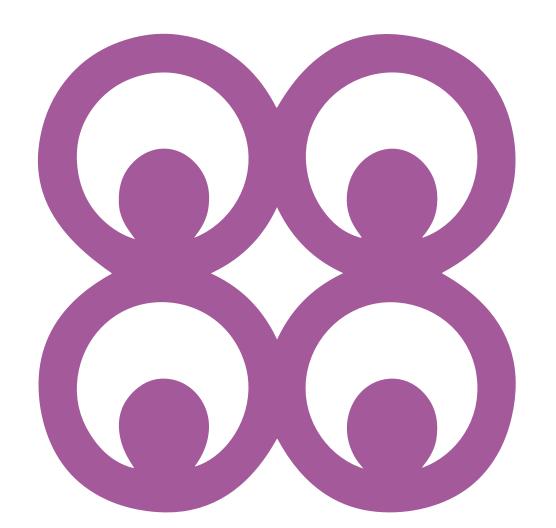
# TUTOR PROFESSIONAL DEVELOPMENT HANDBOOK: B.Ed in Initial Teacher Education Language and Literacy Year 4

## HANDBOOK FOR TUTORS







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

**Tutor 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

#### ENGLISH LANGUAGE Tutor PD Session

Name of Course: English

This PD Session document consists of the following English courses:

Junior High School Specialism

African Literature

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

Varieties of English

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

#### How to use this PD Manual

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

Age Level: JHS

## Name of Subject/s:

1. African Literature

2. Varieties of English

### Year 4

## Semester 2

## Tutor PD Session 1

pro is t The bu wr tut eac ne spe ma	cus: the bullet points ovide the frame for what to be done in the session. e SWL should use the llets to guide what they ite for the SL/HoD and tors to do and say during ch session. Each bullet eds to be addressed and ecific reference should be ade to the course anual/s.	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	1A	20 mins
	mester – 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 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	<ul> <li>1.1 Discuss the two courses of the Year 4</li> <li>Semester 2 of the Junior High School (JHS)</li> <li>programme. Recount how you were coping with the groupings in subject areas in previous PD</li> <li>sessions and how these culminated in the practical content delivery and learning in the class.</li> <li>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, Upper Primary and Junior High.</li> <li>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.</li> <li>1.3 Refer to your respective course manuals for</li> </ul>	
	assessment components in the course manuals examples will need to be provided by the SWL for	Year 4 Semester 2 of the English language and discuss the structure and content of the course manuals that generally comprise:	
	the SL/HoD.	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.	
<ul> <li>v) Course assessment components.</li> </ul>	
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)	
(···· <b>····</b> , <b>/···</b> ···)	
(LIs):	
<i>i.</i> Trace the beginnings of African literature.	
ii. Differentiate African literature from other	
literatures.	
interutures.	
Varieties of English:	
(CLO): demonstrate knowledge of the	
foundations of language varieties (NTS 2c: 13)	
(11-).	
(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 the two continuous assessment	
components in both courses of Year 4 Semester	
2.	
Examples:	

Cubicat Duciest	
Subject Project:	
Overall weighting of project = 30%	
Weighting of individual parts of the subject	
project out of 100	
<i>i. Introduction (10 marks</i> ): a clear statement of	
aim and purpose of the project.	
ii. Methodology (20 marks): what the student	
teacher has done, why and how to achieve the	
aim and purpose of the project iii.	
Substantive section (40): presentation, analysis	
and interpretation of what has been done,	
learned or found out.	
<i>iv. Conclusion (30)</i> : key outcomes of the project	
and reflection on what the student teacher has	
learnt.	
Subject Portfolio:	
Overall weighting of project = 30%	
Weighting of individual parts of portfolio out of	
100	
i(a). Each of the three (3) items selected by the	
student teacher is 30 % (90%).	
<i>i</i> ( <i>b</i> ) 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%	
1070	
Examples of specific projects:	
African Literature	
A project work on conceptualising and providing	
contextual features that clearly distinguish	
African literature from European literature.	
African merature from European merature.	
Varieties of English:	
Designing, in a form of graphic organiser, the	
foundation of language variety.	
<b>NOTE</b> : 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).	

1b Introduction to the session	Example: The subject project is a mini classroom research	
<ul> <li>Review prior learning</li> </ul>	on the course being taught ranging from content to pedagogy and the subject portfolio is how	
Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators	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.	
<ul> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul>	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.	
NB The guidance for SL/HoD should identify, address and provide explanations for any	Note: Examine the differences between Year 3 Semester 2 STS experiences and those of Year 4 Semester 1 STS experiences.	
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	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.	
session	1.7 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 effective implementation of the key principles and practices of the B.Ed. programme.	
	1.8 Discuss the Learning Outcomes (LOs) of lesson one and their Learning Indicators (LIs) by stating their relationship.	
	Examples: <b>African Literature</b> : (LO): Demonstrate an understanding of the origin and development of African literature ( <b>NTS2c, p.12</b> ).	
	(LIs): i. Trace the beginnings of African literature	

ii. Differentiate African literature from other literatures.	
<ul> <li>Varieties of English:</li> <li>(LO):Demonstrate knowledge of the foundations of language varieties (NTS 2c: 13) (NTS 1c:12, NTS 2e, 2f:13).</li> <li>(LIs):</li> <li>i. Explain the factors that account for the existence of varieties in (English) language.</li> <li>ii. Identify the different varieties in English in</li> </ul>	
given contexts (Refer tutors to the learning outcomes and indicators sections of the lessons).	
<i>Note</i> : <i>Refer to lesson one of the course manual for the learning outcomes and indicators.</i>	
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.	
<i>Varieties of English</i> : <i>Varieties of English, as a course, is designed to</i> <i>help student teachers to explore the foundations</i> <i>of language varieties and to examine them in</i> <i>their various contexts.</i>	
1.10 Discuss the distinctive features of lesson 1 and any challenging areas or areas of misconceptions that might need some clarification.	
<ul> <li>Examples of distinctive features:</li> <li>African Literature:</li> <li>i. Concept of African literature</li> <li>ii. Nature of African literature</li> <li>iii. Literature-in-English and English literature</li> </ul>	

	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)	
As this course is dealing with	Supporting Professional Teaching Portfolio	
supporting and or assessing	(РТР)	
the Professional Teaching	1.11 Discuss the need to develop Professional	
Portfolio Development or the	Teaching Portfolio and examine the importance	
Classroom Enquiry and	of Year 3 Semester 2, specifically, teaching	
Action Research Project	portfolio, to Year 4 Semester 2 activities.	
Report writing, tutors should		
be provided with guidance	Examples of the need for PTP:	
on what to do including	i. It outlines teachers' accomplishments that	
organisation of Post Intern	may help them to gain employment or a higher-	
Seminar.	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.	
	Guidance to Classroom Enquiry and Action	
	Research Project Report Writing	
	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)	
For each session remember	1.13 Discuss some of the activities from levels	
this is the final semester	100-400 that relate to Gender, Equality and	
before Students start	Social Inclusion (GESI), Cross Cutting Issues (CCI),	
teaching provide prompts to	Information and Communication Technology	
help support this transition	(ICT) and 21 <sup>st</sup> Century skills and which may be	
for planning and give regard	applicable to the world of work as you make	
for GESI, CCI, ICT etc	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	
	<b>Examples of ICT activities</b> 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 21 <sup>st</sup> Century activities:	
	Comunication skills, collaboration, observation	
	and enquiry skills, digital literacy, creativity,	
	personal development and global citizenship.	
	·	

2 Concept Development	2.1 Discuss and focus on the identification of	15 mins
(New learning likely to arise	new concepts, new learnings and potential	
in lesson/s) :	barriers that are introduced into the lesson	
Identification and	which need to be explored.	
discussion of new		
learning, potential	Examples of New Concepts in the Lesson	
barriers to learning for		
student teachers or	African Literature:	
students, new concepts	i. The concept of African literature	
or pedagogy being	ii. The concept and nature of African literature	
introduced in the lesson,	iii. The concept of literature-in-English and	
which need to be	English literature	
explored with the SL/HoD		
	Varieties of English:	
NB The guidance for SL/HoD	i. The concept of language variety	
should set out what they	ii. The concept of foundation of language	
need to do to introduce and	variety.	
explain the issues/s with	iii. The concept of language variety in context.	
tutors		
	Examples of New Learnings:	
	African Literature:	
	i. Student teachers' ability to write their 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:	
	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 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,	3.1 Discuss through questions and answers on	
learning and assessment	the various suggested teaching and learning	
activities for the lesson/s	activities to be used in the lesson delivery.	
Reading and discussion of		
the teaching and learning	Examples Teaching and Learning Activities:	
activities	African Literature: Task student teachers in	
Noting, addressing, and	their mixed ability groups to use available online	
explaining areas where	tools to search online for the meaning and	
tutors may require	nature of African Literature.	
clarification	This is followed by an oral presentation by	
Noting opportunities for	student teachers on the basis of their research.	
making <i>explicit</i> links to	Martin Arradia	
the Basic School	Varieties of English:	
Curriculum	Task student teachers to search online for	
Noting opportunities for integrating: CESL	information on the foundation of language	
integrating: GESI	variety.	

A R ic co o	esponsiveness and ICT nd 21 <sup>st</sup> C skills eading, discussion, and dentification of ontinuous assessment pportunities in the	Links to the Basic School Curricula and the Use of GESI, ICT and 21 <sup>st</sup> Century Skills 3.2 Discuss how GESI responsiveness , ICT and 21 <sup>st</sup> Century skills will help to promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.	
si tv co su	esson. Each lesson hould include at least wo opportunities to use ontinuous assessment to upport student teacher earning	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 21 <sup>st</sup> century skills.	
	esources: links to the existing PD Themes, for example, action research, questioning and to	<b>Examples of 21<sup>st</sup> century skills</b> : Comunication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship.	
	other external reference material: literature, on web, YouTube, physical resources, power	<i>Examples of GESI responsiveness:</i> Making reasonable adjustmentsfor physically challenged learners. Both male and female learners playing leading roles in agroup task.	
0	point; how they should be used. Consideration needs to be given to local availability guidance on any power	The use of braille and audio machines for orals, etc. <b>Examples of ICT</b>	
	point presentations, TLM or other resources which need to be developed to support learning	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.	
e: fo	utors should be xpected to have a plan or the next lesson for tudent teachers	<b>Examples of linking to the Basic School</b> <b>Curriculum:</b> 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 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 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 conceptualising and providing	
contextual features that clearly distinguish	
African literature from European literature.	

	Varieties of English:	
	Designing, in a form of graphic organiser, the	
	foundation of language variety.	
	3.5 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.	
	<i>3. Mentimeter - pre-built education templates.</i>	
	4. Poll Everywhere - used by 300,000 teachers.	
	5. ddKahoot - game-based assessment tool.	
	<i>i.e.</i> (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	4.1 Reflect on what you have learnt in the	15 mins
session:	session and share your ideas with the class.	
a. Tutors need to identify		
critical friends to observe	4.2 Receive any critical friend who comes in to	
lessons and report at next session	sit in your class.	
b. Identifying and addressing	4.3 Read lesson 2 to prepare for next week's PD	
any outstanding issues	session.	
relating to the lesson/s for		
clarification		

Year 4

Semester 2

**Tutor PD Session 2** 

## Lesson Title: English: AFRICAN LITERATURE (JHS)

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

## VARIETIES OF ENGLISH (JHS)

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

Fo	cus: the bullet points	Guidance Notes on Tutor Activity during the PD	Time in
pro	ovide the frame for	Session. What do PD Session participants (Tutors) will	session
wł	nat is to be done in	do during each stage of the session?	
the	e session. The SWL		
sh	ould use the bullets		
to	guide what they		
wr	ite for the SL/HoD		
an	d tutors to do and		
say	y during each		
ses	ssion. Each bullet		
ne	eds to be addressed,		
an	d specific references		
sh	ould be made to the		
со	urse manual/s.		
11	ntroduction to the	1.1 A tutor to recall one thing he/she learned in the	20 mins
se	ssion	last PD session and identify another tutor to share	
$\triangleright$	Review prior	his/her views. He/she also remembers another tutor	
	learning	to share a similar view, and the activity continues in a	
		chain order).	
$\succ$	A critical friend to		
	share findings for a	1.2 Listen carefully to and reflect on the observed	
	short discussion	lesson bringing out the lessons learned	
	and lessons learned		
		1.3 Discuss the primary purpose of the current PD	
$\triangleright$	Reading and	Session and share your views.	
	discussion of the		
	introductory	For example, one of the purposes is to adopt the	
	sections of the	appropriate teaching and learning strategies, relevant	
	lesson up to and	resources to ensure effective implementation of the	
	including learning	fundamental principles and practices of the B.Ed.	
	outcomes and	Programme.	
	indicators		

<ul> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> <li>NB The guidance for SL/HoD should identify, address, and explain any areas where tutors might require clarification on any aspect of the lesson.</li> <li>SL/HoD take feedback to gauge understanding and support tutor engagement.</li> <li>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</li> </ul>	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 and share your views with the group.         Examples:         African Literature:         (LO): Demonstrate an understanding of the origin and development of African literature (NTS2c, p.12).         (LI):         Trace the beginnings of African literature         Differentiate African literature from other kinds of literature         Varieties of English:         (LO): explore the historical and regional varieties of English (NTS3i, p.14).         (LI):         Give a historical account of how the English language has developed         Describe the features of the significant regional varieties of English         Differentiate between historical and regional varieties of English         Differentiate between historical and regional varieties of English (Refer to the learning outcomes and indicators sections of the lessons).         1.5 Refer to the lesson descriptions in the manuals and identify the distinctive features to African literature's origin and development.         Varieties of English: helps student teachers	
	<i>E.g. African Literature: the lesson is designed to introduce student teachers to African literature's origin</i>	

	T	
	1.5 Tell your elbow partner the areas in the lesson you think are likely to create problems during the lesson introduction.	
	- Sugarantee	
	Examples:	
	African Literature: It is likely that students- teachers	
	may have challenges knowing the origin of African	
	Literature (GESI).	
	This can be sucided that the	
	This can be avoided when they are exposed to or told	
	about the origin of African Literature	
	Variaties of English:	
	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	Supporting Professional Teaching Portfolio (PTP)	
and assesses the	1.6 Discuss the need to develop Professional Teaching	
and assesses the Professional Teaching	Portfolio and examine the importance of Year 3	
Professional Teaching Portfolio Development	Semester 2, specifically, teaching portfolio, to Year 4	
or the Action Research	Semester 2, specifically, teaching portfolio, to Year 4 Semester 2 activities.	
Project Report writing.		
In addition, tutors	Examples of the need for PTP:	
need to be provided	<i>i.</i> It details instructors' accomplishments that may	
with guidance on what	assist them in obtaining employment or a higher-level	
to do, including the	position in the workforce.	
organisation of the	ii . A teaching portfolio tells a tale about you as a	
Post Internship	teacher and who you are.	
Seminar.	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)	
For each session,	1.8 Remember to revise the activities from levels 100-	
remember this is the	400 that relate to Gender, Equality and Social	
final semester before	Inclusion (GESI), Cross-Cutting Issues (CCI),	

Students begin	Information and Communication Technology (ICT) and	
teaching; provide	21 <sup>st</sup> Century skills with your student-teachers as they	
prompts to help	transition from school to the contextual realities of	
support this transition	the world of work as beginning teachers.	
for planning and give		
regard for GESI, CCI,	Examples of GESI responsive issues:	
ICT etc.	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 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.	
	<b>Examples of 21<sup>st</sup> Century skills</b> : Communication skills,	
	collaboration, observation and enquiry skills, digital	
	literacy, creativity, personal development and global	
	citizenship	
2 Concept	2.1 Discuss and focus on identifying new concepts,	15 mins
Development (New	new learnings, and potential barriers introduced into	
learning likely to arise	the lesson that need to be explored.	
in lesson/s) :		
	Examples of New Concepts in the Lesson	
Identification and	· · · · · · · · · · · · · · · · · · ·	
discussion of new	African Literature:	
knowledge,	i. The concept of the origin African Literature	
potential barriers to	ii. The concept and development of African literature	
learning for student	iii. The concept of features of African literature	
teachers or	Varieties of English:	
students, new	i. The concept of old English	
concepts or	ii. The concept of middle English.	
pedagogy being	iii. The concept of modern English.	
introduced in the	Examples of New Learnings:	
lesson, which need		
to be explored with	African Literature:	
the SL/HoD	i. Student teachers' ability to explain the origin of	
NB The guidance for	African Literature.	
SL/HoD should set out	ii. Student teachers' ability to differentiate between	
Ser nov should set out		

what they need to do	the features of African literature English literature.	
to introduce and		
explain the issues/s	Varieties of English:	
with tutors; they	i. Student teachers' ability to define and explain the	
should take feedback	concept of Old English.	
to gauge understanding	ii. Student teachers' ability to identify and explain the	
and support tutor	word structure of Old English.	
engagement.	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 words. Sub-Saharan Africa	
	developed written literature during the nineteenth and	
	early twentieth centuries.	
	Varieties of English:	
	Student teachers may not have been exposed to the	
	rationale for the language varieties around the world.	
	Suggested Solution:	
	One of the reasons for the existence of language	
	varieties is language contact	
	2.2 Consider the suggested strategies in the manual	
	and examine the most appropriate ones that you can	
	use for effective learning.	
	Examples:	
	Group work, think-pair-share, school visits, discussion,	
	concept mapping, individual work and presentation,	
	teacher modelling, brainstorming and questioning	
	techniques.	
	2.2 Discuss how the suggested too shine strate size is	
	2.3 Discuss how the suggested teaching strategies in	
	lesson 1 will promote learning at the 4-Year B.Ed. and Basic levels.	
	םמזור ובעבוז.	
	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	3.1 Brainstorm the suggested teaching and learning	40 mins
tea	aching, learning and	activities in your course manual and share your	
ass	sessment activities	thoughts	
for	the lesson/s	Examples Teaching and Learning Activities:	
	-	African Literature: Task student teachers in their	
$\triangleright$	Reading and	mixed ability groups to use available online tools to	
	discussion of the	search online for the meaning and nature of African	
	teaching and	Literature.	
	learning activities	An oral presentation follows this task by student	
$\triangleright$	Noting, addressing,	teachers based on their research.	
	and explaining		
	areas where tutors	Varieties of English:	
	may require	Task student teachers to search online for information	
	clarification	on the foundation of language variety.	
		on the joundation of language variety.	
	opportunities for	Links to the Basic School Curricula and the Use of	
	making <i>explicit</i>	GESI, ICT and 21 <sup>st</sup> Century Skills	
	links to the Basic	3.2 Discuss how GESI responsiveness, ICT, and 21 <sup>st</sup>	
	School Curriculum	• • •	
$\sim$		Century skills will help promote the delivery of English	
	Noting	lessons in both the B.Ed. and Basic School Curricula.	
	opportunities for		
	integrating: GESI	Note The delivery of English lessons in both the B.Ed.	
	responsiveness and	and Basic School curricula may be enhanced through	
~	ICT and 21 <sup>st</sup> C skills	the integration of GESI, ICT and 21 <sup>st</sup> -century skills.	
	Reading, discussion,		
	and identification of	Examples of 21 <sup>st</sup> -century skills:	
	continuous	Communication skills, collaboration, observation and	
	assessment	enquiry skills, digital literacy, creativity, personal	
	opportunities in the	development and global citizenship	
	lesson. Each lesson		
	should include at	Examples of GESI responsiveness:	
	least two	Making reasonable adjustmentsfor physically	
	opportunities to	challenged learners.	
	use continuous	Both male and female learners play leading roles in a	
	assessment to	group task.	
	support student-		
	teacher learning;	The use of braille and audio machines for orals, etc	
	subject-specific		
	examples should be	Examples of ICT	
	provided for	<i>Office 365 vs G-suite for education, google meet for</i>	
	SL/HoD	online teaching, google classroom for online	
$\triangleright$	Resources: links to	assignment submissions, plagiarism checking	
	the existing PD	software, tools for checking grammar errors online.	

