 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 Remember to read the PD and course manuals in preparation for the next PD session.	

Tutor PD Session

Age Levels: EG, UP, JHS	Name of Subject: Ghanaian Language
Year 4	Semester 2

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 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	1.1 Use an icebreaker to start the session: provide it or invite any volunteer(s) to provide one. 1.2 Ask a critical friend to share with the whole his/her findings on the observations on the previous lesson	1.1 Tutors to respond to an icebreaker, allow volunteers to give one if necessary. 1.2 A critical friend to share with the whole group his/her findings on the observations on the previous lesson	20 mins

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	1.3 Discuss with tutors the student-teachers prior knowledge that is helpful to the delivery of the current lessons. (*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 (**Questions**: 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)*	1.3 Discuss the student-teacher knowledge and experience upon which you may build your lesson. 1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion. Eg To what extent does the L1 match the LO?	
As this course is dealing with supporting and or assessing the Professional Teaching 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.	1.5 Ask tutors to refer to the year 3 STS manual *(refer to Activities 8.2.3.1-8.2.3.4 of Year 3 handbook)*	1.5 Refer to year 3 semester 2 STS manual (*(refer to Activities 8.2.3.1-8.2.3.4 of Year 3 handbook)*	
For each session remember this is the	1.6. Since this is the final semester before student	1.6 Since this is the final semester before embark	

final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.	teachers embark on beginning teaching, ask tutors to remind them to be mindful of GESI, CCI, ICT etc **Examples of GESI issues to note** The background of the learners **Examples of ICT Issues** Availability of ICT tools in the school and how to make good use of them **Examples of CCI** Problems associated with the dominant language and the medium of instruction	on the begin teaching. Remind student teachers to be mindful of GESI, CCI, ICT etc **Examples of GESI issues to note** The background of the learners **Examples of ICT Issues** Availability of ICT tools in the school and how to make good use of them **Examples of CCI** Problems associated with the dominant language and the medium of instruction	
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, they should take feedback to gauge	2.1 Refer tutors to lesson 9 and lead them to identify and discuss new concept, potential barriers and pedagogy in all the age phases EG, UP, JHS) in the respective courses. **Examples of new concepts** **Example 1:** **Translation practice of a Ghanaian language (EG)** Oral interpretation **Example 2:** **Translation practice of a Ghanaian language (UP)** Factors to consider in oral interpretation **Example 3:** **Translation practice of a Ghanaian language (JHS)**	2.1 Read and 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. **Examples of new concepts** **Example 1:** **Translation practice of a Ghanaian language (EG)** Oral interpretation **Example 2:** **Translation practice of a Ghanaian language (UP)** Factors to consider in oral interpretation **Example 3:** **Translation practice of a Ghanaian language (JHS)**	15 mins

understanding and support tutor engagement.	What is oral interpretation and the difference between translation
	
	Example 4:
	Creative writing of a Ghanaian language (JHS)
	  ➢ Interpreting writing of a Ghanaian language component of the JHS curriculum
	
	Examples of some potential barriers
	
	Example 1:
	Translation practice of a Ghanaian language (EG, UP, JHS)
	  ➢ Student teachers may not have done oral interpretation before
	
	Example 2:
	Creative writing of a Ghanaian language (JHS)
	Student teachers may not have interpreted the creative writing component of a Ghanaian language component of the JSH curriculum before
		What is oral interpretation and the difference between translation
		
		Example 4:
		Creative writing of a Ghanaian language (JHS)
		Interpreting writing of a Ghanaian language component of the JHS curriculum
		
		Examples of some potential barriers
		
		Example 1:
		Translation practice of a Ghanaian language (EG, UP, JHS)
		  ➢ Student teachers may not have done oral interpretation before
		
		Example 2:
		Creative writing of a Ghanaian language (JHS)
		Student teachers may not have interpreted the creative writing component of a Ghanaian language component of the JSH curriculum before	

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
	3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion	40 mins

	Examples of some Teaching and Learning Activities	Examples of some Teaching and Learning Activities	
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	**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 student-teachers to teach. 3.4 Ask tutors to indicate how they will use ICT	**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. **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)	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 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)	

	Topic: Key features of the creative writing of a Ghanaian language component of the Ghanaian language curriculum	**Topic**: Key features of the creative writing of a Ghanaian language component of the Ghanaian language curriculum	
	Activities: Group discussion and presentation	**Activities**: Group discussion and presentation	
	(Communication and collaboration, critical thinking and problem solving)	(Communication and collaboration, critical thinking and problem 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 review of session: 1. Tutors should Identifying critical friends to observe lessons and report at next session 2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Ask tutors to identify critical friends to sit in one of their lessons to report in the subsequent PD session 4.2 Ask tutors to indicate any outstanding issues relating to each lesson for discussion Note: Encourage tutors to read the PD and course manuals in preparation for the next PD session	4.1 Identify a critical friend to sit in one of the lessons to report in the subsequent PD session. 4.2 Indicate any outstanding issues relating to each lesson for discussion. Note: Read the PD and course manuals in preparation for the next PD session.	15 mins

Tutor PD Session

Age Levels: EG, UP, JHS	Name of Subject: Ghanaian Language
Year 4	Semester 2

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 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	1.1 Lead tutors to discuss the student-teacher prior knowledge upon which the current lesson will be delivered. (*Refer tutors to the RPK section of the course manual RPK*).	1.1 With think-pair-share strategy discuss with the whole group the student-teacher knowledge and experience upon which you may build your lesson.	20 mins

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*	

As this course is dealing with supporting and or assessing the **Professional Teaching Portfolio Development** or the **Action Research Project Report** writing. Tutors need to be provided with guidance on what to do including organisation of Post Internship Seminar.	1.4 Discuss with tutor the contents in the Professional Teaching Portfolio and how to gather and arrange and file them. *Refer to STS Handbook IV page 65-66, Table 7.2.7.2* Ask tutors to write down the items to be assessed during the post internship seminar such as Teaching Philosophy and Reflective practice	*1.4* Discuss the content of the Professional Teaching Portfolio and its arrangement and filing. *Refer to STS Handbook IV page 65-66, Table 7.2.7.2*	
For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.	1.5 Discuss with tutors some supports that will help them in the planning and teaching, such as selection of appropriate TLRs to all learners, improvising needed TLRs that are not available and giving equal opportunity to all learners	1.5 Discuss some supports that can make teaching and learning environment conducive for all. *Eg knowing the background of the learners, use of appropriate language, using appropriate ICT tool 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 what they need to do to introduce and	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 the age phases*	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 the age phases*	15 mins

explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.	**Example 2**: *Creative writing of a Ghanaian language (JHS)* *Concept of methods of teaching language and the types* 2.2 let tutors discuss some potential barriers likely to impede learning **Some potential barriers** *Example 1*: *Translation practice of a Ghanaian language (EG, UP, JHS)* **Topic**: *Oral interpretation* **Barrier** *Student may not have done instant interpretation before* ***Example 2:*** *Creative writing of a Ghanaian language (JHS)* *Topic:* Application of methods of teaching creative writing **Barrier:** *Student teachers may not be aware of the factors consider in selecting appropriate methods to teach*	**Example 2**: *Creative writing of a Ghanaian language (JHS)* *Concept of methods of teaching language and the types* 2.2 discuss some potential barriers likely to impede learning **Some potential barriers** *Example 1*: *Translation practice of a Ghanaian language (EG, UP, JHS)* **Topic**: *Oral interpretation* **Barrier** *Student may not have done instant interpretation before* ***Example 2:*** *Creative writing of a Ghanaian language (JHS)* *Topic:* Application of methods of teaching creative writing **Barrier:** *Student teachers may not be aware of the factors consider in selecting appropriate methods to teach*	
3.Planning for teaching, learning and assessment activities for the lesson/s ➤ Reading and discussion of the teaching and learning activities ➤ Noting, addressing,	3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion. ***Examples of some proposed TLAs*** *Example 1:*	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion ***Examples of some proposed TLAs*** *Example 1:*	40 mins

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 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 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 everyone* ii) *Address issues of learners' special needs*	i) *Give equal opportunity for everyone* ii) *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 1* *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 citizenship)*	*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)*	

	3.6 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*).	3.6 In pairs, discuss the resources in the respective manuals and suggest how you may deploy them. (*These should include ICT tools, inclusive materials, required and additional texts*)	
	Examples resources: Projector Textbooks Phones Laptop	Examples resources: Projector Text books Phones Laptop	
	3.7 Remind tutors to assist student teachers on how available digital tools may be deployed e.g. Using computers, smart phones, etc. to watch selected and appropriate videos or YouTube.	3.7 Assist student teachers on how to use the available digital tools e.g. Using computers, smart phones, etc. to watch selected and appropriate videos or YouTube.	
4. Evaluation and review of session: 1. Tutors should Identifying critical friends to observe lessons and report at next session 2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Ask tutors to identify a critical friend to sit in one of their lessons and report at the in the next PD session 4.2 Ask tutors to indicate any outstanding issues relating to each lesson for discussion	4.1 Identify a critical friend to sit in one of the lessons and report at the subsequent PD session. 4.2 Indicate any outstanding issues relating to each lesson for discussion.	15 mins