Themes, for example, action **Examples of linking to the Basic School Curriculum:** research, Referring student teachers to the Basic School questioning and to Curriculum for some of the key features, such as the other external Core Competencies, which include critical thinking and reference material: problem solving (CP), creativity and innovation (CI), literature, on the communication and collaboration (CC), cultural identity and global citizenship (CG), personal web, YouTube, physical resources, development and leadership (PL), and digital literacy PowerPoint; how (DL) (DL) (English Language Curriculum for Primary they should be Schools - B4-B6) (Ref. p.viii, English Language used. Consideration Curriculum for Primary Schools - B4-B6) needs to be given to local availability 3.3 Pay attention as the tutor models a selected Tutors should be activity in a teaching situation. expected to have a plan for the next **Examples:** lesson for student African Literature: teachers 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 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 English bearing in mind the differences and similarities	
	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.	
	<ol> <li>Google Forms - easy to use.</li> <li>Mentimeter - pre-built education templates.</li> <li>Poll Everywhere - used by 300,000 teachers.</li> </ol>	
	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	4.1 Reflect on what you have learnt in the session and	15 mins
review of session: 1. Tutors should	share your ideas with the class.	
	4.2 Wholebeartedly receive any critical friend who	
Identify critical friends to observe	4.2 Wholeheartedly receive any critical friend who comes in to sit in your class.	
lessons and report		
at the next session		

2.	Identifying and	4.3 Read lesson 3 to prepare for next week's PD	
	addressing any	session.	
	outstanding issues		
	relating to the		
	lesson/s for		
	clarification		

#### Age Level: JHS

#### Name of Subject: English Language

## Semester 2 Junior High School Specialism African Literature Blocs of African Literature:Anglophone bloc, Francophone 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 Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ul> <li>Introduction to the session</li> <li>Review prior learning</li> <li>Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>Overview of content and identification of any distinctive aspects of</li> </ul>	<ul> <li>1.1 Reflect and write down the experiences you have gathered from Year 4 Semester 1</li> <li>Supported Teaching in School (STS) practice in your respective partner schools and indicate how useful they are to you.</li> <li>Note: Examine the differences between Year 3</li> <li>STS experiences and those of Year 4 STS experiences.</li> </ul>	20 mins
distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify, address, and explain any areas where tutors might require	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.	

clarification on any aspect	1.2 In your mixed pairs, discuss the main purpose	
of the lesson.	of the current PD Session and share your views.	
NB SL/HoD should ask		
tutors to plan for their	For example, one of the purposes is to adopt the	
teaching as they go through the PD session	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 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' exploration of 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.	
<b>Examples of distinctive features:</b> <b>African Literature:</b> <i>i.</i> Concept of Anglophone bloc, African literature <i>ii.</i> Natrue of Francophone bloc African literature <i>iii.</i> The nature of the Lusophone bloc.	
<i>Varieties of English:</i> <i>i. Native varieties</i> <i>ii. British varieties</i> <i>iii. American varieties in the context</i>	
<b>Examples of Misconceptions or Challenging</b> <b>Areas</b> <b>African Literature:</b> That anglophone literature is the same as English literature.	
Clarification: English literature refers to literary work written not just in England but also in Ireland, Wales, Scotland, British colonies, including the United States of America, whereas anglophone literature refers to fiction written in English; however, in the context of postwar canon formation, Anglophone refers specifically to literature written in English from former British colonies (excluding the United States)— known at one point by the anodyne term Commonwealth literature	
<b>Varieties of English</b> : That the rationale behind the varieties of English language is geographical	
<i>Clarification</i> : 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 Professional Teaching Portfolio	
supporting and assessing	(PTP)	
the Professional Teaching	1.6 Discuss the need to develop Professional	
Portfolio Development or	Teaching Portfolio and examine the importance	
	-	
the Classroom Enquiry and	of Year 3 Semester 2, specifically, teaching	
Action Research Project	portfolio, to Year 4 Semester 2 activities.	
Report writing. Tutors need		
to be provided with	Examples of the need for PTP:	
guidance on what to do,	<i>i.</i> It outlines teachers' accomplishments that may	
including the organisation	help them gain employment or a higher-level	
of the Post Intern Seminar.	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.	
	piniosophy, gouis, and demevenients.	
	Guidance to Classroom Enquiry and Action	
	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)	
For each session,	1.8 Discuss some of the activities from levels	
remember this is the final	100-400 that relate to Gender, Equality and	
semester before Students	Social Inclusion (GESI), Cross-Cutting Issues (CCI),	
start teaching; provide	Information and Communication Technology	
prompts to help support	(ICT) and 21 <sup>st</sup> Century skills that you can use to	
this transition for planning	remind your students as they transition from	
and give regard for GESI,	school to the contextual realities of the world of	
CCI, ICT etc	work as beginning teachers.	
	work us 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:	

<ul> <li>2 Concept Development (New learning likely to arise in lesson/s) :</li> <li>&gt; 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</li> </ul>	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 21 <sup>st</sup> Century Skills: Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship 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. iii. 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.	15 mins
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	<ul> <li>African Literature:</li> <li>i. The implication of the anglophone bloc.</li> <li>ii. The concept and implication of the Francophone bloc.</li> <li>iii. The idea the implication lusophone</li> <li>Varieties of English:</li> <li>i. The concept of native varieties</li> <li>ii. The idea of regional varieties</li> </ul>	

Student teachers may not know what blocs are	
and their differences	
Suggested Solution:	
The African literature written in Portuguese is	
lusophone, while the literature written in French	
•	
is Francophone. Unlike francophone literature,	
which has evolved from an artistic endeavour	
aimed at the educated few to popular literature	
intended to appeal to the broadest possible	
audience, lusophone literature appears to be	
mired in ideology—the promotion of class	
struggle and the demand for universal freedom	
(e.g. Castro Soromenho)—at least for the time	
being. Political events, the Portuguese brand of	
colonialism, and censorship (Agostinho Neto, for	
example, was imprisoned multiple times for his	
provocative publications) have contributed to the	
corpus of literature's overall neglect.	
Varieties of English:	
Student teachers may not have been exposed to	
the rationale for the language varieties around	
the world.	
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.	
acmographic ajjinations.	
2.2. Consider the suggested strategies in the	
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.	
2.2 Discuss how the suggested teaching	
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 Discuss the various suggested teaching and learning activities used in lesson delivery in our various lesson manuals.
<ul> <li>Reading and discussion of the teaching and learning activities</li> <li>Noting, addressing, and explaining areas where</li> </ul>	<b>Examples Teaching and Learning Activities:</b> <b>African Literature</b> : 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.
<ul> <li>tutors may require clarification</li> <li>Noting opportunities for making <i>explicit</i> links to the Basic School</li> </ul>	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
Curriculum ➤ Noting opportunities for integrating: GESI responsiveness and ICT and 21 <sup>st</sup> C skills	literature. <b>Varieties of English</b> : Discuss with student teachers who the British are and the language that identifies them.
<ul> <li>Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson</li> </ul>	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.
should include at least two opportunities to use continuous assessment to support	Links to the Basic School Curricula and the Use of GESI, ICT and 21 <sup>st</sup> Century Skills
<ul> <li>student-teacher</li> <li>learning</li> <li>➢ Resources:</li> <li>○ links to the existing</li> <li>□ Themes, such as</li> </ul>	3.2 Discuss how GESI responsiveness, ICT, and 21 <sup>st</sup> Century skills will help promote the delivery of English lessons in both the B.Ed. and Basic School Curricula.
PD Themes, such as action research, questioning, and other external reference material:	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 21 <sup>st</sup> -century skills.
literature, on the web, Youtube, physical resources, PowerPoint; how	Examples of 21 <sup>st</sup> -century skills:

<ul> <li>they should be used. Consideration needs to be given to local availability</li> <li>guidance on any PowerPoint presentations, TLM or other resources which need to be developed to support learning</li> <li>➤ Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	Communication skills, collaboration, observation and enquiry skills, digital literacy, creativity, personal development and global citizenship <b>Examples of GESI responsiveness:</b> 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. <b>Examples of ICT</b> 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. <b>Examples of linking to the Basic School</b> <b>Curriculum:</b> 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.	
	<b>Examples:</b> <b>African Literature:</b> Modelling the teaching of the differences in the two types of Francophone African literature using available and appropriate ICT tool	
	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.	
Examples of subject projects in the specific	
courses:	
African Literature	
Project work on conceptualising the various blocs	
of African literature	
Varieties of English:	
Project work on the difference and similarity of	
English and American literature	
3.5 Discuss how to use other ICT assessment	
instruments aside from their respective manuals	
to assess student-teachers.	
For example ICT according tools can be used	
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.	
	<i>3. Mentimeter - pre-built education templates.</i>	
	4. Poll Everywhere - used by 300,000 teachers.	
	5. Kahoot - game-based assessment tool.	
	<i>i.e.</i> (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	4.1 Reflect on what you have learnt in the	15 mins
session:	session and share your ideas with the class.	
a. Tutors need to identify	4.2 Identify a critical friend to observe you in	
critical friends to observe	Lesson 3 as you teach a class and provide	
lessons and report at the	feedback at the next PD Session.	
next session		
	4.3 Read lesson 4 to prepare for next week's PD	
b. Identifying and	session.	
addressing any outstanding		
issues relating to the		
lesson/s for clarification		

## **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

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 Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ul> <li>Introduction to the session</li> <li>Review prior learning</li> <li>A critical friend to share findings for a short discussion and lessons learned</li> <li>Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> <li>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</li> </ul>	<ul> <li>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).</li> <li>1.2 Listen carefully to and reflect on the observed lesson bringing out the lessons learned</li> <li>1.3 Discuss the main purpose of the current PD Session and and share your views.</li> <li>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</li> </ul>	20 mins

### **Tutor PD Session 4**

	1	
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 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.	
30331011	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 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	
	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)	
As this course is dealing with	Supporting Professional Teaching Portfolio	
supporting and or assessing	(PTP)	
the Professional Teaching		
Portfolio Development or	1.7 Discuss the need to develop Professional	
Classroom Enquiry and Action	Teaching Portfolio and examine the	
Research	importance of Year 3 Semester 2, specifically,	
Project Report writing. Tutors	teaching portfolio, to Year 4 Semester 2	
need to be provided with	activities.	
guidance on what to do		
including organisation of Post	Examples of the need for PTP:	
Internship Seminar.	<i>i. It details instructors' accomplishments that</i>	
	may assist them in obtaining employment or	
	a higher-level position in the workforce.	
	<i>ii.</i> 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. <i>E.g.</i> ,
	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)
For each session remember	1.9 Remember to revise the activities from
this is the final semester	levels 100-400 that relate to Gender, Equality
before Students begin	and Social Inclusion (GESI), Cross Cutting
teaching provide prompts to	Issues (CCI), Information and Communication
help support this transition	Technology (ICT) and 21 <sup>st</sup> Century skills with
for planning and give regard	your student-teachers as they transition from
for GESI, CCI, ICT etc.	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, uing brailles and
	other needed SEN resources.
	inclusion, and social accountability.
	Examples of ICT tools
	Examples of 21 <sup>st</sup> Century skill:
1	
	Communication skills, collaboration,
	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.

	creativity, persoonal devlopment and global	
	citizenship.	
2 Concept Development (New	2.1 Discuss and focus on the identification of	15 mins
learning likely to arise in	new concepts, new learnings and potential	
lesson/s) :	barriers that are introduced into the lesson	
	which need to be explored.	
Identification and		
discussion of new learning, potential barriers to	Examples of New Concepts in the Lesson	
learning for student	African Literature:	
teachers or students, new	i. The concept of e bloc	
concepts or pedagogy	<i>ii. The concept of the ne bloc.</i>	
being introduced in the	iii. The concept of lusophone bloc	
lesson, which need to be		
explored with the SL/HoD	Varieties of English:	
	i. The concept of native varieties	
NB The guidance for SL/HoD	ii. The concept of regional varieties	
should set out what they need	iii. The concept of contact and language	
to do to introduce and explain	change	
the issues/s with tutors, they		
should take feedback to gauge	Examples of New Learnings:	
understanding and support	African Literature:	
tutor engagement.	<i>i. Student teachers' ability to explain the bloc</i>	
	of African literature	
	<i>ii. Student teachers' ability to differentiate</i>	
	between lusophone and francophone	
	Varieties of English:	
	i. Student teachers' ability to define and	
	explain what is meant by native variety	
	<i>ii. Student teachers' ability to explain the role</i>	
	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.	
	<i>Varieties of English:</i> <i>Student teachers may not have been exposed</i> <i>to the rationale for the language varieties</i> <i>around the world.</i>	
	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 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 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	3.1 Brainstorm the suggested teaching and learning activities in your course manual and share your thoughts	40 mins

- 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 21<sup>st</sup> 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

## **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 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 GESI, ICT and 21<sup>st</sup> Century Skills

3.2 Discuss how GESI responsivenes, ICT and 21<sup>st</sup> 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 21<sup>st</sup> century skills.

**Examples of 21<sup>st</sup> 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.	
checking grammar errors omme.	
Examples of linking to the Basis School	
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 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 of African Literature to the African	
writer.	
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.	
Noto: Coupral tools are quailable includio.	
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	
4. Evaluation and review of	as appropriate. 4.1 Reflect on what you have learnt in the	15 mins
session: 1. Tutors should Identifying	session and share your ideas with the class.	
critical friends to observe lessons and report at next session	4.2 Identify a critical friend to observe you in Lesson 4 as you teach class and provide feedback at the next PD Session.	
<ol> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ol>	4.3 Read Lesson 5 to prepare for next week's PD session.	

Tutor PD SessionAge Level: JHSName of Subject: English LanguageYear 4Semester 2Tutor PD Session 5

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 Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ul> <li>1 Introduction to the session</li> <li>➢ Review prior learning</li> <li>➢ A critical friend to share findings for a short discussion and lessons learned</li> <li>➢ Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>➢ Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul>	<ul> <li>1.1. Give an icebreaker to begin the session.</li> <li>1.2. Tell the group how useful PD session 4 was and how it influenced your teaching over the week.</li> <li>1.3. Critical friend to give a report on the lesson observations to the group.</li> <li>1.3.1. Discuss the outstanding issues and lessons you learnt from the reports with the group.</li> <li>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:</li> </ul>	20 mins
NB The guidance for SL/HoD should identify, address and <i>provide</i> <i>explanations</i> for any areas where tutors might require clarification on an aspect of the lesson. SL/HoD take feedback to gauge understanding and	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.	

support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	<ul> <li>Varieties of English:</li> <li>LO: Explore the historical and regional varieties of English (NTS3i, p.14).</li> <li>LI: Students will be able to give a historical account of how the English language has developed.</li> <li>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.</li> <li>Example:</li> <li>Varieties of English:</li> <li>Topic: Regional varieties of English: Non-native;</li> <li>African Literature:</li> <li>Topic: Major writers in African literature</li> <li>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.</li> <li>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.</li> <li>1.5. Using the Think-Pair-Share strategy, bring out the controversial questions that are likely to arise from the introduction to the lesson.</li> <li>Example:</li> <li>Varieties of English</li> <li>What is the difference between an accent and a dialect?</li> <li>African Literature</li> <li>What are the characteristics of African literature?</li> </ul>	
	1.6. Plan for your teaching as you go through the PD session	
As this course is dealing	PD session. 1.7. Share with the whole group, what you have	
with supporting and or	done so far to support student teachers in	
assessing the Professional	building their Professional Teaching Portfolios or	

Teaching Portfolio	in their Classroom Enquiry and Action Research	
Development and/or	in their Classroom Enquiry and Action Research	
	Report Writing.	
Classroom Enquiry and		
Action Research Project		
Report writing, tutors		
should be provided with		
guidance on what to do		
including organisation of		
Post Internship Seminar.		
For each session	1.8. Remember student teachers are in their	
remember this is the final	transitional semester in the college; suggest	
semester before Students	some language teaching survival skills or	
begin teaching provide	prompts that the department can give them to	
prompts to help support	aid them in teaching language as beginning	
this transition for	teachers.	
planning and give regard		
for GESI, CCI, ICT etc.	Example:	
	Review of scheme of work and lesson plan	
	preparation,	
	1.9. Suggest the order in which the prompts	
	should be presented to the students.	
2 Concept Development	2.1. In your course groups, go through the	15 mins
(New learning likely to	respective lesson manuals and come out with	
arise in lesson/s) :	the main contents to be covered in lesson 5, and	
	their distinct parts	
Identification and		
discussion of new	Evamplas	
	Examples:	
learning, potential	Varieties of English	
barriers to learning for	Topic: Regional varieties of English: Non native	
student teachers or	Sub-topic: Non-native varieties	
students, new		
concepts or pedagogy	African Literature:	
being introduced in	Topic: Major writers in African literature	
the lesson, which need	Sub-topic: Major writers of African literature	
to be explored with	2.1.1. Bring out issues, in the content, that need	
the SL/HoD	clarification for discussion with the group.	
NB The guidance for		
SL/HoD should set out	2.1.2. Refer to the individual manuals and read	
what they need to do to	the topics and the sub-topics for lesson 5; and	
introduce and explain the	evaluate the components that relate to the prior	
issues/s with tutors, they	knowledge of student teachers.	
should take feedback to		
	Evamples	
gauge understanding and	Examples:	
support tutor	Varieties of English:	
engagement.	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 In your course groups discuss the challenges you might encounter when presenting topics of your lessons and share your them with the whole group	
<b>Examples:</b> <b>Varieties of English:</b> 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.	
<b>African Literature</b> 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.	
<b>Example:</b> 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.	
2.5. Refer to the strategies <i>section of your</i> respective course manuals and consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topics.	
<b>Examples of strategies include:</b> Group work, think-pair-share, school visits, discussions, cconcept mapping, individual work	

		and presentation, teacher modelling,	
		brainstorming and questioning	
3.P	lanning for teaching,	3.1. Read the section on suggested teaching and	40 mins
	rning and assessment	learning activities in the manuals and identify	
	ivities for the lesson/s	activities suggested for the delivery of lesson 5.	
	Reading and		
	discussion of the	Examples:	
	teaching and learning	of suggested teaching and learning activities	
	activities		
$\triangleright$	Noting, addressing,	Varieties of English:	
	and explaining areas	Activities:	
	where tutors may	Tutor tasks student teachers to search online for	
	require clarification	African and Asian varieties of English.	
$\triangleright$	Noting opportunities		
	for making <i>explicit</i>	African Literature	
	links to the Basic	Activities	
	School Curriculum	Tutor assigns students teachers individually to go	
$\triangleright$	Noting opportunities	to the library/online and write the titles of work	
	for integrating: GESI	in the literature section and names of their	
	responsiveness and	authors.	
	ICT and 21 <sup>st</sup> C skills		
$\triangleright$	Reading, discussion,	3.1.1. In your course groups, identify areas of	
	and identification of	the activities that need clarification.	
	continuous		
	assessment	3.2. Discuss the appropriateness of the activities	
	opportunities in the	and strategies suggested for the delivery of	
	lesson. Each lesson	lesson 5 in both the College of Education (B.Ed)	
	should include at least	and the Basic School Curricula and how they will	
	two opportunities to	be used to enhance the core and transferable	
	use continuous	skills (e.g. critical thinking, communication,	
	assessment to support	collaboration, digital literacy) and GESI issues,	
	student teacher	(such as making reasonable adjustments <b>to</b> make	
	learning, subject	the classroom convenient for all manner of	
	specific examples	learners irrespective of their socio-cultural	
	should be provided for	status).	
	SL/HoD		
	Resources: links to the	3.3 Discuss in your various course groups how	
	existing PD Themes,	the different activities would be carried out in	
	for example, action	both CoE and basic school classrooms to achieve	
	research, questioning	the LOs and the LIs of the course manual for	
	and to other external	lesson 5.	
	reference material:		
	literature, on web,	Example:	
	YouTube, physical	Varieties of English	
	resources, power	Topic: Regional varieties of English	
	point; how they should	Sub-topic: 'Asian varieties of English',	
	be used. Consideration		

<ul> <li>needs to be given to local availability</li> <li>Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<ul> <li>LO: Explore the historical and regional varieties of English (NTS3i, p.14).</li> <li>LI: Students will be able to give a historical account of how the English language has developed.</li> <li>Activity: Tutor discusses non-native language varieties of English with student teachers.</li> <li>3.4 Select one activity and model it in a teaching situation.</li> <li>Examples:</li> <li>Varieties of English: <ul> <li>African Literature:</li> <li>'Major writers of African literature' can be modelled.</li> </ul> </li> <li>African Literature: <ul> <li>'Major writers of African literature' 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 beginning teacher activities.</li> <li>3.6. Read the assessment activities in the two manuals and identify areas that require clarification</li> <li>3.7. Identify areas that student teachers could research into for group presentation and class exercises.</li> </ul> </li> <li>Example: <ul> <li>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.</li> <li>(This is activity could be developed into classroom enquiry action research or may be graded as part of the Subject Project).</li> </ul> </li> </ul>	
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	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.	
	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=Y29sbw	
	NiZjEEcG9zAzEEdnRpZAMEc2VjA3BpdnM-	
	?p=videos+for+teaching+kids+about+themes+in	
	+literature&fr2=piv-web&fr=yfp-t-	
	s#id=3&vid=b35c09d41083ba111ecf90b19d8f7c	
	<u>c0&amp;action=view</u>	
	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	4.1 Using 'Tell your neighbour', reflect on and	15 mins
of session:	whisper one main thing you have learnt in the	
1. Tutors should	session to another tutor closer to you.	
Identifying critical		
friends to observe	4.1.1 Identify outstanding issues relating to the	
lessons and report at	lesson/s for clarification.	
next session	4.2. Identify critical friends who took part in the	
2. Identifying and	PD session to sit in your class during lesson and	
addressing any	report on his/her observations at next PD	
outstanding issues	session.	
relating to the lesson/s		
for clarification	4.3. Remember to read lesson 6 to prepare for	
	next week's PD session.	
<u>1</u>		

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 Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ul> <li>1 Introduction to the session</li> <li>Review prior learning</li> <li>A critical friend to share findings for a short discussion and lessons learned</li> <li>Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> <li>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.</li> </ul>	<ul> <li>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.</li> <li>1.2. Give report on the lesson observations to the group.</li> <li>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.</li> <li><i>For example</i></li> <li><i>Varieties of English</i></li> <li><i>LO</i>: Develop the awareness of the varieties according to style, standard, social status and function (NTS1a, p.12).</li> <li><i>LI</i>: Students will be able to distinguish between formal English and informal English and explain the different contexts in which each variety is used.</li> </ul>	20 mins

NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	<i>African Literature</i> <i>LO:</i> Demonstrate knowledge of the various themes in African literature (NTS2d, p, 13). <i>LI:</i> Students will be able to identify common themes in African literature in selected passages	
	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.	
	<b>Example:</b> <b>Varieties of English</b> : <i>Topic:</i> Variety according to Style (formal/informal English)	
	<i>Lesson Description:</i> The lesson introduces student-teachers to the nature of both formal and informal varieties focusing specifically on the variety according to style.	
	<i>Purpose:</i> The purpose of the lesson is to help the student teacher examine language variety in the context of formal and informal usage. <i>African Literature:</i>	
	<i>Topic:</i> Common themes in African literature <i>Lesson Description:</i> This lesson discusses the common themes in African Literature	
	<i>Purpose:</i> 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?	
	Variation of English	
	Varieties of English What is the difference between jargons and	
	slangs in English language?	
	1.6. Remember to plan for your teaching as you	
	go through the PD session.	
As this course is dealing	1.7. Refer to the STS Handbook page 114 to	
with supporting and/or	make a list of items (at least 3) that you will	
assessing the Professional	remind student teachers to add to their	
Teaching Portfolio	Professional Teaching Portfolio (During the	
Development and/or the	delivery of your lesson).	
Classroom Enquiry and		
Action Research Project	Example	
Report writing, tutors	Artefacts such as Trophies, Certificates, Pictures	
should be provided with	of events, etc.	
guidance on what to do		
including organisation of	1.7.1. Refer to STS Handbook page 91-97, read	
Post Internship Seminar.	and suggest how student teachers can be	
	supported to analyse data for Classroom Enquiry Action Research report	
	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	1.8. Brainstorm and come out with activities	
remember this is the final	that can be carried out in the lesson to review	
semester before Students	preparation of scheme of work and lesson	
begin teaching provide	notes with the student teachers.	
prompts to help support		
this transition for	1.8.1. Discuss how student teachers could be	
planning and give regard	helped to acquire the skills for integrating ICT,	
for GESI, CCI, ICT etc.	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).	

specific countries have been looked at.
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	<i>African Literature</i> Topic: Common themes in African literature A sub-topic: Identification of common themes in African literature <i>Prior knowledge</i> : 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	
	<b>Examples:</b> 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.	
	<i>African Literature</i> <i>Challenge: It is likely student teachers have a</i> <i>limited background in literature and may</i> <i>confuse issues in world literature with that of</i> <i>African Literature.</i>	
	<ul><li>2.4. In your course groups, brainstorm possible ways of dealing with the challenges stated in</li><li>2.3.</li></ul>	
	2.5. Refer to the strategies <i>section of your</i> respective course manuals and consider the suggested strategies in the manual. Choose the most appropriate ones for teaching the topics.	
	<b>Examples of strategies include:</b> Group work, think-pair-share, school visits, discussions, concept mapping, individual work and presentation, teacher modelling, brainstorming and questioning	
<ul> <li>3.Planning for teaching, learning and assessment activities for the lesson/s</li> <li>➢ Reading and discussion of the teaching and learning activities</li> </ul>	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.	40 mins

Varieties of English: and explaining areas Activities: Tutor constructs at least three where tutors may require clarification phrases or sentences each of colloquial, jargon Noting opportunities and slang on the board by mixing them up and for making *explicit links* tasks student teachers to separate them using to the Basic School the three concepts, table on the basis of their Curriculum understanding. Noting opportunities for integrating: GESI African Literature: responsiveness and ICT Activities: Tutor puts student teachers in and 21st C skills groups and tasks them to discuss and identify Reading, discussion, themes discussed in the selected texts and and identification of present them before the class. continuous assessment 3.1.1. In your course groups, identify areas of opportunities in the the activities that need clarification. lesson. Each lesson should include at least 3.2. Discuss the appropriateness of the two opportunities to activities and strategies suggested for the delivery of lesson 6 in both the College of use continuous Education (B.Ed.) and the Basic School assessment to support Curricula. student teacher learning, subject specific examples 3.2.1. In your course groups, pick an activity should be provided for from the lead, and demonstrate how it can be SL/HoD used to enhance the core and transferable Resources: links to the skills (such as critical thinking, communication, existing PD Themes, for collaboration, digital literacy) and GESI issues. example, action Example research, questioning and to other external Tutor tasking student teachers to separate reference material: given sentences into colloquial, jargons and slangs (Varieties of English) and putting literature, on web, YouTube, physical student teachers in groups and tasking them to resources, power discuss and identify themes discussed in the point; how they should selected texts and present them before the be used. Consideration class (African Literature), will develop critical needs to be given to thinking, collaboration, personal development local availability and leadership; while making reasonable Tutors should be adjustments b make the classroom convenient expected to have a for all manner of learners irrespective of their plan for the next lesson socio-cultural status will address GESI issues. for student teachers 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.

Examples:

Noting, addressing,

Example:	
Varieties of English	
Topic: Colloquial, jargons and slangs LO:	
Develop the awareness of the varieties	
according to style, standard, social status and	
function (NTS1a, p.12); and the	
LI: Students will be able to Identify social	
varieties of English, e.g., men/women	
language, youth language in given texts.	
Activity: Tutor constructs at least three phrases	
or sentences each of colloquial, jargon and	
slang on the board by mixing them up and	
tasks student teachers to separate them using	
the three concepts.	
3.4. Identify the 21 <sup>st</sup> century skills that can be	
developed or applied in the lesson and how	
you can help student teachers to support basic	
school leaners to develop these skills in the	
basic school classroom.	
Example:	
1. The use of YouTube to watch videos based	
on some African literature will develop digital	
literacy.	
2. Development of collaborative and	
communicative skills through group works and	
presentations, etc.	
3.6. Refer to the assessment section of your	
manuals to read and identify the assessment	
opportunities in the lesson.	
3.7. Identify tasks that student teachers could	
research into for group presentation and class	
exercises.	
Furnerales	
Example: African Writers	
<i>African Writers</i> <i>Student teachers can work in groups to read</i>	
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	
is a mini-research and may be considered for	
students' subject project).	
3.7.1. Remember to continue supporting	
student teachers to work on their Classroom	
Enquiry and Action Research projects.	
3.8. Identify the needed inclusive resources for	
teaching and learning of the concepts in both	
CoE and basic school classrooms.	
Example:	
-	
Sorting Games (For students to read given	
passages and group them according to their	
themes, audio-visuals from YouTube in relation	
to teaching of themes and varieties of English.	
Neter	
Note:	
Some useful Education Technology Resources	
for teaching and learning include:	
https://teachingmadepractical.com/teaching-	
<u>theme-games/</u>	
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=Y29sb	
wNiZjEEcG9zAzEEdnRpZAMEc2VjA3BpdnM-	
<u>?p=videos+for+teaching+kids+about+themes+i</u>	
<u>n+literature&amp;fr2=piv-web&amp;fr=yfp-t-</u>	
<u>s#id=3&amp;vid=b35c09d41083ba111ecf90b19d8f7</u>	
<u>cc0&amp;action=view</u>	
videos for teaching how to identify themes	
https://study.com/academy/lesson/comparing-	
<u>contrasting-varieties-of-english-lesson-for-</u>	
<u>kids.html</u>	
videos on comparing and contrasting varieties	
of English	
Office 365 vs G-suite for education, google	
meet for online teachinggoogle classroom for	
<u>online assignment</u> submissions, p <u>lagiarism</u>	

	<u>checkinq softwares</u> , Tools for c <u>heckinq</u> <u>grammar errors online</u>	
4. Evaluation and review of session:	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.	15 mins
<ol> <li>Tutors should Identifying critical friends to observe</li> </ol>	4.1.1. Identify outstanding issues relating to the lesson/s for clarification.	
lessons and report at next session Identifying and addressing any outstanding issues	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.	
relating to the lesson/s for clarification	4.3. Read lesson 7 of the PD manual and your course manual to prepare for next week's PD session.	

Age Levels/s: JHS Specialism

English Language: English Language

Semester 2

Year 4

# 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.

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 Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ul> <li>Introduction to the session</li> <li>Review prior learning</li> <li>Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>&gt; Overview of content and identification of any distinctive aspects of the lesson/s,</li> <li>NB The guidance for SL/HoD should identify, address and provide explanations for any areas where tutors</li> </ul>	<ul> <li>1.1 Listen, respond and participate to the icebreaker, and volunteer one if necessary.</li> <li>1.2 Provide answers to the questions to recap some of the main issues discussed in the previous PD session.</li> <li>1.3 Discuss in your gender groups the main purpose of the current PD session and share your views with the larger group.</li> <li>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</li> </ul>	20 mins
might require clarification on an aspect of the lesson. NB SL/HoD should ask tutors to plan for their	views with the group. 1.5 Identify the lesson descriptions in the manuals of Lesson 7 and the distinctive features of the lesson.	

#### **Tutor PD Session 7**

teaching as they 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	<ul> <li>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.</li> <li>1.7 Discuss artefacts that can be included in the Professional Teaching Portfolio.</li> </ul>	
guidance on what to do including organisation of		
Post Internship Seminar.		
For each session remember this is the final semester before Students start	Remind student teachers to be mindful of <b>GESI, CCI, ICT</b> etc. issues.	
teaching provide prompts	Example of GESI issues to note:	
to help support this	Note leaner diverse backgrounds.	
transition for planning and		
give regard for GESI, CCI,	Example of ICT issues	
ICT etc	Check availability of ICT tools in the school	
	and how to make good use of them.	
	Example of CCI	
	Identify likely problem for action research.	
	E.g.	
	Problems associated with leaners inability to	
	read.	
2. Concept Development	2.1 Answer and ask questions for	15 mins
(New learning likely to	clarification to identify key elements of	
arise in lesson/s):	the lesson description in the course	
<ul> <li>Identification and discussion of new</li> </ul>	manuals and address issues that may	
learning, potential	arise. (Refer to the lesson description in the course manuals	
barriers to learning for	2.1.1 Through the think-pair-share,	
student teachers or	state the main content to be	
students, new concepts	covered in the lesson and clarify	
or pedagogy being	issues that may arise from the	
introduced in the	discussion. (Refer to the section	
lesson, which need to	on topics and sub-topics in the	
be explored with the	respective course manuals).	
SL/HoD		

sho	The guidance for SL/HoD ould set out what they ed to do to introduce and	2.2 In your course groups discuss any challenges you are likely to encounter in presenting the various topics of the lessons.	
ex	plain the issues/s with	2.2.1 Provide answers to likely	
tut	ors	questions that will be raised by student	
		teachers relating to barriers to learning	
		some concepts or pedagogy in teaching	
		these topics with the whole group.	
		2.3 Still in your course groups, refer to the	
		strategies section of your respective course	
		manuals and consider the suggested	
		strategies in the manual. Choose the most	
		appropriate ones for teaching the topics.	
	Planning for teaching,	3.1 Discuss the various teaching and	
	rning and assessment	learning activities to be used in the	
act	tivities for the lesson/s	lesson delivery and how they will	
	Reading and discussion	promote the content delivery of the B.	
	of the teaching and	Ed and Basic School Curricula. E.g.,	
~	learning activities	group work, think-pair-share,	
	Noting, addressing, and	independent study, brainstorming (refer	
	explaining areas where	to the teaching and learning activities	
	tutors may require clarification	section of your course manual)	
	Noting opportunities for	For example:	
	making <i>explicit</i> links to	Varieties of English: <i>teaching and learning</i>	
	the Basic School	activity is to discuss with student teachers to	
	Curriculum	<i>identify</i> variety <i>according</i> to style using	
$\triangleright$	Noting opportunities for	question and answer technique and link it up	
	integrating: GESI	with the current lesson on standard and non-	
	responsiveness and ICT	standard variety of the English language.	
1	and 21 <sup>st</sup> C skills		
$\succ$	Reading, discussion, and	African Literature: teaching and learning	
1	identification of	activity is to discuss with student teachers	
1	continuous assessment	to identify some African literary writings	
1	opportunities in the	that they have read. Tutor refers them to	
1	lesson. Each lesson	the texts they used in the SHS	
1	should include at least		
1	two opportunities to	3.2 Deliberate on how you will promote the	
1	use continuous	delivery of English lessons in both the B.Ed.	
1	assessment to support	and Basic School Curricula, as well as GESI	
~	student teacher learning	and 21 <sup>st</sup> century skills. (Refer to the	
	Resources:	teaching and learning activities sections of	
	<ul> <li>links to the existing</li> </ul>	the course manuals)	
1	PD Themes, for	2.2 Doliborate on the appropriates as	
	example, action	3.3 Deliberate on the appropriateness of	
	research, questioning	the activities and strategies (strategies (Use	

<ul> <li>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</li> <li>guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	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. 3.6 Examine the modes of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from school visits (STS) and end of semester examination. For example, identify and discuss some areas for your subject projects for the semester. Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion. Note: Be mindful of GESI issues such as the use of braille, the use of audios, videos etc. 3.7 Discuss the assessment instruments in your respective manuals and procedures	
	used in assessing student teachers with	
	whole group.	

	For example: presentation, projects, debate, quizzes, assignments, and tests.	
Evaluation and review of session:	4.1 Reflect on what you have learnt in the session which you will be using in your	15 mins
a. Tutors need to identify critical friends to observe	lesson. Share your ideas with the class.	
lessons and report at next session b. Identifying and addressing any outstanding issues relating to the	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.	
lesson/s for clarification	4.3 Read lesson 8 to prepare for next week's PD session	

**Tutor PD Session** 

Age Level: JHS Specialism

Year 4

Name of Subject: English Language:

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** 

provide t what is to the session should us to guide write for and tuto say durin session. I needs to and spec	Each bullet be addressed ific reference e made to the	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
-	tion to the	1.1 Listen and respond to an icebreaker, and	20 mins
session		volunteer one if necessary.	
➢ Revie	ew prior		
learn	ing	1.2 Write down the main ideas raised in the	
	ing and	previous PD session individually and share	
	ssion of the	with the larger group.	
	ductory	1.2.1 Provide answers to the questions to recap	
	ons of the	some of the main ideas discussed in the	
	n up to and	previous PD session.	
	ding learning		
	omes and	1.3 Tutors discuss with student-teachers' prior	
indica		knowledge that will facilitate the success of the	
	view of	delivery of the current lessons. ( <i>Refer tutors to</i>	
	ent and	the RPK section of the course manual RPK).	
ident	ification of any		

distinctive aspects of the lesson/s, NB The guidance for	1.4 Discuss in your gender groups the main purpose of the current PD sessions. And the current lesson.	
SL/HoD should identify, address and <i>provide</i> <i>explanations</i> for any areas where tutors might require clarification on an	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.	
aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go	1.6 Identify the lesson descriptions in the manuals of lesson 8 and the distinctive features of the lesson.	
through the PD session	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	1.8 Discuss the contents of the Professional	
dealing with	Teaching Portfolio, its arrangement and filing.	
supporting and/or	Refer to the STS Handbook IV pages 65-66. Table:	
assessing the	7.2.7.2	
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. For each session	1.9 Remind student teachers to be mindful of <b>GESI</b> ,	
remember this is the	<b>CCI, ICT</b> etc issues as they finally go out to teach.	
final semester before	ce, rer etc issues as they infairy go out to tedtil.	
Students start teaching	Example of GESI issues to note:	
provide prompts to	Assigning leadership roles equally, putting learners	
help support this	in mixed ability groupings	
transition for planning		
and give regard for	Example of ICT issues	
GESI, CCI, ICT etc	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	
۲	-	

	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	2.1 Identify key elements of the lesson	15 mins
Development (New	description in the course manuals and address	
learning likely to arise	issues that may arise through the use of 'tell an	
in lesson/s):	elbow friend' strategy. (Refer to the lesson	
<ul> <li>Identification and</li> </ul>	description in the course manuals	
discussion of new	2.1.1 Through <i>the think-pair-share</i> , state the	
	main content to be covered in the lesson and	
learning, potential		
barriers to learning	clarify issues that may arise from the	
for student	discussion. (Refer to the section on topics and	
teachers or	sub-topics in the respective course manuals).	
students, new		
concepts or	2.2 In your course groups discuss any challenges	
pedagogy being	you are likely to encounter in presenting the	
introduced in the	various topics of the lessons.	
lesson, which need	2.2.1 Provide answers to likely questions that	
to be explored with	will be raised by student teachers relating to	
the SL/HoD	barriers to learning some concepts or	
	pedagogy in teaching these topics with the	
NB The guidance for	whole group.	
SL/HoD should set out		
what they need to do	2.3 Still in your course groups, refer to the	
to introduce and	strategies section of your respective course	
explain the issues/s	manuals and consider the suggested strategies in	
with tutors	the manual. Choose the most appropriate ones	
	for teaching the topics.	
3. Planning for	3.1 Discuss the various teaching and learning	
teaching, learning and	activities to be used in the lesson delivery and	
assessment activities	how they will promote the content delivery of the	
for the lesson/s	B. Ed Programme and the Basic School Curricula.	
<ul> <li>Reading and</li> </ul>	E.g., group work, think-pair-share, independent	
discussion of the		
	study, and brainstorming <i>(refer to the teaching</i>	
teaching and	and learning activities section of your course	
learning activities	manual)	
Noting, addressing,		
and explaining	For example:	
areas where tutors	Varieties of English: teaching and learning activity	
may require	is to brainstorm with student teachers on the	
clarification		
	meaning of social class, discuss the language that	
<ul> <li>Noting opportunities for</li> </ul>	meaning of social class, discuss the language that identifies people in certain social classes and tasks student teachers to search online for kind of	

	making <i>explicit</i> links	English language used by certain groups of people	
	to the Basic School	in the society.	
	Curriculum		
$\succ$	Noting	African Literature: teaching and learning activity is	
	opportunities for	to discuss with student teachers what prose is and	
	integrating: GESI	the types of prose in African literature, discuss the	
	responsiveness and	major writer and the common themes in their	
	ICT and 21 <sup>st</sup> C skills	works and brainstorms with student teachers on	
$\succ$	Reading, discussion,	characterization and style in prose.	
	and identification of		
	continuous	3.2 Deliberate on how you will promote the	
	assessment	delivery of English lessons in both the B.Ed. and	
	opportunities in the	Basic School Curricula, as well as GESI and 21 <sup>st</sup>	
	lesson. Each lesson	century skills. (Refer to the teaching and learning	
	should include at	activities sections of the course manuals)	
	least two		
	opportunities to	3.3 Deliberate on the appropriateness of the	
	use continuous	activities and strategies (strategies (Use of traffic	
	assessment to	light in teaching, think-pair-share strategy, school	
	support student	visits, Discussion, Concept mapping, Individual	
~	teacher learning	work and presentation, Teacher modelling,	
	Resources:	Brainstorming and Questioning) and show how	
(	b links to the	these will be used to enhance the core and	
	existing PD	transferable skills (e.g. critical thinking,	
	Themes, for	communication, collaboration, digital literacy)	
	example, action	and GESI (e.g. diversity issues, equal	
	research,	opportunities, non-sexist language) in the lessons	
	questioning and	in both the College of Education (B.ED) and the	
	to other external	Basic School Curricula.	
	reference		
	material:	3.4 Model a selected activity in a teaching	
	literature, on	situation.	
	web, YouTube,		
	physical	For example:	
	resources, power	For example: In Varieties of English, model the	
	point; how they	teaching of varieties according to social class.	
	should be used.	For example: In African Literature, model the	
	Consideration	teaching of the meaning of prose, major writers	
	needs to be given	and characterisation.	
	to local		
	availability	3.5 Refer to the assessment section of your	
(	guidance on any	respective manuals. Read on Subject project and	
	power point	Subject portfolio. Share your understanding of	
	presentations,	each concept.	
	TLM or other		
	resources which	3.6 Examine the modes of assessment outlined in	
	need to be	the various manuals and find out how they are	
L			I

<ul> <li>developed to support learning</li> <li>➤ Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<ul> <li>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.</li> <li>Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion.</li> <li>Note: Be mindful of GESI issues such as the use of braille, the use of audios, videos etc.</li> <li>3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group.</li> <li>For example: presentation, projects, debate, quizzes, assignments, and tests.</li> </ul>	
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	<ul> <li>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.</li> <li>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.</li> <li>4.3 Read lesson 9 to prepare for next week's PD session</li> </ul>	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

Focus: the bullet points	Guidance Notes on Tutor Activity during the PD	Time in
provide the frame for what	Session. What PD Session participants (Tutors)	session
is to be done in the	will do during each stage of the session.	
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.		
Introduction to the session	1.1 Listen and respond to an icebreaker, and	20 mins
Review prior learning	volunteer one if necessary.	
Reading and discussion		
of the introductory	1.2 Write down the main ideas raised in the	
sections of the lesson	previous PD session individually and share with	
up to and including	the larger group.	
learning outcomes and	1.2.1 Provide answers to the questions to	
indicators	recap some of the main ideas discussed in the	
Overview of content	previous PD session.	
and identification of any		
distinctive aspects of	1.3 Discuss with student-teachers their prior	
the lesson/s,	knowledge that will facilitate the success of the	
$\triangleright$	delivery of the current lessons. (Refer tutors to the	
NB The guidance for	RPK section of the course manual RPK).	
SL/HoD should identify,		
address and provide	1.4 Discuss in your gender groups the main	
explanations for any areas	purpose of the current lesson.	
where tutors might require		

**Tutor PD Session 9** 

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	<ul> <li>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.</li> <li>1.6 Identify the lesson descriptions in the manuals of lesson 9 and the distinctive features of the lesson.</li> <li>1.7 Brainstorm likely controversial questions that are possible to arise from the lesson and address</li> </ul>	
	them for student teachers before they enter the	
Ac this course is dealing	world of work.	
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.	<ul><li>1.8 Write down the items to be assessed.</li><li>1.8.1 Discuss components of classroom enquiry and action research such as interventions and its application to a research problem.</li></ul>	
	Remind student teachers to be mindful of <b>GESI</b> , <b>CCI</b> , <b>ICT</b> etc issues as they enter field of work.	
	<b>Example of GESI issues to note:</b> Assigning leadership roles equally and putting learners in mixed ability groupings.	
	<b>Example of ICT issues</b> Making good use of available ICT tools in the school and improvise where necessary.	
	<b>Example of CCI</b> <i>Problems associated with varieties of English</i> <i>Language such as Ghanaian English, British</i> <i>English, American English and their usage relating</i> <i>to profession and gender.</i>	

	<ul> <li>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</li> <li>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).</li> <li>2.2 In your course groups discuss any challenges you are likely to encounter in presenting the various topics of the lessons.</li> <li>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.</li> </ul>	15 mins
	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.	
<ul> <li>3. Planning for teaching, learning and assessment activities for the lesson/s</li> <li>Reading and discussion of the teaching and learning activities</li> <li>Noting, addressing, and curlaining access when</li> </ul>	<ul> <li>pair-share, independent study, brainstorming (refer to the teaching and learning activities</li> <li>d section of your course manual)</li> </ul>	
<ul> <li>explaining areas when tutors may require clarification</li> <li>Noting opportunities for making <i>explicit</i> links to the Basic School Curriculum</li> </ul>	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.	
<ul> <li>Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>Reading, discussion, an identification of continuous assessmen opportunities in the</li> </ul>	<ul> <li>African Literature: teaching and learning activity</li> <li>is to discuss with student teachers the major</li> <li>writers and the common themes in their works, as</li> <li>well as the characterization and the style and</li> <li>interpretations of their texts.</li> </ul>	

lesson. Each lesson	3.2 Give subject project that will be in line with	
should include at least	the topic and its assessment should fall within the	
two opportunities to	NTEP assessment policy.	
use continuous		
assessment to support	Example:	
student teacher	Identify a problem with the usage of American	
learning	and British English. Collect data on both usages	
<ul> <li>Resources:</li> </ul>	and draw a clear-cut line of the usages of both	
<ul> <li>links to the existing</li> </ul>	languages.	
PD Themes, for		
example, action	3.3 Deliberate on how you will promote the	
research, questioning	delivery of English lessons in both the B.Ed. and	
and to other external	Basic School Curricula, as well as GESI and 21 <sup>st</sup>	
reference material:	century skills. (Refer to the teaching and learning	
literature, on web,	activities sections of the course manuals)	
YouTube, physical	, ,	
resources, power	3.4 Deliberate on the appropriateness of the	
point; how they	activities and strategies (strategies (Use of traffic	
should be used.		
	light in teaching, think-pair-share strategy, school	
Consideration needs	visits, Discussion, Concept mapping, Individual	
to be given to local	work and presentation, Teacher modelling,	
availability	Brainstorming and Questioning) and show how	
<ul> <li>guidance on any</li> </ul>	these will be used to enhance the core and	
power point	transferable skills (e.g. critical thinking,	
presentations, TLM or	communication, collaboration, digital literacy) and	
other resources	GESI (e.g. diversity issues, equal opportunities,	
which need to be	non-sexist language) in the lessons in both the	
developed to support	College of Education (B.ED) and the Basic School	
learning	Curricula.	
<ul> <li>Tutors should be</li> </ul>		
	2 E Model a calested activity in a targeting	
expected to have a plan	3.5 Model a selected activity in a teaching	
for the next lesson for	situation.	
student teachers		
	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.	
	2 E Defer to the accordment section of your	
	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 Examine the modes of assessment outlined in	
	the various manuals and find out how they are	

	<ul> <li>aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from extended teaching (STS) and end of semester examination.</li> <li>For example: Identify and discuss some areas for your subject projects and Classroom Enquiry and Action Research.</li> <li>3.6.1 Explain the structure of the subject project in terms of the substantive sections: introduction, methodology, findings and conclusions.</li> <li>Note: Be mindful of GESI issues such as the use of braille, the use of audios, videos etc.</li> <li>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,</li> </ul>	
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	<ul> <li>quizzes, assignments and tests.</li> <li>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.</li> <li>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.</li> </ul>	15 mins
lesson/s for clarification	4.3 Remember to read lesson 10 to prepare for next week's PD session	

**Tutor PD Session** 

Age Levels/s: JHS Specialism

Year 4

Name of Subject: English Language:

Semester 2

Lesson titles:

African Literature: The short story

Varieties of English: Varieties of English according to function

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 Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time i session
<ul> <li>Introduction to the session</li> <li>Review prior learning</li> <li>A critical friend to share findings for a short discussion and lessons learned</li> <li>Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> <li>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</li> </ul>	<ul> <li>1.1 Attend to the SL's call to the start of session and provide the appropriate reaction to the icebreaker.</li> <li>1.2 Share your experience, as a critical friend, of how the previous sessions was taught by a colleague whose lesson you observed.</li> <li>1.3 Think, pair and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</li> <li><i>Prior Knowledge:</i> African Literature: Student teachers have been introduced to different African literature writings in the previous lesson.</li> <li>Varieties of English: Student teachers have already been introduced varieties according to gender and profession.</li> </ul>	20 mins

## **Tutor PD Session 10**

understanding and support tutor engagement. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	<ul> <li>1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.</li> <li>Notes:         <ul> <li>Lesson description</li> <li>African Literature:</li> <li>This lesson introduces student teachers to</li> </ul> </li> </ul>	
	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 Discuss your perception of the distinctive scope of this lesson with the whole group	
As this course is dealing with	1.1 In a group discussion, distinguish between	
supporting and/or assessing	the professional teaching portfolio (PTP)	
the Professional Teaching	and the subject portfolio (SP).	
Portfolio Development	1.2 Discuss the need for the state is to be did	
and/or the Classroom Enquiry and Action Research	1.2 Discuss the need for teachers to build a PTP.	
Project Report writing, tutors		
should be provided with	1.3 Discuss the essential structure and	
guidance on what to do	components of each of the item in the	
including organisation of	portfolio, and the need to guide student-	
Post Internship Seminar.	teachers to compose these well (e.g.,	

	teaching philosophy, CV, certificates,	
	awards, prizes, citations, lesson plans,	
	records of student performances, etc).	
	1.4 Discuss the structure of the Classroom	
	Enquiry and Action Research design, and	
	the need to grasp this framework well.	
	Neter	
	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 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).	
	1.5 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	
For each session, remember	1.6 Discuss the uniqueness of year four of the	
this is the final semester	B. Ed. Programme and how this needs to	
before Students begin	impact the execution of your tasks.	
teaching so provide prompts		
to help support this	Suggested answers:	
transition for planning and	i. It is the final year or stage of the training.	
give regard for GESI, CCI, ICT	ii. It is the year in which student-teachers take	
etc.	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.	
	1.7 Discuss the need to prepare student- teachers for the world of work and how this course may contribute to the preparation.	
	<ul> <li>Suggested answers:</li> <li>i. They should be prepared because the world of work requires specific or specialised skills.</li> <li>ii. The skills they require to function are expected to be acquired from their training.</li> </ul>	
	1.8 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.	
	<ul> <li>Suggested answers:</li> <li>i. The need for improvisation</li> <li>ii. Practical and survival skills</li> <li>iii. Community entry, relations and engagement skills</li> <li>iv. Continuous professional development</li> <li>v. Integration of lessons, knowledge and skills</li> </ul>	
	1.9 Suggest ways in which you may support student-teachers to always remember to embed GESI, CCI and ICT in their lessons as beginning teachers	
<ul> <li>2 Concept Development         <ul> <li>(New learning likely to arise in lesson/s) :</li> <li>▷ Identification and discussion of new</li> </ul> </li> </ul>	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
learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson,	2.2 Tell the whole group what you imagine might be a barrier to the success of this lesson.	

	which need to be	Examples of barriers:	
	explored with the SL/HoD	African Literature:	
NB	The guidance for SL/HoD	Student teachers may confuse other	
sho	ould set out what they	literature writings with African Literature	
ne	ed to do to introduce and	writings.	
ex	plain the issues/s with		
tut	ors, they should take	Varieties of English:	
fee	edback to gauge	Student teachers might not have been	
un	derstanding and support	previewed to the function of varieties of	
tut	or engagement.	English.	
	Planning for teaching,	3.1 Read the teaching and learning activities	40
	Irning and assessment	proposed for the respective lessons and	mins
	tivities for the lesson/s	subject them to a critical discussion.	
$\triangleright$	Reading and discussion of		
-	the teaching and learning	3.2 Reflect on the content to be present and	
	activities	ask the whole group for support or	
$\triangleright$	Noting, addressing, and	assistance in the clarification of, and/or	
Í	explaining areas where	other perspectives on or approaches to the	
	tutors may require	concepts in a lesson.	
	clarification		
$\succ$		3.3 In a group discussion, explore the areas or	
	Noting opportunities for making <i>explicit links</i> to	aspects of the basic school curriculum that	
	the Basic School	-	
		the lesson will equip student-teachers to	
~	Curriculum	teach.	
	Noting opportunities for	2.4. Consider the ICT to also supported in the	
	integrating: GESI	3.4 Consider the ICT tools suggested in the	
	responsiveness and ICT	manual, particularly those available in your	
~	and 21 <sup>st</sup> C skills	institution and indicate how you will deploy	
	Reading, discussion, and	them.	
	identification of		
	continuous assessment	3.5 Suggest the various ways in which they will	
	opportunities in the	make the lesson GESI responsive.	
	lesson. Each lesson should		
	include at least two	Notes:	
	opportunities to use	<b>African Literature</b> – short story:	
	continuous assessment to	i. Select a YouTube video that shows	
	support student teacher	males, females and persons living with	
	learning, subject specific	disability performing a speech task.	
	examples should be	<i>ii.</i> Form mixed ability and gender groups	
	provided for SL/HoD	for group activities.	
$\triangleright$	Resources: links to the	<i>iii.</i> Give a minority the opportunity to play	
	existing PD Themes, for	a leading role in group activities.	
	example, action research,		
	questioning and to other	Varieties of English – Varieties of English	
	external reference	according to function:	
	material: literature, on		
	web, Utube, physical		
L	., ,		

<ul> <li>resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<ul> <li>i. Select a YouTube video that shows males, females and persons living with disability performing speech task.</li> <li><i>ii.</i> Form mixed ability and gender groups for group activities.</li> <li><i>iii.</i> Give a minority the opportunity to play a leading role in group activities.</li> <li>3.6 In mixed pairs (male-female, able-disable), deliberate on how the contents and the</li> </ul>	
	delivery of their lessons will develop the core competences and share with the larger group.	
	Notes: <i>African Literature</i> : <i>Group work</i> : (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital literacy).	
	Varieties of English: Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy).	
	3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project).	
	<ul> <li>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These include ICT tools, inclusive materials, required and additional texts</i>).</li> </ul>	
	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 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.	15 mins

2.	Tutors should Identifying critical friends to observe lessons and report at next	4.2 Indicate any outstanding issues relating to each lesson for discussion.	
3.	session Identifying and addressing any outstanding issues relating to the lesson/s for clarification	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 Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session		
<ul> <li>Introduction to the session</li> <li>Review prior learning</li> <li>A critical friend to share findings for a short discussion and lessons learned</li> <li>Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul>	<ol> <li>1.1 Listen and respond to an icebreaker.</li> <li>1.2 Share your experience, as a critical friend, of how the previous sessions was taught by a colleague whose lesson you observed.</li> <li>1.3 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</li> <li>1.4 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.</li> </ol>	20 mins		
NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> 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.	<ul> <li>Notes</li> <li>Prior knowledge:</li> <li>African Literature:</li> <li>Student teachers have studied themes and issues in African Literature and are trying to write their own stories and poems.</li> <li>Varieties of English:</li> <li>Student teachers have already been introduced to the function and implication</li> </ul>			

### TUTOR PROFESSIONAL DEVELOPMENT HANDBOOK

NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	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
	<ul> <li>ii. Suggest possible ways issues in 5.1 could be resolved.</li> <li>Varieties of English: Appreciate the implication of the different</li> </ul>
	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

As this course is dealing with supporting and/or assessing the Professional Teaching	<ul> <li>language, etc), and the solutions to these challenges.</li> <li><i>Varieties of English:</i> 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. </li> <li>1.1 In a group discussion, distinguish between the professional teaching portfolio (PTP) and the subject portfolio (SP).</li> </ul>
Portfolio Development	
and/or the Action Research	Suggested answers:
Project Report writing,	i. PTP is a set of the teacher's own
tutors need to be provided with guidance on what to do	works, artefacts, and documents, whereas SP is a set of the learner's
including organisation of	works gathered by the teacher.
Post Internship Seminar.	<ul> <li>PTP is not used for continuous assessment of teacher, but SP is used for continuous assessment of learner.</li> </ul>
	1.2 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
	1.3 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).

	1.4 Discuss the structure of the Classroom
	Enquiry and Action Research design, and
	the need to grasp this framework well.
	Neter
	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).
	1.5 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	1.6 Discuss the uniqueness of year four of the
this is the final semester	B. Ed. Programme and how this needs to
before Students begin	impact the execution of your tasks.
teaching provide prompts to	
help support this transition	Suggested answers:
for planning and give regard	i. It is the final year or stage of the
for GESI, CCI, ICT etc.	training.
	ii. It is the year in which student-teachers
	take their off-campus teaching practice
	and write their CEAR report.

discussion of new learning, potential barriers to learning for student teachers or students, new concepts or pedagogy being introduced in the lesson,	Notes: <b>African Literature</b> – Issues in African Literature and how to resolve them: i. Challenges facing the progress of African literature; solutions to the challenges facing African literature.	
<ul> <li>2 Concept Development</li> <li>(New learning likely to arise in lesson/s) :</li> <li>&gt; Identification and</li> </ul>	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
	1.9 Suggest ways in which you may support student-teachers to always remember to embed GESI, CCI and ICT in their lessons as beginning teachers	
	<ul> <li>Suggested answers:         <ol> <li>The need for improvisation</li> <li>Practical and survival skills</li> <li>Community entry, relations and engagement skills</li> <li>Continuous professional development</li> <li>Integration of lessons, knowledge and skills</li> </ol> </li> </ul>	
	1.8 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.	
	<ul> <li>Suggested answers:</li> <li>i. They should be prepared because the world of work requires specific or specialised skills.</li> <li>ii. The skills they require to function are expected to be acquired from their training.</li> </ul>	
	1.7 Discuss the need to prepare student- teachers for the world of work and how this course may contribute to the preparation.	
	iii. For most student-teachers, it is the last year in which they will ever sit in class to be taught by others.	

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.	<ul> <li>Varieties of English – Varieties according to function II:         <ul> <li>How English functions when used as second language, foreign language, and international language.</li> </ul> </li> <li>2.2 Tell the whole group what you imagine might be a barrier to the success of this lesson.</li> </ul>	
	<b>African Literature:</b> 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.	
3.Planning for teaching, learning and assessment activities for the lesson/s	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion	40 mins
<ul> <li>a. Reading and discussion of the teaching and learning activities</li> <li>b. Noting, addressing, and explaining areas where tutors may require</li> </ul>	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.	
clarification c. Noting opportunities for making <i>explicit links</i> to the Basic School Curriculum	3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.	
<ul> <li>d. Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> </ul>	3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.	
e. Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use	Examples: <i>African Literature – Issues in African</i> <i>literature and how to resolve them:</i> i. Ask tutors to search for YouTube videos of conversations on the problems of	

		<u></u>
	continuous assessment	African literature among young writers,
	to support student	female writers and established writers.
	teacher learning , subject	ii. Show a video of one of such discussions.
	specific examples should	
	be provided for SL/HoD	Varieties of English – Varieties according
f.	Resources: links to the	to function:
	existing PD Themes, for	i. Show or play a YouTube video of a
	example, action	folktale performance.
	research, questioning	ii. Ask student teachers to search for other
	and to other external	YouTube videos.
	reference material:	
	literature, on web,	3.5 Suggest the various ways in which you will
	Utube, physical	make the lesson GESI responsive
	resources, power point;	
	how they should be	Examples:
	used. Consideration	African Literature – Issues in African literature
	needs to be given to	and how to resolve them:
	local availability	Ensure even distribution of questions; ensure
g.	Tutors should be	active participation of all in group works;
	expected to have a plan	ensure all have equal opportunity to play
	for the next lesson for	leading roles in groups; form mixed gender
	student teachers	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 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.

	<ul> <li>Examples:</li> <li>African Literature – Issues in African Literature and how to resolve them:</li> <li>Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)</li> <li>YouTube video: (digital literacy)</li> <li>Varieties of English – Varieties according to function:</li> <li>Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)</li> <li>YouTube video: (digital literacy)</li> <li>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)</li> <li>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).</li> <li>3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video etc.)</li> </ul>	
<ul> <li>4. Evaluation and review of session:</li> <li>1. Tutors should Identifying</li> </ul>	YouTube video, etc.) 4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.	15 mins
critical friends to observe lessons and report at next session	4.2 Indicate any outstanding issues relating to each lesson for discussion.	
i. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	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: 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.	<b>Guida</b> <b>the P</b> partic	<b>ance Notes on Tutor Activity during</b> <b>D Session.</b> What PD Session ipants (Tutors) will do during each of the session.	Time in session	
<ul> <li>Introduction to the session</li> <li>Review prior learning</li> <li>A critical friend to share findings for a short discussion and lessons learned</li> <li>Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> <li>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.</li> <li>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD</li> </ul>	ica 1.2 SH fri w yc 1.3 TH th ex yc Notes Pr Va St ta Er cc cla 1.4 Re yc	sten and respond appropriately to an ebreaker. hare your experience, as a critical iend, of how the previous sessions as taught by a colleague whose lesson ou observed. hink and share with the whole group the student-teacher knowledge and our lesson. for knowledge arieties of English: udent teachers have already been ught the concept of varieties of nglish, its native and non-native onceptions and its implication for the assroom situation. effect on the introductory section of our respective lessons and indicate our observations and concerns for scussion.	20 mins	

	Notos	]
	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.	
	1.5 Discuss your appreciation of the	
	distinctive scope of this lesson with the	
	whole group.	
	more Broad	
	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	1.1 In a group discussion, distinguish	
supporting and/or assessing	between the professional teaching	
the Professional Teaching	portfolio (PTP) and the subject	
Portfolio Development	portfolio (SP).	
and/or the Action Research		
Project Report writing, tutors	Suggested answers:	
need to be provided with	i. PTP is a set of the teacher's own works,	
guidance on what to do	artefacts and documents, whereas SP	
including organisation of Post	is a set of the learner's works gathered	
Internship Seminar.	by the teacher.	
	ii. PTP is not used for continuous	
	assessment of teacher, but SP is used	
	for continuous assessment of learner.	
	1.2 Discuss the need for teachers to build a	
	PTP.	
	Suggested answers:	
	i. It helps the teacher identify his	
	professional traits, keep track of his	
	professional traits, keep track of his	

<ul> <li>evolution and communicate his uniqueness, thereby equipping him with a good understanding of his personality, weaknesses and strengths.</li> <li>ii. serves as a record of the teacher's achievements and evolution.</li> </ul>	
1.3 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).	
1.4 Discuss the structure of the Classroom Enquiry and Action Research design, and the need to grasp this framework well.	
<ul> <li>Notes:</li> <li>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.</li> <li>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 pretest); the administration of measures to deal with the said unfavourable situation (the intervention); and the gathering and analysis of data to describe the situation prevailing after an intervention to determine whether or not there has been a change (the after-picture; the post-intervention; the post-test).</li> </ul>	
<ul> <li>1.5 Discuss how to support student- teachers write the various sections/chapters of a CEAR report:</li> <li>i. Introduction</li> <li>ii. Literature review</li> </ul>	

	··· NA-11	
	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	1.6 Discuss the uniqueness of year four of	
this is the final semester	the B. Ed. Programme and how this	
before Students begin	needs to impact the execution of your	
teaching provide prompts to	tasks.	
help support this transition		
for planning and give regard	Suggested answers:	
for GESI, CCI, ICT etc.	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.	
	1.7 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.	
	1.8 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	
	i. The need for improvisation ii. Practical and survival skills	

<ul> <li>2 Concept Development (New learning likely to arise in lesson/s) :</li> <li>➢ Identification and discussion of new learning, potential barriers to learning for student</li> </ul>	<ul> <li>iii. Community entry, relations and engagement skills</li> <li>iv. Continuous professional development</li> <li>v. Integration of lessons, knowledge, and skills</li> </ul> 1.9 Suggest ways in which you may support student-teachers to always remember to embed GESI, CCI and ICT in their lessons as beginning teachers. 2.1 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
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	<ul> <li>Notes:</li> <li>Varieties of English – Summary of lessons on varieties of English:</li> <li>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.</li> <li>2.2 Tell the whole group what you imagine</li> </ul>	
the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement. <b>3.Planning for teaching,</b>	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. 3.1 Read the teaching and learning	40 mins
<ul> <li>learning and assessment activities for the lesson/s</li> <li>a. Reading and discussion of the teaching and learning activities</li> <li>b. Noting, addressing, and explaining areas where tutors may require clarification</li> <li>c. Noting opportunities for making <i>explicit links</i> to</li> </ul>	<ul> <li>activities proposed for the respective lessons and subject them to a critical discussion</li> <li>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.</li> </ul>	

the Basic School Curriculum

- Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> 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, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability

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

- Make a PowerPoint presentation on a summary of the main concepts treated in the course.
- 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:

- 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, abledisable), 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

	<ul> <li>problem solving, cultural identity and global citizenship) YouTube video: (digital literacy).</li> <li>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).</li> <li>3.8 Consider the resources in your manual and suggest which and how they may be deployed. (<i>These should include ICT tools, inclusive materials, required and additional texts</i>).</li> <li>3.9 Ask for assistance regarding how available digital tools may be deployed</li> </ul>	
4. Evaluation and review of session:	(PowerPoint, YouTube video, etc.). 4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD	15 mins
<ol> <li>Tutors should Identifying critical friends to observe lessons and report at next session         <ol> <li>Identifying and addressing any</li> <li>Outstanding issues</li> </ol> </li> </ol>	session. 4.2 Indicate any outstanding issues relating to each lesson for discussion. 4.2 Read the RD and course	
outstanding issues relating to the lesson/s for clarification	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, d	detail in the Revised NTEAP Toolkit (Sept.
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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	<b>The Subject Portfolio</b> is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs.		
CONSTITUENT	Introduction: a clear 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			
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		

	<ul> <li>Methodology – 20</li> <li>Substantive section – 40</li> <li>Conclusion – 30</li> </ul>	<ul> <li>Mid semester assessment - 30 - <i>if</i> applicable</li> <li>Presentation and organisation of portfolio - 10</li> </ul>	
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 21 <sup>st</sup> 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**

**Tutor PD Session** 

Age Levels: EG, UP and JHS

Year 4

Name of Subject: Ghanaian language Semester 2

**Tutor PD Session 1** 

Lesson titles:

- > Translation Practice of a Ghanaian language (GLE 412) (EG. UP and JHS):
- > Creative Writing of a Ghanaian language (GLE 414) (JHS)

Focus: the bullet	Guidance Notes on Tutor Activity during the PD	Time in
points provide the	Session. What PD Session participants (Tutors) will	session
frame for what is to be	do during each stage of the session.	
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.		
1a Introduction to the	1.10 Participate in an icebreaker activity for the	20 mins
semester – in session	start of the session by answering the question.	
one		
Overview of	1.2 Discuss in pairs and share findings with the	
subject/s age	group on how the last four semesters PD sessions	
level/s to be	assisted them to deliver their contents and	
covered in the PD	implement the NTEAP (especially the two	
sessions and components of continuous assessment: subject		
guidance on	project and subject portfolio)	
grouping tutors		
according to the	1.3 Discuss the main focus and purpose of the	
subject/s, age course		
level/s.	The purpose of the course	
Introduction to the		
course manual/s	GLE 412 Translation-	

Overview of course	train student teachers to possess the various	
learning outcomes	techniques and theories of translation to help	
Introduction to the	student teachers teach translation effectively at	
two continuous	the Early Grade, Upper Primary and JHS levels	
assessment	improve children's skills in translation	
components to be		
undertaken in each	GLE 414 Creative Writing	
subject during the	Train student teachers the skills in in writing	
semester (See	creative works in prose, drama and poetry and to	
Course Assessment	assist students/learners to do creative writing.	
Components		
Appendix NB in	1.4 Answer and ask questions to identify the age	
subjects where	levels to be covered in the PD Session and group	
there are no	into age levels.	
assessment	E.g. What are the age levels covered in this PD	
components in the	Session?	
course manuals		
examples will need	- Suggested Answer:	
to be provided by	GLE 412	
the SWL for the	The levels are Early Grade, Upper Primary and JHS.	
SL/HoD	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.	
	<ul> <li>1.5 Form groups according to your specialism and discuss the main elements of the course description of your manual.</li> <li>E.g., the main element in the course descriptions 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.</li> <li>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.</li> </ul>	