Tutor PD Session

Age Levels: EG, UP, JHS

Name of Subject: Ghanaian Language

Year   4

Semester   2

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 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	1.1 Use an icebreaker to start the session: provide it or invite any volunteer(s) to provide one. 1.2 Ask a critical friend to share comments on an observed lesson for discussion. 1.3 Lead tutors to discuss the student-teacher	1.1 Listen and respond to an icebreaker. 1.2 Critical friend to share comments on an observed lesson for discussion. 1.3 Think and share with the whole group the	20 mins

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*	

	needed skills and knowledge to prepare a creative writing lesson plan of a Ghanaian language	*knowledge to prepare a creative writing lesson plan of a Ghanaian language*	
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 need to be provided with guidance on what to do including organisation of Post Internship Seminar.	1.6 Guide tutors to discuss some artefacts that can be included in the Professional Teaching Portfolio (PTP) ***Examples of artefacts****: Pictures of things, learners marked exercises, sample of scheme of works etc*	1.6 Discuss some artefacts that be included in the Professional Teaching Portfolio ***Examples of artefacts****: Pictures of things, learners marked exercises, sample of scheme of works etc*	
For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.	1.7 discuss with tutors the year 3 semester 2 classroom enquiry procedures of identifying learners' learning needs, proposing intervention activities, using post intervention data to bridge the learning gap. *(Refer to Activities 8.2.3.1-8.2.3.4 of Year 3 handbook)*	1.7 discuss the year 3 semester 2 classroom enquiry procedures of identifying learners' learning needs, activities, using post intervention data to bridge the learning gap. *(Refer to Activities 8.2.3.1-8.2.3.4 of Year 3 handbook)*	
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	2.1 Assist tutors to identify and discuss any new concepts to be learnt in the respective lessons. **Examples of some new concept** ***Example 1**** Translation practice of a Ghanaian language (EG, UP JHS)* ***Topic:*** *oral presentation practice 11*	2.1 identify and discuss any new concept to be learnt in the respective lessons **Examples of some new concept** ***Example 1**** Translation practice of a Ghanaian language (EG, UP JHS)* ***Topic:*** *oral presentation practice 11*	15 mins

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 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 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 plan for creative writing	*lesson plan for creative writing component of*	
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	3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion. **Examples of Teaching and Learning Activities** *Example 1* *Translation practice of a Ghanaian language (EG, UP, JHS)* ***Topic**: Translation practice II* ***TLAs**: Class discussions Group work, practical activity, presentations* *Example 2* *Creative writing of a Ghanaian language (JHS)* ***Topic**: Component of a creative writing lesson plan* ***TLAs**: class discussions, group work, presentations* 3.2 Give each tutor an opportunity to seek clarification from other members in the group on concept from the lesson they did not understand. 3.3 discuss with tutors how GESI responsiveness ICT and the 21st century skills will help in the delivery of a Ghanaian language lesson in the Basic school Curricula 3.4 let tutors suggest and discuss how GESI	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion **Examples of Teaching and Learning Activities** *Example 1* *Translation practice of a Ghanaian language (EG, UP, JHS)* ***Topic**: Translation practice II* ***TLAs**: Class discussions Group work, practical activity, presentations* *Example 2* *Creative writing of a Ghanaian language (JHS)* ***Topic**: Component of a creative writing lesson plan* ***TLAs**: class discussions, group work, presentations* 3.2 Seek clarification from other members in the group on concept from the lesson you did not understand 3.3 Discuss how GESI responsiveness ICT, 21st century skills will help in the delivery of Ghanaian language lesson in the Basic school curricula 3.4 Suggest and discuss how GESI responsiveness,	40 mins

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. ***Examples of subject project in the specific courses:*** ***Example 1*** *Translation practice of a Ghanaian language* *An assignment on text translation from English language to 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.* *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)	*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:*** ***Example 1*** *Translation practice of a Ghanaian language* *An assignment on text translation from English language to 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. The assessment should be in line with NTEAP* 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 review of session: 1. Tutors should Identifying critical friends to observe lessons and report at next session 2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Ask a tutor to identify a critical friend to sit in one of their lessons and report at the next PD session 4.2 Ask tutors to indicate any outstanding issues relating to each lesson for discussion NB: Encourage tutors to read the PD and course manuals in preparation for the next PD session	4.1 Identify a critical friend to sit in one of their lessons and report at the next PD session. 4.2 Indicate any outstanding issues relating to each lesson for discussion. NB: Read the PD and course manuals in preparation for the next PD session.	15 mins