		Examples 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.	
		10 Discussion with collection of the stand	
		1.8. Discussion with colleagues on how to educate	
		student teachers on how to conduct action	
		research through enquiry methods	
		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.	
		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	
1b	Introduction to the	beginning teachers.	
ses	sion/Lesson		
$\succ$	Review prior	1.11 Write at least four things you learnt from	
	learning	the previous PD session Example	
	Reading and	,	
	discussion of the	1.12. Form groups based on specialism and let	
	introductory	them discuss the introductory part of the	
	sections of the	lessons/courses (Lessons 1) for the current PD	
		•	
	lesson up to and	Session, which include barriers, core and	
	including learning	transferable skills, lesson delivery modes and	
	outcomes and	learning outcomes and indicators.	
	indicators	Translation Practice (GLE 412)	
$\succ$	Overview of	<ul> <li>Meaning of translation and what it entails.</li> </ul>	
	content and	Creative Writing (414)	
	identification of	- concept, principles and techniques of creative	
	any distinctive	writing	
L	,		i

accords of the	Expected answers Perriers	
aspects of the	Expected answers - <b>Barriers</b> GLE 412	
lesson/s,	-	
	- (Student teachers might likely not be able to	
NB The guidance for	distinguish between the types of translation).	
SL/HoD should identify,		
address and provide	GLE 414	
explanations for any	Student teachers might likely not to have produced	
areas where tutors	children literature before.	
might require	- Core and transferable skills (communication,	
clarification on an	critical thinking, collaboration, observation,	
aspect of the lesson.	enquiry skills, inclusivity, digital literacy)	
NB SL/HoD should ask		
tutors to plan for their	- Lesson delivery mode (face to face, individualised	
teaching as they go	learning, seminar, etc.)	
through the PD session		
If this course is dealing	- Learning Outcomes (LOs)	
with supporting and or	GLE 412	
assessing the	Demonstrate knowledge and skills in translating	
Professional Teaching	texts in a Ghanaian language. (NTS 2c: 13), (NTECF	
Portfolio Development	3: 20).	
or the Action Research		
Project Report writing.	GLE 414	
Tutors need to be	Demonstrate skills in writing creative materials in	
provided with	the Ghanaian language. (NTS 2c: 13), (NTECF 3:	
guidance on what to	20).	
do including	201.	
organisation of Post		
Intern Seminar.		
For each session	- Lls	
remember this is the	GLE 412	
final semester before	Apply the skills in translating a given text from	
Students start	English to Ghanaian language or vice versa) (refer	
teaching provide	to lesson manual for details).	
prompts to help		
support this transition	GLE 414	
for planning and give	1.1 identify the aspect of creative writing of a	
regard for GESI, CCI,	Ghanaian language (NTS 2c, e: 13)	
ICT etc.		
	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	
	<b>Expected Response:</b> - <b>GLE 412</b> - is concept of Translation, theories types and skills.	
	- <b>GLE 414</b> - the principles involved in creative writing	
	<b>Distinctive feature</b> Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism levels of specialism	
	<b>GLE 412</b> – 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	2.1 Turn to lesson 1 in the course manual and	15 mins
Development (New	discuss the subtopics and examine the aspects that	
learning likely to arise	link to student-teachers' previous knowledge	
in lesson/s):	The subtopics of the lessons are	
<ul> <li>Identification and</li> </ul>		
discussion of new	GLE 412 – Translation	
learning, potential	- Explanation of translation, types of translation	
barriers to learning	and theories of translation.	
for student		
teachers or	GLE 414 – Creative Writing	
students, new	- Concept of writing a creative piece, principles of	
concepts or	creative writing and the creative writer and	
pedagogy being	techniques of writing a creative piece. (refer to	
introduced in the	course manuals for details)	
lesson, which need		
to be explored with	This is linked to student-teachers' previous	
the SL/HoD	knowledge	
NB The guidance for		
SL/HoD should set out	GLE 412 - student teachers have done a bit of	
what they need to do	translation at home after listening to some news.	
to introduce and	GLE 414 - The student teachers have learned both	
explain the issues/s	oral and written literature in previous courses in	
with tutors	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 barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic.	
	<b>GLE 412 Translation</b> Student teachers might likely not be able to distinguish between the types of translation	
	<b>GLE 414 Creative Writing</b> 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.	
	<b>GLE 414 Creative writing</b> Question and answer, Brainstorming and class discussion	
<ul> <li>3.Planning for</li> <li>teaching, learning and</li> <li>assessment activities</li> <li>for the lesson/s</li> <li>➢ Reading and</li> <li>discussion of the</li> </ul>	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.	
<ul> <li>teaching and</li> <li>learning activities</li> <li>➢ Noting, addressing,</li> <li>and explaining</li> </ul>	Collaborate with colleagues to address issues identified. ( <i>Refer to the teaching and learning activities section of the course manuals</i> )	
<ul> <li>areas where tutors may require clarification</li> <li>➢ Noting opportunities for making <i>explicit</i> links</li> </ul>	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.	

	to the Basic School	For example, using class discussion will ensure	
	Curriculum	critical thinking, leadership skills, collaborative	
	Noting	skills development, digital literacy, and	
	opportunities for	communication and inclusivity.	
	integrating: GESI		
	responsiveness and	3.3 Discuss as a class and identify the continuous	
	ICT and 21 <sup>st</sup> C skills	assessments used for the lessons.	
$\triangleright$	Reading,		
	discussion, and	GLE 412 - Translation	
	identification of	- Continuous assessment 1- Individually write a 2-	
	continuous	page reflective journal on your observation during	
	assessment	school visit on the handling of translation in the	
	opportunities in the	schools and how it will help with your professional	
	lesson. Each lesson	development for their subject portfolio.	
	should include at		
	least two	- Continuous assessment 2 – A group poster	
	opportunities to	presentation on the concept of translation, the	
1	use continuous	types and theories of translation.	
	assessment to		
	support student	GLE 414 Creative Writing	
	teacher learning	Continuous assessment 1- 10 Multiple choice test	
$\triangleright$	Resources:	item quiz on the topic: concept of creative writing,	
	<ul> <li>links to the</li> </ul>	principles of creative writing and types of creative	
	existing PD	writing.	
	Themes, for		
	example, action	- Continuous assessment 2 – A 2-page report on	
	research,	teachers' perception and knowledge at creative	
	questioning and	writing in the JHS.	
	to other external		
	reference	3.4 As a group, discuss:	
	material:	- the main teaching and learning resources	
	literature, on	including ICTs (e.g. computer, smartphone, video -	
	web, YouTube,	and how they will be used in the lesson to promote	
	physical	learning at both the New 4-Year B. Ed and Basic	
	resources,	levels and all learners. Smartphone can be used in	
	power point;	searching for information on the topic under	
	how they should	discussion.	
	be used.		
	Consideration	- the required text (Baker, M. (2005). In other	
	needs to be	words. London: Routledge.) for <b>GLE 412</b> -	
	given to local	<b>Translation</b> and Agyekum, K. (2013). Introduction	
	availability	to Literature. Accra: Adwinsa Publications Ltd. for	
	<ul> <li>guidance on any</li> </ul>	GLE 414 – Creative writing and how it will be used	
	power point	in the lesson to promote learning among diverse	
	presentations,	learners.	
	TLM or other		
	resources which		
	resources which		

need to be developed to support learning ➤ Tutors should be expected to have a plan for the next lesson for student teachers	<ul> <li>the additional reading materials (Hatim, B. &amp; 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.</li> <li>3.5 Model a selected activity (e.g., class discussion) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</li> </ul>	
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	<ul> <li>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.</li> <li>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.</li> <li>4.3 Listen to overview on the topic for the next PD Session and do advance reading and reviewing all materials needed.</li> </ul>	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 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	1.4 Listen and respond to an icebreaker, and volunteer one if necessary.	20 mins
<ul> <li>Review prior learning</li> </ul>	volunteer one if necessary.	
<ul> <li>A critical friend to share findings for a</li> </ul>	1.5 Critical friend to share comments on an observed lesson for discussion.	
<ul> <li>short discussion and lessons learned</li> <li>Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> </ul>	<ul> <li>1.6 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</li> <li>Example: Translation Practice of a Ghanaian language - Theories in translation (EG): Students have</li> </ul>	
<ul> <li>Overview of content and identification of any distinctive</li> </ul>	heard of translations before.	

aspects of the	Translation Practice of a Ghanaian language –	
lesson/s,	<i>Theories in translation (UP)</i> : Student teachers have heard of translations before.	
NB The guidance for		
SL/HoD should identify, address and <i>provide</i>	Translation Practice of a Ghanaian language – Theories in translation (JHS): Student teachers	
explanations for any	have heard of translations before.	
areas where tutors		
might require	Creative writing – Writing literature for JHS	
clarification on an aspect of the lesson. SL/HoD	<i>learner I</i> : Student teachers might not have the skills in writing a prose for learners,	
take feedback to gauge	particularly JHS learners.	
understanding and		
support tutor	1.7 Reflect on the introductory section of your	
engagement. NB SL/HoD should ask	respective lessons and indicate your observations and concerns for discussion.	
tutors to plan for their		
teaching as they go	Example:	
through the PD session	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):	
	<b>LO</b> - 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).	

<b>LI</b> - 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):	
<b>LO</b> -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).	
<b>LI</b> -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)	
<ul><li>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).</li></ul>	
1.8 Discuss your perception of the distinctive scope of this lesson with the whole group.	
<b>Example:</b> 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.	
<i>Creative writing – Writing literature for JHS</i> <i>learners I (JHS):</i> 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.	

	<ul> <li>1.9 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson.</li> <li><b>Example:</b> 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. Translation Practice of a Ghanaian language – Theories 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. Translation Practice of a Ghanaian language – Theories in translation. Translation Practice of a Ghanaian language – Theories in translation. Creative Writing – Writing literature for JHS learners I (JHS): Student teachers might not</li></ul>	
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 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. 1.8 Discuss how tutors will promot student	
For each session remember this is the final semester before Students begin teaching provide prompts to help support this transition	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.	

for pla	anning and give		
regard	for GESI, CCI, ICT		
etc.			
(New	cept Development learning likely to	2.1 Present to the whole group an oral summary of the major new content to be	15 mins
	n lesson/s):	presented in your lesson: concepts and	
	entification and	pedagogies to be introduced.	
	scussion of new		
	arning, potential	Examples:	
	rriers to learning	Translation Practice of a Ghanaian language	
	r student teachers	– Theories in translation: (EG):	
	students, new	Theories in translation: Teaching the various	
	ncepts or	theories of translation to Early Grade student	
-	dagogy being	teacher.	
-	roduced in the		
	son, which need	Translation Practice of a Ghanaian language	
	be explored with	<ul> <li>Theories in translation (UP):</li> </ul>	
	e SL/HoD	Theories in translation: Teaching the various	
	e guidance for	theories of translation to Upper Primary	
•	D should set out	student teacher.	
	hey need to do to		
	uce and explain	Translation Practice of a Ghanaian language	
	ues/s with tutors,	- Theories in translation (JHS):	
they should take		Theories in translation: Teaching the various	
feedback to gauge		theories of translation to JHS student teacher.	
	standing and	Constitute Multimer Multimer literature for UIC	
	rt tutor	Creative Writing – Writing literature for JHS	
engag	ement.	<i>learner I</i> : Teaching the characteristics and	
2.01.		processes in writing a prose for JHS learners.	10
	ning for teaching,	3.1 Read the teaching and learning activities	40 mins
	ng and	proposed for the respective lessons and	
	ment activities for	subject them to a critical discussion	
the les	•	2.2 Poflact on the content to be present and	
	Reading and discussion of the	3.2 Reflect on the content to be present and ask the whole group for support or	
	teaching and	<b>0</b> 1 11	
	0	assistance in the clarification of, and/or	
N	learning activities	other perspectives on or approaches to the	
		concepts in a lesson.	
	addressing, and	2.2 Identify the property of the heric	
	explaining areas where tutors	3.3 Identify the areas or aspects of the basic school curriculum that the lesson will	
	may require	equip student-teachers to teach.	
$\triangleright$	clarification	2.4 Consider the ICT tools suggested in the	
~	Noting	3.4 Consider the ICT tools suggested in the	
	opportunities for	manual, particularly those available in your	
	making <i>explicit</i>	institution and indicate how you will	
	links to the Basic	deploy them.	

	School	Examples:	
	Curriculum	Translation Practice of a Ghanaian language	
$\triangleright$		– Theories in translation (EG):	
	opportunities for	Watch a YouTube video of how the various	
	integrating: GESI	theories of translation is taught to early grade	
	responsiveness	student teachers	
	and ICT and 21 <sup>st</sup>		
	C skills	Make PowerPoint presentation	
$\triangleright$	Reading,		
	discussion, and	Translation Practice of a Ghanaian language	
	identification of	<ul> <li>Theories in translation (UP):</li> </ul>	
	continuous	What a YouTube video of how traditional	
	assessment	songs of a Ghanaian language are taught to	
	opportunities in	Upper Primary student teachers.	
	the lesson. Each		
	lesson should	Make PowerPoint presentation	
	include at least		
	two	Translation Practice of a Ghanaian language	
	opportunities to	<ul> <li>Theories in translation (JHS):</li> </ul>	
	use continuous		
	assessment to	Watch a YouTube video of how the various	
	support student	theories of translation are taught to JHS	
	teacher learning,	student teachers.	
	subject specific		
	examples should	Make PowerPoint presentation.	
	be provided for	Creative Writing Minister literature for UIC	
$\triangleright$	SL/HoD Resources: links	Creative Writing – Writing literature for JHS learner I:	
	to the existing PD	Show a YouTube video of how writing	
	Themes, for	literature for JHS learners is taught to JHS	
	example, action	student teachers.	
	research,	i. Make PowerPoint presentation.	
	questioning and	i. Maker ower one presentation.	
	to other external	3.5 Suggest the various ways in which you will	
	reference	make the lesson GESI responsive	
	material:		
	literature, on	Examples:	
	web, YouTube,	Translation Practice of a Ghanaian language	
	physical	– Theories in translation (EG):	
	resources, power	Select a YouTube video that shows a male	
	point; how they	teacher teaching an EG class.	
	should be used.		
	Consideration	Form mixed groups for group activities.	
	needs to be given		
	to local	Translation Practice of a Ghanaian language	
	availability	– Theories in translation (UP):	

Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.	
Form mixed groups for group activities. <b>Translation Practice of a Ghanaian language</b> – 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. <b>Creative Writing</b> – 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)	
<b>Theories in translation (UP):</b> <i>Group work</i> : (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (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).	
	<ul> <li>with different ability (person living with disability) teaching at UP level.</li> <li>Form mixed groups for group activities.</li> <li><i>Translation Practice of a Ghanaian language</i> - <i>Theories in translation (JHS)</i>: Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> <li>Form mixed groups for group activities.</li> <li><i>Creative Writing – Writing literature for JHS learner 1 (JHS)</i>:</li> <li>Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> <li>Form mixed groups for group activities.</li> <li>Form mixed groups for group activities.</li> <li>Form mixed groups for group activities.</li> <li>Solo 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.</li> <li><b>Examples:</b></li> <li><b>Theories in translation (EG):</b></li> <li><i>Group work</i>: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i>: (digital literacy)</li> <li><b>Theories in translation (UP):</b></li> <li><i>Group work</i>: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i>: (digital literacy)</li> <li><b>Writing literature for JHS learner 1 (JHS):</b></li> <li><i>Group work</i>: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)</li> <li><i>Writing literature for JHS learner 1 (JHS)</i>:</li> <li><i>Group work</i>: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)</li> </ul>

	<ul> <li>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)</li> <li>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These should include ICT tools, inclusive materials, required and additional texts</i>).</li> <li>Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.).</li> </ul>	
4. Evaluation and review of session:	4.1 Identify a critical friend to sit in one of their lessons to report in the subsequent PD session.	15 mins
<ol> <li>Tutors should Identifying critical friends to observe lessons and report at next session</li> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ol>	<ul><li>4.2 Indicate any outstanding issues relating to each lesson for discussion.</li><li>4.3 Read the PD and course manuals in preparation for the next PD session.</li></ul>	

**Tutor PD Session** 

### Age Levels/s: EG, UP and JHS

Year 4

Name of Subject/s: Ghanaian Language

Semester 2

**Tutor PD Session 3** 

Lesson titles:

> Translation Practice of a Ghanaian language (EG) Processes in translation

Franslation 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

Fo	cus: the bullet points	Guidance Notes on Tutor Activity during	Time in
	ovide the frame for what is	the PD Session. What PD Session	session
to	be done in the session. The	participants (Tutors) will do during each	
	/L should use the bullets to	stage of the session.	
gu	ide what they write for the		
	/HoD and tutors to do and		
say	y during each session. Each		
bu	llet needs to be addressed		
an	d specific reference should		
be	made to the course		
ma	anual/s.		
11	ntroduction to the session	1.1 Listen and respond to an icebreaker,	20 mins
$\succ$	Review prior learning	and volunteer one if necessary.	
$\triangleright$	A critical friend to share		
	findings for a short	1.2 Critical friend to share comments on	
	discussion and lessons	an observed lesson for discussion.	
	learned		
$\succ$	Reading and discussion of	1.3 Think and share with the whole group	
	the introductory sections	the student-teacher knowledge and	
	of the lesson up to and	experience upon which you may build	
	including learning	your lesson.	
	outcomes and indicators		
$\succ$	Overview of content and	Example:	
	identification of any	Translation Practice of a Ghanaian	
	distinctive aspects of the	language -Processes in translation (EG):	
	lesson/s,	The student teachers have tried some	
	The guidance for SL/HoD	translation in the previous lesson.	
	ould identify, address and		
	ovide explanations for any	Translation Practice of a Ghanaian	
	eas where tutors might	language – Processes in translation (UP):	
	quire clarification on an	The student teachers have tried some	
as	pect of the lesson. SL/HoD	translation in the previous lesson.	

take feedback to gauge understanding and support	Translation Practice of a Ghanaian language – Processes in translation (JHS):	
tutor engagement.	The student teachers have tried some	
NB SL/HoD should ask tutors to plan for their teaching as	translation in the previous lesson.	
they go through the PD session	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.	
	Example:	
	Translation Practice of a Ghanaian language -Processes in translation (EG):	
	<b>LO</b> - 1. demonstrate knowledge and skills	
	in translating texts in a Ghanaian	
	language. (NTS 2c: 13), (NTECF 3: 20).	
	LI- 1.1. apply the skills in translating a	
	given text from English to Ghanaian language or vice versa.	
	Translation Practice of a Ghanaian	
	language- Processes in translation (UP):	
	LO- 1. demonstrate knowledge and skills	
	in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).	
	LI- 1.1. apply the skills in translating a given text from English to Ghanaian	
	language or vice versa.	
	Translation Practice of a Ghanaian	
	language- Processes in translation (JHS):	
	LO- 1. demonstrate knowledge and skills	
	in translating texts in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).	
	LI- 1.1. apply the skills in translating a given text from English to Ghanaian	
	language or vice versa.	

Creative Writing – Writing literature of JHS learner II (JHS):	
<b>LO</b> -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 this lesson with the whole group.	
<b>Example:</b> Translation Practice of a Ghanaian language- Processes in translation:	
This course is taught at the three age phases (EG, UP, and JHS), with similar scope and content among the three levels. For example, at the EG, UP and JHS levels, the course introduces student teachers to the steps involved in translation. Student teachers will go to each step and apply the process to some few sentences for practice.	
Creative writing – Writing literature for JHS learners II (JHS): This lesson introduces student teachers to the characteristics and processes in writing a drama piece for JHS learners. It seeks to equip the student teacher with the knowledge and skills in	

	writing a simple drama appropriate for JHS learners.	
	1.6 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson.	
	<b>Example</b> : <i>Translation Practice of a Ghanaian</i> <i>language – Processes in translation (EG)</i> : 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.	
	<i>Creative Writing – Writing literature for JHS</i> <i>learners II (JHS)</i> : 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.	
As this course is dealing with	1.7 Discuss the need for the student	
supporting and/or assessing	teachers to develop personal professional	
the Professional Teaching	teaching portfolio which will aid their	
Portfolio Development and/or	promotion as begin life as beginning teachers in the future.	
Classroom Enquiry and Action Research Project Report		
writing. Tutors should be		
provided with guidance on		
what to do including		
organization of Post-		
Internship Seminar.	10 Dise solve 1 1 1	
For each session remember	1.8 Discuss how tutors will prompt	
this is the final semester before Students begin	student teachers to pay particular attention to GESI, CCI, ICT, and other	
sejore students begin		

teaching provide prompts to	issues when they begin their journey as	
help support this transition for	beginning teachers.	
planning and give regard for	beginning teachers.	
GESI, CCI, ICT etc.		
2 Concept Development (New	2.1 Read and present to the whole group	15 mins
learning likely to arise in	an oral summary of the major new	13 111113
lesson/s):	content to be presented in your lesson:	
<ul> <li>Identification and</li> </ul>	concepts and pedagogies to be	
discussion of new learning,	introduced.	
potential barriers to		
learning for student	Examples:	
teachers or students, new	Translation Practice of a Ghanaian	
concepts or pedagogy	language – Theories in translation: (EG):	
being introduced in the	Processes in translation: Teaching the	
lesson, which need to be	-	
	various steps of translation to Early Grade student teacher.	
explored with the SL/HoD		
NB The guidance for SL/HoD should set out what they need	Translation Brastics of a Changing	
-	Translation Practice of a Ghanaian	
to do to introduce and explain	<b>language</b> – Processes in translation (UP):	
the issues/s with tutors, they	Processes in translation: Teaching the	
should take feedback to gauge	various steps of translation to Upper	
understanding and support	Primary student teacher.	
tutor engagement.	Translation Practice of a Changian	
	Translation Practice of a Ghanaian	
	<b>language</b> – 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,	3.1 Read the teaching and learning	40 mins
learning and assessment	activities proposed for the respective	
activities for the lesson/s	lessons and subject them to a critical	
Reading and discussion	discussion.	
of the teaching and		
learning activities	3.2 Reflect on the content to be present	
Noting, addressing, and	and ask the whole group for support or	
explaining areas where	assistance in the clarification of, and/or	
tutors may require	other perspectives on or approaches to	
clarification	the concepts in a lesson.	
Noting opportunities		
for making explicit links	3.3 Identify the areas or aspects of the	
to the Basic School	basic school curriculum that the lesson will	
Curriculum	equip student-teachers to teach.	

$\triangleright$	Noting opportunities	3.4 Consider the ICT tools suggested in the	
	for integrating: GESI	manual, particularly those available in	
	responsiveness and ICT	your institution and indicate how you will	
	and 21 <sup>st</sup> C skills	deploy them.	
$\triangleright$	Reading, discussion,		
	and identification of	Examples:	
	continuous assessment	Translation Practice of a Ghanaian	
	opportunities in the	language – Processes in translation (EG):	
	lesson. Each lesson	Watch a YouTube video of how the	
	should include at least	various steps of translation is taught to	
	two opportunities to	early grade student teachers	
	use continuous		
	assessment to support	Make PowerPoint presentation	
	student teacher		
	learning, subject	Translation Practice of a Ghanaian	
	specific examples	language – Processes in translation (UP):	
	should be provided for	Watch a YouTube video of how the	
	SL/HoD	various steps of translation is taught to	
$\triangleright$	Resources: links to the	Upper Primary student teachers.	
	existing PD Themes, for		
	example, action	Make PowerPoint presentation	
	research, questioning	Translation Practice of a Ghanaian	
	and to other external	language – Processes in translation (JHS):	
	reference material:	Watch a YouTube video of how the	
	literature, on web,	various steps of translation are taught to	
	YouTube, physical	JHS student teachers.	
	resources, power point;		
	how they should be	Make PowerPoint presentation.	
	used. Consideration	Creative Writing – Writing literature for	
	needs to be given to	JHS learner I:	
	local availability	Watch a YouTube video of how writing	
$\succ$	Tutors should be	literature (drama) for JHS learners is	
	expected to have a	taught to JHS student teachers.	
	plan for the next lesson		
	for 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.	
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.	
<b>Creative Writing</b> – 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)	

		I
	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 Consider the resources in the respective manuals and suggest which and how they may be deployed. ( <i>These should include ICT tools, inclusive materials, required and additional texts</i> ).	
	Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.).	
4. Evaluation and review of session:	<ul><li>4.1 Identify a critical friend to sit in one of their lessons to report in the subsequent PD session.</li></ul>	15 mins
<ol> <li>Tutors should Identifying critical friends to observe lessons and report at next session</li> </ol>	4.2 Indicate any outstanding issues relating to each lesson for discussion.	
<ol> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ol>	4.3 Read the PD and course manuals in preparation for the next PD session.	