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 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 ➢ Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should	1.1 Lead a discussion with tutors on their previous experiences with lesson 11 and how these experiences are going to bear on lesson 12. 1.2 Ask tutors to be in mixed pairs and allow them to discuss the main 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*	1.1 Discuss your previous experiences with lesson 11 and how these experiences are going to bear on lesson 12. 1.2 In your mixed pairs (if appropriate) 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 effective*	20 mins

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:* i. 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 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.*	*Examples of distinctive features*: *Translation Practice:* i. The concept of oral interpretation ii. 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 Management	*Administration and Management*	
	Student teachers may not be abreast with issues in basic education.	*Student teachers may not be abreast with issues in basic education.*	
	This can be addresses when student teachers are given the fundamentals in basic education.	*This can be addresses when student teachers are given the fundamentals in basic education.*	
If 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 need to be provided with guidance on what to do including organisation of Post Intern Seminar.	**Supporting Professional Teaching Portfolio (PTP)** 1.6 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:* v. *It outlines teachers' accomplishments that may help them to gain employment or a higher-level position in the work force.* vi. *A teaching portfolio is a story about you and who you are as an educator.* vii. *It demonstrates your skills and knowledge and provides evidence of your successful teaching practices.* viii. *It is an effective way for teachers to reflect upon, describe, and document their teaching*	**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:* v. *It outlines teachers' accomplishments that may help them to gain employment or a higher-level position in the work force.* vi. *A teaching portfolio is a story about you and who you are as an educator.* vii. *It demonstrates your skills and knowledge and provides evidence of your successful teaching practices.* viii. *It is an effective way for teachers to reflect upon, describe, and document their teaching philosophy, goals, and 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 co-planning, 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.	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 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 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*	*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 errors online. ***Examples of 21st Century activities****: Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.*	*for checking grammar errors online.* ***Examples of 21st Century activities****: Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development 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 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 Lead a discussion with tutors and focus on the identification of new concepts or learnings and potential barriers that are introduced into the lesson which need to be explored. ***Examples of New Concepts in the Lesson*** ***Translation Practice****: The concept of oral interpretation* ***Creative Writing****: The concept of preparation of creative writing lesson plan* ***Administration and Management:*** *The concept of contemporary issues in basic school administration* ***Examples of Potential Barriers*** ***Translation Practice****: The student teacher may not have all the vocabulary for the subjects taught in early grade or upper primary to do instant interpretation.*	2.1 Discuss and focus on the identification of new concepts or learnings and potential barriers that are introduced into the lesson which need to be explored. ***Examples of New Concepts in the Lesson*** ***Translation Practice****: The concept of oral interpretation* ***Creative Writing****: The concept of preparation of creative writing lesson plan* ***Administration and Management:*** *The concept of contemporary issues in basic school administration* ***Examples of Potential Barriers*** ***Translation Practice****: The student teacher may not have all the vocabulary for the subjects taught in early grade or upper primary to do instant interpretation.*	15 mins

	Suggested Solution *Specific vocabularies in topical areas of the subject in the student teacher's discipline should be taught him or her earlier*	*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.*	*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.*	*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.*	*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.*	*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	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-pair-share, school visits, discussion, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning techniques.*	the most appropriate ones for teaching and learning of the topics in your 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 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.*	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.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*	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
  o 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***: *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 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. ***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	*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 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, self-assessment, 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 use.* *8. Mentimeter - pre-built education templates.*	*creative writing lesson plan.* **Administration and Management**: *A project work on conceptualising 21st century teaching skills.* 3.5 Discuss assessment instruments aside what is in your 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.*

	9. *Poll Everywhere - used by 300,000 teachers.* 10. *Kahoot - game-based assessment tool.* i.e. *(Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.*	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 NTEAP and review as appropriate.*	
4. 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 relating to the lesson/s for clarification	4.1 Ask tutors to reflect on what they have learnt in the session. Request them to share it with the larger group. 4.2 Task Tutors to identify a critical friend to observe them in Lesson 12 as they teach class for feedback.	4.1 Reflect on what you have learnt in the session and share your ideas with the class. 4.2 Receive any critical friend who comes in to sit in your class.	15 mins

Appendix 1. Course Assessment Components, detail in the Revised NTEAP Toolkit (Sept. 21)

COMPONENT	SUBJECT PROJECT **1 per course per semester, individual or collaborative student teacher work.**	SUBJECT PORTFOLIO **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.
CONSTITUENTS	**Introduction:** a clear 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	*Either* 3 items of work produced during 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	\multicolumn{2}{l}{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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	Joseph Mihaye	Accra College of Education, Accra
	Ibrahim Abudulai	Gambaga College of Education, Gambaga
	Limpu Isaac Digbun	Bagabaga College of Education, Tamale
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