**Tutor PD Session** 

Age Levels/s: EG, UP and JHS

Name of Subject/s: Ghanaian language

Semester 2

**Tutor PD Session 4** 

Lesson titles:

Year 4

> 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	Guidance Notes on Tutor Activity during	Time in
provide the frame for what	the PD Session. What PD Session	session
is to be done in the session.	participants (Tutors) will do during each	
The SWL should use the	stage of the session.	
bullets to guide what they		
write for the SL/HoD and		
tutors to do and say during		
each session. Each bullet		
needs to be addressed and		
specific reference should		
be made to the course		
manual/s.		
1 Introduction to the	1.1 Listen and respond to an icebreaker,	20 mins
session	and volunteer one if necessary.	
Review prior learning		
A critical friend to share	1.2 Ask critical friend to share comments on	
findings for a short	an observed lesson for discussion.	
discussion and lessons		
learned	1.3 Think and share with the whole group	
Reading and discussion	the student-teacher knowledge and	
of the introductory	experience upon which you may build your	
sections of the lesson	lesson.	
up to and including		
learning outcomes and	Example:	
indicators	Translation Practice of a Ghanaian	
Overview of content	language -Kinds of translation (EG): The	
and identification of any	student teachers have done a bit of	
distinctive aspects of	translation in the previous lesson.	
the lesson/s,		
NB The guidance for SL/HoD	Translation Practice of a Ghanaian	
should identify, address and	language – Kinds of translation (UP): The	
provide explanations for		

any areas where tutors	student teachers have done a bit of	
might require clarification	translation in the previous lesson.	
on an aspect of the lesson.		
SL/HoD take feedback to	Translation Practice of a Ghanaian	
gauge understanding and	language – Kinds of translation (JHS): The	
support tutor engagement.	student teachers have done a bit of	
NB SL/HoD should ask	translation in the previous lesson.	
tutors to plan for their		
teaching as they go through	Creative writing – Writing literature for JHS	
the PD session	<i>learners III</i> : 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.	
	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):	
	<b>LO</b> - 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):	
<b>LO</b> -1. demonstrate knowledge and skills in creatively writing literary materials in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).	
LI-1.1. explain creative writing pieces.	
1.5 Discuss your perception of the distinctive scope of this lesson with the whole group.	
<b>Example:</b> <i>Translation Practice of a Ghanaian</i> <i>language- Processes in translation</i> : 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 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson.	

	Evenale	
	<b>Example</b> : <i>Translation Practice of a Ghanaian</i> <i>language – Kinds of translation (EG)</i> : Student teachers may not know when to apply a kind of translation. Student teachers may not have applied this to a text during their internship.	
	Translation Practice of a Ghanaian language – Kinds of translation (UP): Student teachers may not know the when to apply a kind of translation. Student teachers may not have applied this to a text during their internship.	
	Translation Practice of a Ghanaian language – Kinds of translation (JHS): Student teachers may not know the when to apply a kind of translation. Student teachers may not have applied this to a text during their internship.	
	Creative Writing – Writing literature for JHS learners III (JHS): Student teachers might possibly not have the requisite skills in writing poetry appropriate for JHS learners. Large class size.	
As this course is dealing	1.7 Discuss the need for the student	
with supporting and/or	teachers to develop personal professional	
assessing the Professional	teaching portfolio which will aid their	
Teaching Portfolio	promotion as begin life as beginning	
Development and/or	teachers in the future.	
Classroom Enquiry and		
Action Research Project Report writing. Tutors		
should be provided with		
guidance on what to do,		
including organisation of		
Post-Internship Seminar.		
For each session remember	1.8 Discussion how tutors will prompt	
this is the final semester	student teachers to pay particular attention	
before Students begin	to GESI, CCI, ICT, and other issues when	
teaching provide prompts	they begin their journey as beginning	
to help support this transition for planning and	teachers.	
give regard for GESI, CCI,		
ICT etc.		

2 Concept Development	2.1 Read and present to the whole group an	15 mins
(New learning likely to	oral summary of the major new content to	13 111113
arise in lesson/s):	be presented in your lesson: concepts and	
<ul> <li>Identification and</li> </ul>	pedagogies to be introduced.	
discussion of new	pedagogies to be introduced.	
learning, potential	Examples:	
barriers to learning for	Translation Practice of a Ghanaian	
student teachers or	-	
	<b>language</b> – Kinds of translation: (EG):	
students, new concepts	Kinds of translation: Teaching the various	
or pedagogy being introduced in the	kinds of translation to enable Early Grade	
	student teacher to apply it in his/her	
lesson, which need to	teaching.	
be explored with the	Translation Duration of a Chanaima	
SL/HoD	Translation Practice of a Ghanaian	
ND The suideness for CL/U.S.D.	<b>language</b> – Kinds of translation (UP):	
NB The guidance for SL/HoD	Kinds of translation: Kinds of translation:	
should set out what they	Teaching the various kinds of translation to	
need to do to introduce and	Upper Primary student learners.	
explain the issues/s with	Translation Duration of a Changing	
tutors, they should take	Translation Practice of a Ghanaian	
feedback to gauge	<b>language</b> – Kinds of translation (JHS):	
understanding and support	Kinds of translation: Teaching the various	
tutor engagement.	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.	
3.Planning for teaching,	3.1 Read the teaching and learning activities	40 mins
learning and assessment	proposed for the respective lessons and	
activities for the lesson/s	subject them to a critical discussion	
Reading and		
discussion of the	3.2 Reflect on the content to be present	
teaching and	and ask the whole group for support or	
learning activities	assistance in the clarification of, and/or	
<ul> <li>Noting, addressing,</li> </ul>	other perspectives on or approaches to the	
and explaining areas	concepts in a lesson.	
where tutors may		
-		
require clarification	3.3 Identify the areas or aspects of the basic	
<ul><li>require clarification</li><li>Noting opportunities</li></ul>	3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip	
-		
Noting opportunities	school curriculum that the lesson will equip	
<ul> <li>Noting opportunities for making <i>explicit</i></li> </ul>	school curriculum that the lesson will equip	
<ul> <li>Noting opportunities for making <i>explicit</i> <i>links</i> to the Basic</li> </ul>	school curriculum that the lesson will equip student-teachers to teach.	
<ul> <li>Noting opportunities for making <i>explicit</i> <i>links</i> to the Basic School Curriculum</li> </ul>	<ul><li>school curriculum that the lesson will equip student-teachers to teach.</li><li>3.4 Consider the ICT tools suggested in the</li></ul>	
<ul> <li>Noting opportunities for making <i>explicit</i> <i>links</i> to the Basic School Curriculum</li> <li>Noting opportunities</li> </ul>	<ul><li>school curriculum that the lesson will equip student-teachers to teach.</li><li>3.4 Consider the ICT tools suggested in the manual, particularly those available in your</li></ul>	
<ul> <li>Noting opportunities for making <i>explicit</i> <i>links</i> to the Basic School Curriculum</li> <li>Noting opportunities for integrating: GESI</li> </ul>	<ul><li>school curriculum that the lesson will equip student-teachers to teach.</li><li>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy</li></ul>	

$\triangleright$	Reading, discussion,	Examples:	
	and identification of	Translation Practice of a Ghanaian	
	continuous	language – Kinds of translation (EG):	
	assessment	Watch a YouTube video of how the various	
	opportunities in the	kinds of translation are taught to early	
	lesson. Each lesson	grade student teachers	
	should include at		
	least two	Make PowerPoint presentation	
	opportunities to use		
	continuous	Translation Practice of a Ghanaian	
	assessment to	language – Kinds of translation (UP):	
	support student	Watch a YouTube video of how the various	
	teacher learning,	kinds of translation are taught to Upper	
	subject specific	Primary learners.	
	examples should be		
	provided for SL/HoD	Make PowerPoint presentation	
$\triangleright$	Resources: links to		
	the existing PD	Translation Practice of a Ghanaian	
	Themes, for	language – Kinds of translation (JHS):	
	example, action	Watch a YouTube video of how the various	
	research,	kinds of translation are taught to JHS	
	questioning and to	learners.	
	other external		
	reference material:	Make PowerPoint presentation.	
	literature, on web,		
	YouTube, physical	Creative Writing – Writing literature for	
	resources, power	JHS learner III:	
	point; how they	Watch a YouTube video of how writing	
	should be used.	literature (poetry) for JHS learners is taught	
	Consideration needs	to JHS student teachers.	
	to be given to local		
	availability	Make PowerPoint presentation.	
$\triangleright$	Tutors should be		
	expected to have a	3.5 Suggest the various ways in which you	
	plan for the next	will make the lesson GESI responsive	
	lesson for student		
	teachers	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.
Form mixed groups for group activities.
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.
<b>Creative Writing</b> – 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
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 learner III (JHS):
Group work: (communication and
collaboration, critical thinking and problem

	<ul> <li>solving, cultural identity and global citizenship). <i>YouTube video</i>: (digital literacy).</li> <li>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). (<i>Refer to section 1.7 of Session One</i> (1) for examples of subject projects and subject portfolios)</li> <li>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These should include ICT</i> <i>tools, inclusive materials, required and</i> <i>additional texts</i>).</li> <li>Ask for assistance regarding how available</li> </ul>	
	digital tools may be deployed (PowerPoint, YouTube video, etc.).	
<ul><li>4. Evaluation and review of session:</li><li>1. Tutors should</li></ul>	4.1 Identify a critical friend to sit in one of their lessons to report in the subsequent PD session.	15 mins
Identifying critical friends to observe lessons and report at	<ul><li>4.2 Indicate any outstanding issues relating to each lesson for discussion.</li><li>4.3 Read the PD and course manuals in</li></ul>	
next session 2. Identifying and addressing any outstanding issues relating to the lesson/s for clarification	preparation for the next PD session.	

#### **Tutor PD Session**

Age Levels: JHS

Year 4

Name of Subject: Ghanaian Language 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):

-	cus: the bullet points	Guidance Notes on Tutor Activity during the PD	Time in
provide the frame for		Session. What PD Session participants (Tutors)	session
what is to be done in the		will do during each stage of the session.	
	ssion. The SWL should		
us	e the bullets to guide		
	hat they write for the		
	/HoD and tutors to do		
an	d say during each		
ses	ssion. Each bullet needs		
to	be addressed and		
spo	ecific reference should		
be	made to the course		
ma	anual/s.		
11	ntroduction to the	1.1 Listen and respond to an icebreaker by the	20 mins
ses	ssion	volunteer.	
$\triangleright$	Review prior learning		
$\triangleright$	A critical friend to	1.2 Tutors listen to the recap on the lesson 4.	
	share findings for a		
	short discussion and	1.3 Listen and discuss comments from the	
	lessons learned	critical friend's report.	
	Reading and discussion		
	of the introductory	1.4 Brainstorm on the introductory section of	
	sections of the lesson	your respective lessons and write down your	
	up to and including	expectations and concerns for <b>discussion</b> .	
	learning outcomes and	E.g., LO	
	indicators		
	Overview of content	Translation Practice (JHS)	
	and identification of	1. demonstrate knowledge and skills in	
	any distinctive aspects	translating texts in a Ghanaian language. (NTS	
	of the lesson/s,	2c: 13), (NTECF 3: 20).	

Creative writing workshop I

NB The guidance for SL/HoD should identify, address and <i>provide</i> <i>explanations</i> for any areas	LI 1. apply the skills in translating a given text from English to Ghanaian language or vice versa	
where tutors might require clarification on an aspect of the lesson.	Creative Writing (JHS) LO	
SL/HoD take feedback to gauge understanding and	1. demonstrate knowledge and skills in producing creative literary materials in a	
support tutor engagement. NB SL/HoD should ask	Ghanaian language. (NTS 2c: 13), (NTECF 3: 20). Ll	
tutors to plan for their teaching as they go	1.1explain the processes in creative writing	
through the PD session	1.5 Individually read and note the distinctive features or scope of this lesson for discussion with the whole group.	
	<b>E.g.,</b> <i>Translation Practice of a Ghanaian language</i> 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. 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	1.8 Discuss the contents of Professional	
with supporting and /or	Teaching Portfolio and its arrangement and	
assessing the Professional	filing. Refer to STS Handbook IV page 65-66,	
Teaching Portfolio	Table 7.2.7.2	
Development and / or the		
Classroom Enquiry and	1.9 Write down items to be assessed in the	
Classroom Enquiry and	content such as the statement of Philosophy,	
Action Research Project	validity of the statement and application of the	
Report writing. Tutors	philosophy.	
should be provided with	piniosophy.	
guidance on what to do		
-		
including organisation of		
Post Internship Seminar.		
For each session	1.10 Tutors discuss the support that will aid	
remember this is the final	teaching in relation to GESI, CCI and ICT for	
semester before Students	smooth transition into the world.	
begin teaching provide		
prompts to help support		
this transition for		
planning and give regard		
for GESI, CCI, ICT etc.		
2 Concept Development	2.1 Present a summary of the major new	15 mins
(New learning likely to	content to be presented in your lesson concepts	
arise in lesson/s):	and pedagogies to be introduced.	
Identification and		
discussion of new	E.g.,	
learning, potential	Translation Practice of a Ghanaian language –	
barriers to learning for	Translation of different text/material (Practice	
student teachers or	1): (EG):	
students, new	-/· (-C)·	
concepts or pedagogy	Report from your post internship on how	
being introduced in	translation practice is applied during teaching	
the lesson, which need	and write in reflective journal	
to be explored with		
the SL/HoD	Translation Practice of a Ghanaian language –	
NB The guidance for	Translating different text/material (UP):	
SL/HoD should set out	Comment on the use of translation practice	
what they need to do to	during the internship	
introduce and explain the		
issues/s with tutors, they	Translation Practice of a Ghanaian language –	
should take feedback to	Translating different text/material (UP):	
gauge understanding and	Selecting a simple text of about two paragraphs	
support tutor	for translation.	
engagement.	Skills in translating words and sentences	
	2.2 Examine the appropriateness of the diction	
	used during your internship in teaching of	
	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 clip on steps or processes in writing, oral presentation)	
<ul> <li>3.Planning for teaching,</li> <li>learning and assessment</li> <li>activities for the lesson/s</li> <li>➢ Reading and</li> <li>discussion of the</li> </ul>	3.1 Read the teaching and learning activities proposed for the respective lessons deliberate on their effectives and suggest additional ones where necessary.	40 mins
teaching and learning activities ➤ Noting, addressing, and explaining areas where tutors may require	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.	
<ul> <li>clarification</li> <li>Noting opportunities for making <i>explicit</i> <i>links</i> to the Basic School Curriculum</li> </ul>	3.3 Identify the areas or aspects of the basic school curriculum that the lesson will improve earlier teachings. E.g., use of appropriate vocabulary in teaching early grade specific topics, using appropriate vocabulary for specific subject for upper	
<ul> <li>Noting opportunities for</li> </ul>	Primary and JHS in the Basic School	

	integrating: GESI	curricula; apply skills in translation to teach	
	responsiveness and	in JHS class in the Basic School Curricula.	
	ICT and 21 <sup>st</sup> C skills		
~			
	Reading,	3.4 Ask tutors to discuss the link of the topics in	
	discussion, and	the College and the Basic Curriculum and note	
	identification of	them.	
	continuous		
	assessment	3.5 Ask tutors to discuss how they will	
	opportunities in	deploy ICT tools suggested in the manual	
	the lesson. Each	in the lesson, particularly those available	
	lesson should	in the institution.	
	include at least two		
		F	
	opportunities to	E.g.	
	use continuous	Translation Practice of a Ghanaian language	
	assessment to	Translating of different text (Practice 1) (EG):	
	support student	Show a YouTube video that presents the	
	teacher learning,	application of translation in teaching early	
	0,		
	subject specific	graders.	
	examples should	ii. Make PowerPoint presentation or slide show	
	be provided for	of how translation aids in teaching content in	
	SL/HoD	early grade class.	
	Resources: links to	,	
		Translation Dractico of a Changian Janguara	
	the existing PD	Translation Practice of a Ghanaian language –	
	Themes, for	Translation of different text Practice 1 (UP):	
	example, action	i. Use a PowerPoint presentation to show	
	research,	factors to consider before selecting a text for	
	questioning and to	translation and some samples of translation test	
	other external	items.	
	reference material:		
	literature, on web,	Translation Practice of a Ghanaian language –	
	YouTube, physical	Translation of different text Practice 1 (JHS):	
	resources, power	Project a Ghanaian language text from a specific	
	point; how they	discipline e.g., science or geography and, or	
	should be used.		
		with a PowerPoint presentation and choice of	
	Consideration	diction.	
	needs to be given		
	to local availability	Creative Writing of a Ghanaian language –	
	Tutors should be	Creating writing workshop 1 (JHS):	
	expected to have a	Show a selection of creative works for teaching	
	plan for the next	the Ghanaian language, or with a PowerPoint	
	lesson for student	presentation.	
	teachers		
	-	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 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 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 Warkshon (IHS):	
<i>Creative Writing Workshop (JHS):</i> 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 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):	

<ul> <li>Individual study: critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)</li> <li>Translation of different text Practice I(UP): Seminar Presentation: (critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)</li> <li>Translation Practice of a Ghanaian Language (JHS): Individual study: (critical thinking and problem solving, cultural identity and global citizenship)</li> <li>Creative Writing of a Ghanaian Language (JHS): Independent study: (communication, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)</li> <li>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)</li> <li>Review the assessment and let it align with the NTEAP</li> <li>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 ojurnal.</li> <li>Marked assignments, photos, field notes, course outlines etc. (Refer to the STS Year 3 Handbook)</li> <li>3.1 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).</li> <li>for instance, surf and download the current books on translation teaching and read the core textbook in the manual. Use of mobile phones.</li> <li>3.10 assistance on how available digital tools may be deployed (PowerPoint – how to prepare</li> </ul>		
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3.10 assistance on how available digital tools	_	
may be deployed (PowerPoint – how to prepare	_	
	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:		4.1 Identify a critical friend to sit in one of their lessons to report in the subsequent PD session.	15 mins
1.	Tutors should Identifying critical friends to observe	4.2 Indicate any outstanding issues relating to the lesson for discussion.	
	lessons and report at next session	4.3 Read the PD and course manuals in preparation for the next PD session.	
2.	Identifying and addressing any outstanding issues relating to the lesson/s for clarification		

	Tutor PD Session				
Age Levels: EG, UP JH	Age Levels: EG, UP JHS Name of Subject/s: Ghanaian Language				
Year 4		Semester 2			
		Tutor PD Session 6			
Translation Practice materials (Practice II)		anaian language (EG): Translation of diffe	erent text/		
<ul> <li>Translation Practice materials (Practice II)</li> </ul>		anaian language (UP): Translation of diffe	erent text/		
Translation Practice materials (Practice II)		anaian language (JHS): Translation of diffe	erent text/		
Creative Writing of a	Ghanaiar	n language (JHS): Creative writing workshop	<u>II</u>		
Focus: the bullet points		e Notes on Tutor Activity during the PD	Time in		
provide the frame for		What PD Session participants (Tutors) will	session		
what is to be done in	do durin	g each stage of the session.			
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.					
1 Introduction to the	1.1 Liste	n and respond to a puzzle by the	20 mins		
session		nteer.			
Review prior					
learning	1.2 Sha	re knowledge gained from the lesson 5 PD			
A critical friend to	sessi	ion.			
share findings for a					
short discussion	1.3 Liste	n and discuss the critical friend's report.			
and lessons learned					
Reading and		ect on the introductory section of your			
discussion of the respective lessons and write down your					
introductory	expecta	tions and concerns for <b>discussion</b> .			
sections of the					
lesson up to and E.g., Translation Practice: LO					
including learning					
outcomes and		nstrate knowledge and skills in translating			
indicators		a Ghanaian language. (NTS 2c: 13), (NTECF			
<ul> <li>Overview of</li> <li>content and</li> </ul>	3: 20).				
content and					
identification of any	I		l		

		I
distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify,	LI i. apply the skills in translating a given text from English to Ghanaian language or vice versa	
address and <i>provide</i> <i>explanations</i> for any areas where tutors	<b>1.5</b> Individually read and note the distinctive features or scope of this lesson for	
might require clarification on an aspect of the lesson.	discussion with the whole group. E.g.,	
SL/HoD take feedback to gauge understanding and support tutor	Translation Practice of a Ghanaian language: <i>i.</i> In the sixth lessons, the contents and focus of this course cut	
engagement. NB SL/HoD should ask tutors to plan for their	across the three age phases (EG, UP and JHS) as follows: appropriate vocabulary for translation of text about school	
teaching as they go through the PD session	<ul> <li>Creative Writing of a Ghanaian language (JHS):</li> <li>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.</li> </ul>	
	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	1.7 Discuss artefacts that can be included in	
dealing with	Professional Portfolio for beginning teachers.	
supporting and /or	Frotessional Fortiono for beginning teachers.	
	1.9 Discuss components of Classroom Enquiry such	
assessing the	1.8 Discuss components of Classroom Enquiry such	
Professional Teaching	as intervention and its application in the research.	
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.	1.0 Discuss the completest and application of	
For each session	1.9 Discuss the sample text and application of	
remember this is the	translation skill that will be needed in the teaching	
final semester before	as teachers prompting beginning Teachers of the	
Students begin		

teaching provide prompts to help support this transition for planning and give regard for GESI, CCI, ICT etc.	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 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.	<ul> <li>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.</li> <li>E.g. Translation Practice of a Ghanaian language – Translation of different text/materials (Practice II): (EG): <ul> <li>i. Application of translation theory during teaching and write in reflective journal</li> </ul> </li> <li>Translation Practice of a Ghanaian language – Translation Practice of a Ghanaian language – Translating different text/materials Practice II(UP): <ul> <li>i. Comment on the selection of three paragraphs for translation practice during your internship</li> </ul> </li> <li>Translation Practice of a Ghanaian language – Translating different text/ material (UP): <ul> <li>i. Examine the appropriateness of the diction used in translation for specific subject example mathematics.</li> </ul> </li> <li>Creative Writing of a Ghanaian language – Creative writing workshop (JHS): <ul> <li>i. report from internship the factors considered in selecting style for teaching a specific genre of literature by teachers.</li> </ul> </li> <li>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)</li> <li>i. The student teachers have not translated technical texts in the subject area before.</li> </ul>	15 mins

		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	
2.01		group work.	10
	ning for	3.1 Read the teaching and learning activities	40 mins
	ng, learning and ment activities	proposed for the respective lessons and demonstrate their effectives when used for	
	e lesson/s	teaching. E.g., Group presentation of a	
	Reading and	translated sentence for discussion.	
	discussion of		
	the teaching	3.2 Reflect on the content to be present and ask	
	and learning	the whole group clarification of, and/or other	
	activities	perspectives on or approaches to the concepts	
$\succ$	Noting,	in a lesson.	
	addressing, and		
	explaining areas	3.3 Identify the areas or aspects of the basic school	
	where tutors	curriculum that the lesson will improve earlier	
	may require	teachings. For instance, how the knowledge in	
	clarification	creating literary piece in the College will aid in	
$\succ$	Noting	teaching poems as a topic to upper primary	
	opportunities	learners in the Basic School Curriculum; the use	
	for making	of translation skills in teaching JHS translation.	
	<i>explicit links</i> to the Basic School	3.4 Individually consider the ICT tools suggested in	
	Curriculum	the manual, particularly those available in your	
	Noting	institution and indicate how you will deploy	
	opportunities	them.	
	for integrating:	E.g.,	
	GESI	Translation Practice of a Ghanaian language –	
	responsiveness	Translating of different text/materials Practice II	
	and ICT and 21 <sup>st</sup>	(EG):	
	C skills	Show a YouTube video that presents the	
$\succ$	Reading,	application of translation in teaching early graders.	
	discussion, and	Make PowerPoint presentation or slide show of	
	identification of	how translation aids in teaching content in early	
	continuous	grade class.	
	assessment		
	opportunities in		

	the lesson. Each	Translation Practice of a Ghanaian language –	
	lesson should	Translation of different text/materials Practice II	
	include at least	(UP):	
	two		
	opportunities to	Use a PowerPoint presentation to show factors to	
	use continuous	consider before selecting a passage for translation	
	assessment to	and some samples of translation test items.	
	support student	Translation Duration of a Changing Inneurop	
	teacher	Translation Practice of a Ghanaian language –	
	learning, subject	Translation of different text Practice II (JHS):	
	specific	Project a Ghanaian language text from a specific	
	examples should be	discipline e.g., science or geography for discussion through PowerPoint presentation.	
	provided for	through rowerroint presentation.	
	SL/HoD	Creative Writing of a Ghanaian language –	
	Resources: links	Creating writing workshop 1 (JHS):	
	to the existing	creating writing workshop 1 (515).	
	PD Themes, for	Show a YouTube video on types of prose writing.	
	example, action	Show a PowerPoint presentation on	
	research,	characterisation and style in a literary piece.	
	questioning and		
	to other	3.5 Write on a sticky note the various ways in	
	external	which you will make the lesson GESI responsive	
	reference		
	material:	E.g.,	
	literature, on	Translation Practice of a Ghanaian language –	
	web, YouTube,	Translation of different text/material Practice II( EG	
	physical	ensure all have equal opportunity to play leading	
	resources,	roles in group presentations;	
	power point;	form mixed gender and ability groups;	
	how they	be patient with those with individuals with	
	should be used.	disability;	
	Consideration	break gender stereotypes with text or cited work;	
	needs to be		
	given to local	Translation Practice of a Ghanaian language –	
~	availability	Translation of different texts/material. Practice	
▲	Tutors should	II(UP):	
	be expected to	Ensure even distribution of questions;	
	have a plan for the next lesson	ensure active participation of all in group works;	
	for student	ensure all have equal opportunity to play leading roles in groups;	
	teachers	form mixed gender and ability groups;	
		be patient with those with individuals with	
		disability;	
		avoid negative and stereotypical diction.	
		G	
L			1

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. be patient with those with individuals with disability.	
<ul> <li>Creative Writing of a Ghanaian language – Creative Writing Workshop II (JHS):</li> <li>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.</li> <li>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</li> </ul>	
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)	
<b>Translation Practice of a Ghanaian Language (JHS):</b> <i>Individual study</i> : (critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital literacy)	

	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	
	<ul> <li>Conclusion – 30</li> <li>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These should include ICT tools, inclusive materials, required and additional</i></li> </ul>	
4. Evaluation and review of session:	<ul> <li>Conclusion – 30</li> <li>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These should include ICT tools, inclusive materials, required and additional texts</i>).</li> <li>3.9 Demonstrate how available digital tools may be deployed (PowerPoint – how to prepare slides and teach translation presentations; YouTube video – how to find YouTube videos on writing a textbook;</li> </ul>	15 mins

	lessons and report	4.2 Identify a critical friend to sit in one of their	
	at next session	lessons to report in the in the subsequent PD	
3.	Identifying and	session.	
	addressing any		
	outstanding issues	4.3 Indicate any outstanding issues relating to the	
	relating to the	lesson for discussion.	
	lesson/s for		
	clarification	4.4 Read the PD and course manuals in preparation	
		for lesson 6.	

	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	Guidance Notes on Tutor Activity during the	Time in
provide the frame for what	PD Session. What PD Session participants	session
is to be done in the	(Tutors) will do during each stage of the	
session. The SWL should	session.	
use the bullets to guide		
what they write for the		
SL/HoD and tutors to do		
and say during each		
session. Each bullet needs		
to be addressed and		
specific reference should		
be made to the course		
manual/s.		
1 Introduction to the	1.1 Sing a song as an icebreaker.	20 mins
session		
Review prior learning	1.2 A male and a female each share their	
A critical friend to share	experience for the PD session on Lesson 6.	
findings for a short		
discussion and lessons	1.3 Listen and discuss comments from the	
learned	critical friend's report.	
Reading and discussion		
of the introductory	1.4 Write on note pads the learning outcome	
sections of the lesson	and indicator from the manual and show to a	
up to and including	friend for discussion.	
learning outcomes and		
indicators	E.g., Translation Practice LO:	
Overview of content	demonstrate knowledge and skills in teaching	
and identification of any	using Ghanaian language. (NTS 1a, f: 12),	
distinctive aspects of	(NTS 2c, d: 13), (NTS 3a, e, f, g, i, j: 14). (NTS	
the lesson/s,	2f:13), (NTECF 4: 42), (IEP 5: 11).	

NB The guidance for	LI	
SL/HoD should identify,	a. apply their knowledge to teach translation.	
address and provide	b. to employ strategies that show individual	
explanations for any areas	diversity of the learners are considered	
where tutors might require		
clarification on an aspect of	Creative Writing LO	
the lesson. SL/HoD take		
feedback to gauge	a. demonstrates knowledge and skill in	
0 0	-	
understanding and support	assessing the various genres of creative	
tutor engagement.	writing of a Ghanaian language	
NB SL/HoD should ask		
tutors to plan for their	L1	
teaching as they go through	4.1. should be able to design and implement a	
the PD session	variety of assessment mode for teaching and	
	learning creative writing (NTS 1d, g: 12), (NTS	
	3b: 14).	
	<i>5 1 1 1</i>	
	4.2. should be able to identify and assist JHS	
	learners with difficulties in their assessment	
	(NTS 1a, b: 12), (NTS 3k-p: 14), (NTECF 4: 39)	
	1.5 In pairs read the distinctive features or	
	scope of this lesson for <b>discussion</b> 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	
	<b>1.6</b> 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) e.g.,	
	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 Demonstrate the use of e-learning and	
	group discussion in teaching lesson 7	
	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	1.9 Discuss how organisation of Post	
with supporting and/ or	Internship Seminar is done and role expected	
assessing the Professional	of the tutor as well as role of the beginning	
Teaching Portfolio	teacher.	
Development and /or		
Classroom Enquiry and	Discuss the sample Classroom Enquiry and	
Action Research Project	Action Research report noting down the	
Report writing. Tutors	structure and content and the assessment	
should be provided with	processes. (Refer to STS Handbook Year 3	
guidance on what to do	page 50-52)	
-	page 50-52)	
including organisation of		
Post Internship Seminar.		
For each session remember	1.10 Discuss crosscutting issues on digital	
this is the final semester	literacy, multicultural and ethnic diversity in	
before Students begin	relation to GESI and SENs in classroom	
teaching provide prompts	teaching.	
to help support this		
transition for planning and		
give regard for GESI, CCI,		
ICT etc.		
2 Concept Development	2.1 Present a summary of the major new	15 mins
(New learning likely to	content to be presented in the lesson	
arise in lesson/s):	concepts and pedagogies to be introduced.	
<ul> <li>Identification and</li> </ul>		
discussion of new	Fa	
	E.g.,	
learning, potential	Translation Practice of a Ghanaian language	
barriers to learning for	<b>– (</b> EG):	
student teachers or	Use of appropriate words or phrases for	
students, new concepts	technical text.	
or pedagogy being		
introduced in the	Translation Practice of a Ghanaian language	
lesson, which need to	(UP) –:	
be explored with the	Skill in selection of appropriate vocabulary	
SL/HoD	for specific subject in translation	
NB The guidance for		
SL/HoD should set out what	Translation Practice of a Ghanaian language	
-		
they need to do to	<ul> <li>Translating different text(UP):</li> </ul>	

introduce and explain the issues/s with tutors, they should take feedback to gauge understanding and support tutor engagement.	<ul> <li>i) Examine the appropriateness of the diction used during your internship and compare with the skills.</li> <li>ii) Knowledge of history vocabularies</li> </ul> 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. 2.3 Refer to the manual and discuss the potential barriers and their solutions. Translation Practice: Some vocabularies will not be easily 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.	
<ul> <li>3.Planning for teaching, learning and assessment activities for the lesson/s</li> <li>➢ Reading and discussion of the teaching and</li> </ul>	3.1 Read the teaching and learning activities proposed for the respective lessons deliberate on their effectives and suggest additional ones where necessary.	40 mins
<ul> <li>teaching and</li> <li>learning activities</li> <li>Noting, addressing,</li> <li>and explaining areas</li> <li>where tutors may</li> <li>require clarification</li> </ul>	<ul> <li>E.g., use of group work, peer assessment and oral presentation</li> <li>3.2 Reflect on the content to be present and ask the whole group clarification of, and/or other perspectives on or</li> </ul>	
Noting opportunities for making <i>explicit links</i>	approaches to the concepts in a lesson.	

t	o the Basic School	3.3 Identify the areas or aspects of the basic	
C	Curriculum	school curriculum that the lesson will	
> N	Noting	improve earlier teachings E.g., using of	
0	opportunities for	translation skills in translating a text in	
	ntegrating: GESI	specific subject area or teaching history to	
	esponsiveness and	early grade learners. The teaching of	
	CT and 21 <sup>st</sup> C skills	appreciation of prose in JHS classroom	
> R	Reading, discussion,		
	and identification of	3.4 Individually consider the ICT tools	
с	continuous	, suggested in the manual, particularly	
а	assessment	those available in your institution and	
0	opportunities in the	indicate how you will deploy them.	
	esson. Each lesson	, , ,	
s	hould include at	Examples:	
le	east two	Translation Practice of a Ghanaian language	
0	opportunities to use	– (EG):	
	continuous	i. Show a YouTube video that presents	
a	assessment to	the application of translation in	
s	support student	teaching early graders.	
	eacher learning,	ii. Make PowerPoint presentation or	
	subject specific	slide show of how translation aids in	
	examples should be	teaching content in early grade class.	
	provided for SL/HoD	с , , с	
> R	Resources: links to	Translation Practice of a Ghanaian language	
t	he existing PD	– (UP):	
Т	Themes, for	Use a PowerPoint presentation to show	
e	example, action	factors to consider before selecting a text for	
r	esearch,	translation and some samples of translation	
q	questioning and to	test items.	
0	other external		
r	eference material:	Translation Practice of a Ghanaian language	
li	iterature, on web,	- Translation of different text Practice 1 (JHS):	
Y	ouTube, physical	Project a Ghanaian language text from a	
r	esources, power	specific discipline e.g science or geography	
р	point; how they	and, or with a PowerPoint presentation.	
S	hould be used.		
C	Consideration needs	Creative Writing of a Ghanaian language –	
t	o be given to local	Creating writing workshop 1 (JHS):	
a	availability	Use a video clip to show the steps involved in	
≻ т	Tutors should be	assessing a literary piece such as poetry or	
e	expected to have a	drama.	
-	plan for the next		
	esson for student	3.5 Write on a sticky note the various ways in	
t	eachers	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, choose learning materials that depict persons in minority group in positive light.	
<i>Translation Practice of a Ghanaian language</i> – 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.	
<b>Translation practice of a Ghanaian language</b> – <b>Translation</b> 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 In mixed pairs (male-female, able- disable), deliberate on how the contents and the delivery of your lessons will develop the 21 <sup>st</sup> Century Skills and share it with the larger group.	
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 E.g., 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,	
	3.9 Assist on how available digital tools may	
	be deployed (PowerPoint – how to	
	prepare and teach translation	
	presentations; YouTube video – how to	
	find YouTube videos on writing a textbook; etc.)	
	3.10 Consider the major points discussed in	
	writing their lesson plan for effective	
A Evolution and sectors	teaching	1 E poine
4. Evaluation and review of session:	4.1 Summarise all the major points discussed in the PD session.	15 mins
3. Tutors should	4.2 Identify a critical friend to sit in one of	
Identifying critical	their lessons to report in the in the	
friends to observe	subsequent PD session.	
lessons and report at next session	4.3 Indicate any outstanding issues relating	
4. Identifying and	to the lesson for discussion.	
addressing any		
outstanding issues	4.4 Read the PD and course manuals in	
relating to the lesson/s	preparation for the next PD session.	
for clarification		

Age Levels: EG, UP, JHS

Year 4

Name of Subject/s: Ghanaian Language Semester 2

## **Tutor PD Session 8**

- > Translation Practice a Ghanaian language (EG): Translation of different text/ materials (Practice IV)
- Translation Practice a Ghanaian language (UP): Translation of different text/ materials (Practice IV)
- > Translation Practice a Ghanaian language (JHS): Translation of different text/ materials (Practice IV)
- Creative Writing of a Ghanaian language (JHS): Selecting, designing and using TLMs for the teaching and learning the creative writing of a Gh. language

Focus: the bullet	Guidance Notes on Tutor Activity	Time in session
	-	
points provide the	during the PD Session. What PD	
frame for what is to	Session participants (Tutors) will do	
be done in the	during each stage of the session.	
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.		
1 Introduction to the	1.2 Sing the song or listen to the	20 mins
session	story as an icebreaker.	
Review prior		
learning	1.2 Listen and discuss the critical	
A critical friend to	friend's report.	
share findings for		
a short discussion	1.3 Refer to the manual and write	
and lessons	the LO and LI for the lesson 8.	
learned		
Reading and	1.4 Discuss how the LI matches the	
discussion of the	lesson 8.	

<ul> <li>introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul>	<ul> <li>Translation Practice LO <ul> <li>a. demonstrate knowledge</li> <li>and skills in translating texts</li> <li>in a Ghanaian language.</li> <li>(NTS 2c: 13), (NTECF 3: 20).</li> </ul> </li> <li>a. apply the skills in translating <ul> <li>a given text from English to</li> <li>Ghanaian language or vice</li> <li>versa</li> </ul> </li> <li>Creative Writing LO</li> </ul>	
NB The guidance for SL/HoD should identify, address and <i>provide explanations</i> 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	<ul> <li>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> <li>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)</li> <li>1.5 Discuss some distinctive features of the lesson 8 as seen in the manual.</li> <li><b>E.g.,</b> 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.</li> </ul>	

	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	1.7 Discuss the importance of	
dealing with	Professional Portfolio for	
supporting and or	promotion for Beginning Teachers.	
assessing the		
Professional Teaching	1.8 Discuss the use of Classroom	
Portfolio	Enquiry and Action Research in	
Development or the	teaching.	
Classroom Enquiry		
and Action Research	1.9 Deliberate on how the Post	
Project Report	Internship Seminar will aid the	
writing. Tutors need	Beginning Teacher	
to be provided with	e.g., how to manage classroom	
guidance on what to	size, how to adjust the Teaching	
do including	Philosophy where necessary.	
organisation of Post		
Internship Seminar.		
For each session	1.10 Discuss prompts that can aid	
remember this is the	the Beginning Teacher in the world	
final semester before	of work such as using online	
Students begin	resources in teaching such as use	
teaching provide	of google classroom, Zoom, giving	
prompts to help	special attention to cultural	
support this	diversity and introverts and giving	
transition for	selecting TLMs that will favour all	
planning and give	learners in the classrooms	
regard for GESI, CCI,		
ICT etc.		
2 Concept	2.1 Read the course manual and	15 mins
Development (New	discuss the new learning that	
learning likely to arise	are likely to arise from the	
in lesson/s) :	lesson.	
Identification and		
discussion of new		

loarning potential	E a	
learning, potential barriers to	E.g., Translation Depation of a Champion	
	Translation Practice of a Ghanaian	
learning for	<b>language</b> – Translation of different	
student teachers	text (Practice 1): (EG):	
or students, new	Phrases for numeracy and its	
concepts or	application in teaching in early	
pedagogy being	grade.	
introduced in the		
lesson, which	Translation Practice of a Ghanaian	
need to be	language – Translating different	
explored with the	text (UP):	
SL/HoD	Correcting vocabularies used	
NB The guidance for	inappropriately in translating	
SL/HoD should set out		
•	numeracy text during internship	
what they need to do	programme.	
to introduce and		
explain the issues/s	Translation Practice of a Ghanaian	
with tutors, they	language – Translating different	
should take feedback	text (UP):	
to gauge	Acquire the appropriate diction for	
understanding and	translating sentences and	
support tutor	paragraphs containing numerals	
engagement.		
	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.	
	where hecessary.	
	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.	
	E.g.,	
	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	3.1 Read the teaching and learning	40 mins
teaching, learning	activities proposed for the	
and assessment	respective lessons deliberate on	
		1

act	ivities for the	their effectives and suggest	
lesson/s		additional ones where necessary.	
$\triangleright$	Reading and	E.g., Translation Practice	
	discussion of the	Use of practical activity. Whole	
	teaching and	class discussion	
	learning activities		
$\triangleright$	Noting,	Creative Writing	
	addressing, and	Group discussion/e-learning	
	explaining areas	opportunity/ practical activity	
	where tutors may	Tutor shows a video on YouTube	
	require	demonstrating how to design TLMs	
	clarification	appropriate for teaching and	
$\triangleright$	Noting	learning creative writing of a	
,	opportunities for	language in the JHS level and tasks	
	making <i>explicit</i>	the student teachers to observe	
	links to the Basic	the steps in the designing.	
	School Curriculum	E.g.,	
	Noting	ьв., https://cft.vanderbilt.edu/guides-	
,	opportunities for	sub-pages/effective-educational-	
	integrating: GESI	videos	
	responsiveness	Macos	
	and ICT and 21 <sup>st</sup> C	3.2 Reflect on the content to be	
	skills	present and ask the whole	
$\triangleright$	Reading,	group clarification of, and/or	
-	discussion, and	other perspectives on or	
	identification of	approaches to the concepts in a	
	continuous	lesson.	
	assessment		
	opportunities in	3.3 Identify the areas or aspects of	
	the lesson. Each	the basic school curriculum that	
	lesson should	the lesson will improve earlier	
	include at least	teachings.	
	two opportunities	teachings.	
	to use continuous	E.g., use of the skills acquired in	
	assessment to	translation of numeracy to teach in	
	support student	Basic School curriculum early grade	
	teacher learning,	classroom.	
	subject specific		
	examples should	Use of TLMs designed by student	
	be provided for	teacher to teach story telling in	
	SL/HoD	Basic School class.	
D	Resources: links to	Dasil Juliuui Class.	
		2.4 Individually consider the ICT	
	the existing PD	3.4 Individually consider the ICT	
	Themes, for	tools suggested in the manual,	
	example, action	particularly those available in	
	research,	your institution and indicate	
	questioning and to	how you will deploy them.	

1	other external	Translation Practice of a Ghanaian	
		-	
	reference	language – Translating of different	
	material:	text (Practice IV) (EG):	
	literature, on web,		
	YouTube, physical	Make PowerPoint presentation or	
	resources, power	slide show of how translation aids	
	point; how they	in teaching numeracy in early grade	
	should be used.	class.	
	Consideration	Translation Practice of a Ghanaian	
	needs to be given	language – Translation of different	
	to local availability	text Practice IV (UP):	
		Show a video from You Tube	
ĺ	expected to have a	showing the teaching of	
	plan for the next	mathematics using indigenous	
	lesson for student	language to upper primary	
	teachers	learners.	
	leachers	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	
		3.6 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.	

3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio that align with the NTEAP	
assessment instruments for subject	
portfolio that align with the NTEAP	
assessment procedures.	
discisiment procedures.	
E a of Cubicot project	
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	
Note: Write on a sticky note the	
various ways in which you will	
make the lesson GESI responsive	
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.	
,	
review of session: one of their lessons to report in	
the in the subsequent PD	
4. Tutors should session.	
Identifying critical	
friends to observe	

5.	lessons and report at next session Identifying and addressing any	4.2 Indicate any outstanding issues relating to the lesson for discussion.	
	outstanding issues relating to the lesson/s for clarification	4.3 Remember to read the PD and course manuals in preparation for the next PD session.	

Age Levels: EG, UP, JHS

Name of Subject: Ghanaian Language Semester 2 Tutor PD Session 9

Lesson titles:

Year 4

- > 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

pro wh ses uso wh SL/ an ses to spo be	cus: the bullet points ovide the frame for nat is to be done in the ssion. The SWL should the bullets to guide nat they write for the (HoD and tutors to do d say during each ssion. Each bullet needs be addressed and ecific reference should made to the course anual/s.	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
ses	ntroduction to the ssion	1.1 Tutors to respond to an icebreaker, allow volunteers to give one if necessary.	20 mins
	Review prior learning A critical friend to share findings for a short discussion and lessons learned	1.2 A critical friend to share with the whole group his/her findings on the observations on the previous lesson	
A	Reading and discussion of the introductory sections of the lesson up to and including	1.3 Discuss the student-teacher knowledge and experience upon which you may build your lesson.	
	learning outcomes and indicators	1.4 Reflect on the introductory section of your respective lessons and indicate your observations	
NB	Overview of content and identification of any distinctive aspects of the lesson/s, The guidance for /HoD should identify,	and concerns for discussion. E.g., To what extent does the L1 match the LO?	

address and provideexplanations for any areaswhere tutors mightrequire clarification on anaspect of the lesson.SL/HoD take feedback togauge understanding andsupport tutorengagement.NB SL/HoD should asktutors to plan for theirteaching as they gothrough the PD sessionAs this course is dealingwith supporting and orwith supporting and portfolioDevelopment or theAction Research ProjectReport writing, tutorsshould be provided withguidance on what to doincluding organisation ofPost Internship Seminar.For each session <i>For each sessionfor GESI, CCI, ICT etc.</i> planning and give regard <i>for GESI, CCI, ICT etc.</i> planning and give regard <i>for GESI, CCI, ICT etc.</i> Patt Internship Seminar.For each session <i>remember this is the final</i> semister before Studentsbegin tacching providekanibes of CCIProblems associated with the dominant languageand the medium of instruction2 Concept Development(New learning likely to arise in lesson/s):> Identification and discussion of newlearning, potential barriers to learning for student teachers or students, new> Identification and discussion of new> Identification and discussion of new> Identification and discussion of new> Identification and discussion			
where tutors might require clarification on an aspect of the lesson.support support tutor engagement.Image is a support support tutorImage is a support support tutorImage is a support support tutorImage is a support support tutorImage is a support support is and or assessing the Professional teaching as they go through the PD sessionImage is a support to Activities 8.2.3.1-8.2.3.4 of Year 3 handbook)Image is a support support is a support to Activities 8.2.3.1-8.2.3.4 of Year 3 handbook)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.1.6 Since this is the final semester before embark on the begin teaching. Remind student teachers to be mindful of GESI, CCI, ICT etcFor each session remember this is the final semester before Students begin teaching provide prompts to help support for GESI, CCI, ICT etc.1.6 Since this is the final semester before embark on the begin teaching. Remind student teachers to be mindful of GESI, CCI, ICT etcFor each session remember this is the final semester before Students begin teaching provide prompts to help support for GESI, CCI, ICT etc.Examples of ICT Issues Availability of ICT tools in the school and how to make good use of them2 Concept Development (New learning, potential barriers to learning for student teachers or2.1 Read and present to the whole group an oral summary of the major new concepts15 mins2 Identification and discussion of new learning, potential barr	address and provide		
where tutors might require clarification on an aspect of the lesson.support support tutoris lesson.is lesson.SL/HoD take feedback to gauge understanding and support tutorNB SL/HoD should ask tutors to plan for their teaching as they go through the PD sessionAs 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 SeminarFor each session remember this is the final semester before Students begin teaching and give regard for GESI, CCI, ICT etcFor each session remember this is the final semester before Students begin teaching and give regard for GESI, CCI, ICT etcFor each session remember this is the final semester before Students begin teaching provide prompts to help support for GESI, CCI, ICT etcFor ach session remember this is the final semester before Students begin teaching and give regard for GESI, CCI, ICT etcFor each session semester before CL Problems associated with the dominant language and the medium of instruction2. Concept Development (New learning, potential barriers to learning for student teachers or2. Concept Development (New learning infers to learning for stud	<i>explanations</i> for any areas		
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for making explicit	<b>Topic</b> : Oral interpretation (EG, UP, JHS)	
Noting opportunities		
require clarification	UP, JHS)	
where tutors may	Translation practice of a Ghanaian language (EG,	
and explaining areas	Example 1:	
<ul> <li>Noting, addressing,</li> </ul>		
learning activities	Activities	
Reading and discussion of the teaching and	Examples of some Teaching and Learning	
activities for the lesson/s	them to a critical discussion	
learning and assessment	proposed for the respective lessons and subject	
3.Planning for teaching,	3.1 Read the teaching and learning activities	40 mins
	language component of the JSH curriculum before	
	creative writing component of a Ghanaian	
	Student teachers may not have interpreted the	
	Example 2: Creative writing of a Ghanaian language (JHS)	
	interpretation before	
	<ul> <li>Translation practice of a Ghanaian language (EG, UP, JHS)</li> <li>➢ Student teachers may not have done oral</li> </ul>	
	Example 1:	
	Examples of some potential barriers	
	component of the JHS curriculum	
	<b>Creative writing of a Ghanaian language (JHS)</b> Interpreting writing of a Ghanaian language	
engagement.	Example 4:	
gauge understanding and support tutor	What is oral interpretation and the difference between translation	
should take feedback to	(JHS)	
introduce and explain the issues/s with tutors, they	Example 3: Translation practice of a Ghanaian language	
SL/HoD should set out what they need to do to	Factors to consider in oral interpretation	
NB The guidance for	Translation practice of a Ghanaian language (UP)	
to be explored with the SL/HoD	Example 2:	
the lesson, which need	Oral interpretation	
	Translation practice of a Ghanaian language (EG)	1

	links to the Basic	TLAs	
	School Curriculum	i) Questions and answers	
$\succ$	Noting opportunities	ii) Discussions	
	for integrating: GESI	iii) Presentation	
	responsiveness and ICT	,	
	and 21 <sup>st</sup> C skills	Example 2:	
	Reading, discussion,	Creative writing of a Ghana language (JHS)	
-	•	Cleative writing of a Griana language (115)	
	and identification of		
	continuous assessment	<b>Topic:</b> Key features of creative writing of a	
	opportunities in the	Ghanaian language component of the Ghanaian	
	lesson. Each lesson	language curriculum	
	should include at least		
	two opportunities to	TLAs	
	use continuous	i) Class discussions	
	assessment to support	ii) Independent study	
	student teacher	iii) Presentations	
	learning, subject		
	specific examples		
		2.2 Deflect on the content to be presented and	
	should be provided for	3.2 Reflect on the content to be presented and	
	SL/HoD	ask for support or clarification on approaches to	
	Resources: links to the	the concepts in a lesson.	
	existing PD Themes,		
	for example, action	3.3 Identify the areas or aspects of the basic	
	research, questioning	school curriculum that the lesson will equip	
	and to other external	student-teachers to teach.	
	reference material:		
	literature, on web,	3.4 Consider the ICT tools suggested in the	
	YouTube, physical	manual, particularly those available in your	
	resources, power	institution and indicate how you will deploy	
	point; how they should	them.	
	be used. Consideration		
1	needs to be given to	Evample 1	
1	•	Example 1	
~	local availability	Translation practice of a Ghanaian language (EG,	
	Tutors should be	UP, JHS)	
	expected to have a		
1	plan for the next	<b>Topic</b> : Factors to consider in oral interpretation	
1	lesson for student		
1	teachers	Project some factors to consider in oral	
		interpretation for learners to see	
1			
		Example 2:	
1		Creative writing for a Ghanaian language (JHS)	
1			
		<b>Topic</b> : Key features of a creative writing of a	
		Ghanaian language component of the Ghanaian	
1			
		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
<b>Example 1:</b> Translation practice of a Ghanaian language (EG, UP, JHS)
<b>Topic</b> : factors to consider in oral interpretation
Form mixed ability groups for group discussions
Example 2: Creative writing of a Ghanaian language (JHS)
<b>Topic</b> : 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 21 <sup>st</sup> century skills.
How to develop the 21 <sup>st</sup> century skills.
<b>Example 1</b> 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)
<b>Example 2</b> : Creative writing of a Ghanaian language (JHS)
<b>Topic</b> : Key features of the creative writing of a Ghanaian language component of the Ghanaian language curriculum

	Activities: Group discussion and presentation	
4. Evaluation and revi of session:	<ul> <li>(Communication and collaboration, critical thinking and problem solving)</li> <li>ew 4.1 Identify a critical friend to sit in one of the lessons to report in the subsequent PD session.</li> </ul>	15 mins
<ol> <li>Tutors should Identifying critical friends to observe lessons and report next session</li> <li>Identifying and addressing any outstanding issues relating to the lesso for clarification</li> </ol>	<ul> <li>4.2 Indicate any outstanding issues relating to each lesson for discussion.</li> <li>at Note: Read the PD and course manuals in preparation for the next PD session.</li> </ul>	

Age Levels: EG, UP, JHS

Name of Subject: Ghanaian Language Semester 2 Tutor PD Session 10

Lesson titles:

Year 4

- > 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 Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ul> <li>1 Introduction to the session</li> <li>Review prior learning</li> <li>A critical friend to share findings for a short discussion and lessons learned</li> <li>Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul>	<ul> <li>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.</li> <li>1.2 Read the introductory section of your respective lessons and discuss the learning outcomes (LOs) and learning indicators (LIs)</li> <li>Examples of LOs and LIs</li> <li>Example 1 Translation practice of a Ghanaian language (EG, UP, JHS)</li> <li>Topic: Translation practice 1</li> </ul>	20 mins

NB The guidance for	Learning Outcomes (LOs)	
-		
SL/HoD should identify,	demonstrate knowledge and skills in translating	
address and provide	texts in a Ghanaian language. (NTS 2c: 13),	
explanations for any	(NTECF 3: 20).	
areas where tutors might		
require clarification on	Learning Indicators (LIs)	
an aspect of the lesson.	apply the skills in translating a given text	
SL/HoD take feedback to	from English to Ghanaian language or vice	
gauge understanding and	versa	
support tutor		
engagement.	Example 2	
NB SL/HoD should ask	Creative writing of a Ghanaian language (JHS)	
tutors to plan for their	Topic: Methods of teaching the creative writing	
teaching as they go	of a Ghanaian language	
through the PD session	Learning Outcomes (LOs)	
	use technology to teach the creative writing of a	
	Ghanaian language effectively to enhance	
	learners Ghanaian language learning. (NTS	
	5 5 5 V	
	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	
	age phases	
	Example 2	
	Creative writing of a Ghanaian language (JHS)	
	<b>Topic:</b> Concept of methods of teaching language	
	and the types	
	The losses and a student to the state	
	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.	1.1 Discuss the content of the Professional Teaching Portfolio and its arrangement and filing. <i>Refer to STS Handbook IV page 65-66,</i> <i>Table 7.2.7.2</i>	
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 some supports that can make teaching and learning environment conducive for all. E.g., knowing the background of the learners, use of appropriate language, using appropriate ICT tool etc	
<ul> <li>2 Concept Development (New learning likely to arise in lesson/s):</li> <li>&gt; 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</li> <li>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</li> </ul>	<ul> <li>2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson</li> <li>Some new concepts</li> <li>Example 1 <ul> <li>Translation practice of a Ghanaian language (EG, UP, JHS)</li> </ul> </li> <li>Topic: Oral interpretation practice 1 <ul> <li>Student teachers will acquire the knowledge in oral interpretation in all the age phases</li> </ul> </li> <li>Example 2: <ul> <li>Creative writing of a Ghanaian language (JHS)</li> </ul> </li> <li>Concept of methods of teaching language and the types</li> </ul> <li>2.2 discuss some potential barriers likely to impede learning</li> <li>Some potential barriers</li>	15 mins

		Example 1	
		Example 1:	
		Translation practice of a Ghanaian language	
		(EG, UP, JHS)	
		<b>Topic</b> : 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	
		<b>Barrier:</b> Student teachers may not be aware of	
		the factors consider in selecting appropriate	
		methods to teach	
3.Plan	ning for teaching,	3.1 Read the teaching and learning activities	40 mins
	ng and assessment	proposed for the respective lessons and subject	
	ies for the	them to a critical discussion	
lesson			
	Reading and	Examples of some proposed TLAs	
,	discussion of the	Example 1:	
	teaching and	Translation practice of a Ghanaian language	
	learning activities	(EG, UP, JHS)	
	Noting,		
		Topic: Oral interpretation	
	addressing, and	Topic: Oral interpretation TLAs	
	explaining areas	-	
	where tutors may	i) Class discussions	
	require	ii) Presentation	
	clarification	iii) Group discussions	
$\succ$	Noting		
	opportunities for	Example 2	
	making explicit	Creative writing of a Ghanaian language (JHS)	
	links to the Basic	Topic: Application of methods of teaching	
	School	creative writing	
	Curriculum		
$\succ$	Noting	TLAs	
	opportunities for	i) Discussions	
	integrating: GESI	ii) Practical activity	
	responsiveness		
	and ICT and 21 <sup>st</sup> C	3.2 Discuss how the lesson can be linked to the	
	skills	basic school curriculum.	
$\succ$	Reading,	Example of linking to the basic school	
	discussion, and	curriculum	
	identification of		
	continuous		
l	continuous		l

assessment	Go to student a partner school to observe	
opportunities in	teaching and learning and learning practices	
the lesson. Each	(STS)	
lesson should include at least	2.2 Consider the ICT tools suggested in the	
two opportunities	3.3 Consider the ICT tools suggested in the manual, particularly those available in your	
to use continuous	institution and indicate how you will deploy	
assessment to	them.	
support student		
teacher learning,	How ICT tools can be used	
subject specific	Examples 1	
examples should	Translation practice of a Ghanaian language (EG,	
be provided for	UP, JHS)	
SL/HoD	Topic: Oral interpretation practice	
Resources: links	Channes Versteine side and it has a second	
to the existing PD Themes, for	Show a YouTube video with someone interpreting	
example, action	interpreting	
research,	Example 2:	
questioning and	Creative writing of a Ghanaian language (JHS)	
to other external	<i>Topic: Concept of methods of teaching language</i>	
reference	and the types	
material:		
literature, on	Use a PowerPoint presentation and discuss	
web, YouTube,	some concepts of methods of teaching	
physical resources, power	3.4 Discuss the various ways in which you will	
point; how they	make the lesson GESI responsive	
should be used.	make the lesson desiresponsive	
Consideration	Ways of making the lesson GESI responsive	
needs to be given		
to local	Example 1:	
availability	Translation practice of a Ghanaian language	
Tutors should be	(EG, UP, JHS)	
expected to have a plan for the	Topic: oral interpretation practice 1 i) Form mixed group to perform group	
next lesson for	activity	
student teachers	ii) Use appropriate language to suit all learners	
	Example 2	
	Creative writing of a Ghanaian language (JHS)	
	<b>Topic:</b> Application of methods of teaching	
	creative writing	
	i) Give equal opportunity for everyone	
	<ul><li>i) Give equal opportunity for everyone</li><li>ii) Address issues of learners' special needs</li></ul>	
	ing Address issues of redifiers special needs	

	<ul> <li>3.5 Discuss in mixed pairs how the contents of topics and the delivery of the lesson will develop the 21<sup>st</sup> century skills</li> <li><i>Examples of ways to develop the 21<sup>st</sup> century skills in a lesson</i></li> <li><i>Example 1</i></li> <li><i>Translation practice of a Ghanaian language (EG, UP, JHS)</i></li> <li><i>Topic: Translation practice 1</i></li> <li><i>i) Group work (communication and collaboration, critical thinking and problem solving, cultural identity.</i></li> <li><i>ii) Showing a YouTube video</i></li> </ul>	
	(Digital literacy) <b>Example 2</b> Creative writing of a Ghanaian language (JHS) <b>Topic:</b> Methods of teaching the creative writing of a Ghanaian language Group work: (Leadership skills communication and collaboration, global citizenship)	
	3.6 In pairs, discuss the resources in the respective manuals and suggest how you may deploy them. ( <i>These should include ICT tools,</i> <i>inclusive materials, required and additional</i> <i>texts</i> ) Examples resources:	
	Projector Textbooks Phones Laptop 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:	4.1 Identify a critical friend to sit in one of the lessons and report at the subsequent PD session.	15 mins

6.	Tutors should	4.2 Indicate any outstanding issues relating to	
	Identifying critical	each lesson for discussion.	
	friends to observe		
	lessons and report at		
	next session		
7.	Identifying and		
	addressing any		
	outstanding issues		
	relating to the		
	lesson/s for		
	clarification		

Age Levels: EG, UP, JHS

Name of Subject: Ghanaian Language Semester 2 Tutor PD Session 11

Lesson titles:

Year 4

- > 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	Guidance Notes on Tutor Activity during the PD	Time in
provide the frame for	Session. What PD Session participants (Tutors)	session
what is to be done in the	will do during each stage of the session.	
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.		
1 Introduction to the	1.1 Listen and respond to an icebreaker.	20 mins
session		
Review prior learning	1.2 Critical friend to share comments on an	
A critical friend to	observed lesson for discussion.	
share findings for a		
short discussion and	1.3 Think and share with the whole group the	
lessons learned	student-teacher knowledge and experience upon	
Reading and	which you will build the lesson	
discussion of the		
introductory sections	1.4 Read the introductory section of your	
of the lesson up to	respective lessons and up any concerns for	
and including learning	discussion.	
outcomes and		
indicators	1.5 Discuss the content and identify some	
Overview of content	distinctive scope of each lesson with the whole	
and identification of	group.	
any distinctive aspects		
of the lesson/s,		

NB The guidance for	Some distinctive scope of the lessons	
SL/HoD should identify,	Example 1	
address and provide	Translation practice of a Ghanaian language (EG,	
explanations for any areas	UP, JHS)	
where tutors might		
require clarification on an	<b>Topic:</b> oral interpretation practice 11	
aspect of the lesson.	Distinctive scope: The lesson equips student	
SL/HoD take feedback to	teachers with more vocabularies to use in	
gauge understanding and	teaching all age phases	
support tutor		
engagement.	Example 2	
NB SL/HoD should ask	-	
	Creative writing of a Ghanaian language (JHS)	
tutors to plan for their	<b>Topic</b> : preparation of a creative writing of a	
teaching as they go	Ghanaian language lesson plan	
through the PD session		
	<b>Distinctive scope</b> : This gives student teachers the	
	needed skills and knowledge to prepare a creative	
	writing lesson plan of a Ghanaian language	
As this course is dealing	1.6 Discuss some artefacts that be included in the	
with supporting and or	Professional Teaching Portfolio	
assessing the		
Professional Teaching	Examples of artefacts:	
Portfolio Development or	Pictures of things, learners marked exercises,	
the Classroom Enquiry	sample of scheme of works etc	
and Action Research		
Project Report writing.		
Tutors need to be		
provided with guidance		
on what to do including		
organisation of Post		
Internship Seminar.		
For each session	1.7 discuss the year 3 semester 2 classroom	
remember this is the final	enquiry procedures of identifying learners'	
-		
semester before Students	learning needs, activities, using post intervention	
begin teaching provide	data to bridge the learning gap. ( <i>Refer to Activities</i>	
prompts to help support	8.2.3.1-8.2.3.4 of Year 3 handbook)	
this transition for		
planning and give regard		
for GESI, CCI, ICT etc.		
2 Concept Development	2.1 identify and discuss any new concept to be	15 mins
(New learning likely to	learnt in the respective lessons	
arise in lesson/s) :		
Identification and	Examples of some new concept	
discussion of new	Example 1	
learning, potential	Translation practice of a Ghanaian language (EG,	
barriers to learning for	UP JHS)	
student teachers or		

ctudopte pour		
students, new	<b>Topic:</b> oral presentation practice 11	
concepts or pedagogy	<b>New concept:</b> This lesson continues to give more	
being introduced in	vocabularies to teach in all the age phases	
the lesson, which		
need to be explored	Example 2:	
with the SL/HoD	Creative writing of a Ghanaian language (JHS)	
-		
NB The guidance for	<b>Topic</b> : Concept of lesson plan	
SL/HoD should set out		
what they need to do to	<b>New concept</b> : this gives student teachers the skills	
introduce and explain the	and knowledge to prepare a creative writing of a	
issues/s with tutors, they	Ghanaian language lesson plan	
should take feedback to		
	2.2 identify and discuss any notantial barrier that	
gauge understanding and	2.2 identify and discuss any potential barrier that	
support tutor	can impede learning	
engagement.		
	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	
1		
	Example 2	
	<b>Example 2</b> Creative writing of a Ghanaian language (JHS)	
	Creative writing of a Ghanaian language (JHS)	
	Creative writing of a Ghanaian language (JHS) <b>Topic:</b> Preparation of a creative writing of a	
	Creative writing of a Ghanaian language (JHS) <b>Topic:</b> Preparation of a creative writing of a Ghanaian language lesson/learning plan	
	Creative writing of a Ghanaian language (JHS) <b>Topic:</b> Preparation of a creative writing of a Ghanaian language lesson/learning plan <b>Potential barrier</b> : student teacher may not know a	
	Creative writing of a Ghanaian language (JHS) <b>Topic:</b> Preparation of a creative writing of a Ghanaian language lesson/learning plan <b>Potential barrier</b> : student teacher may not know a lesson plan for the creative writing component of	
	Creative writing of a Ghanaian language (JHS) <b>Topic:</b> Preparation of a creative writing of a Ghanaian language lesson/learning plan <b>Potential barrier</b> : student teacher may not know a lesson plan for the creative writing component of Ghanaian Language.	
3.Planning for teaching,	Creative writing of a Ghanaian language (JHS) <b>Topic:</b> Preparation of a creative writing of a Ghanaian language lesson/learning plan <b>Potential barrier</b> : student teacher may not know a lesson plan for the creative writing component of	40 mins
3.Planning for teaching, learning and assessment	Creative writing of a Ghanaian language (JHS) <b>Topic:</b> Preparation of a creative writing of a Ghanaian language lesson/learning plan <b>Potential barrier</b> : student teacher may not know a lesson plan for the creative writing component of Ghanaian Language.	40 mins
0	Creative writing of a Ghanaian language (JHS) <b>Topic:</b> Preparation of a creative writing of a Ghanaian language lesson/learning plan <b>Potential barrier</b> : student teacher may not know a lesson plan for the creative writing component of Ghanaian Language. 3.1 Read the teaching and learning activities	40 mins
learning and assessment	<ul> <li>Creative writing of a Ghanaian language (JHS)</li> <li><b>Topic:</b> Preparation of a creative writing of a</li> <li>Ghanaian language lesson/learning plan</li> <li><b>Potential barrier</b>: student teacher may not know a</li> <li>lesson plan for the creative writing component of</li> <li>Ghanaian Language.</li> <li>3.1 Read the teaching and learning activities</li> <li>proposed for the respective lessons and</li> </ul>	40 mins
learning and assessment activities for the lesson/s ➤ Reading and	<ul> <li>Creative writing of a Ghanaian language (JHS)</li> <li><b>Topic:</b> Preparation of a creative writing of a</li> <li>Ghanaian language lesson/learning plan</li> <li><b>Potential barrier</b>: student teacher may not know a</li> <li>lesson plan for the creative writing component of</li> <li>Ghanaian Language.</li> <li>3.1 Read the teaching and learning activities</li> <li>proposed for the respective lessons and</li> <li>subject them to a critical discussion</li> </ul>	40 mins
<ul> <li>learning and assessment</li> <li>activities for the lesson/s</li> <li>➢ Reading and</li> <li>discussion of the</li> </ul>	<ul> <li>Creative writing of a Ghanaian language (JHS)</li> <li><b>Topic:</b> Preparation of a creative writing of a</li> <li>Ghanaian language lesson/learning plan</li> <li><b>Potential barrier</b>: student teacher may not know a</li> <li>lesson plan for the creative writing component of</li> <li>Ghanaian Language.</li> <li>3.1 Read the teaching and learning activities</li> <li>proposed for the respective lessons and</li> </ul>	40 mins
<ul> <li>learning and assessment</li> <li>activities for the lesson/s</li> <li>➢ Reading and</li> <li>discussion of the</li> <li>teaching and</li> </ul>	<ul> <li>Creative writing of a Ghanaian language (JHS)</li> <li><b>Topic:</b> Preparation of a creative writing of a</li> <li>Ghanaian language lesson/learning plan</li> <li><b>Potential barrier</b>: student teacher may not know a</li> <li>lesson plan for the creative writing component of</li> <li>Ghanaian Language.</li> <li>3.1 Read the teaching and learning activities</li> <li>proposed for the respective lessons and</li> <li>subject them to a critical discussion</li> </ul> <b>Examples of Teaching and Learning Activities</b>	40 mins
<ul> <li>learning and assessment</li> <li>activities for the lesson/s</li> <li>➢ Reading and</li> <li>discussion of the</li> <li>teaching and</li> <li>learning activities</li> </ul>	<ul> <li>Creative writing of a Ghanaian language (JHS)</li> <li>Topic: Preparation of a creative writing of a</li> <li>Ghanaian language lesson/learning plan</li> <li>Potential barrier: student teacher may not know a</li> <li>lesson plan for the creative writing component of</li> <li>Ghanaian Language.</li> <li>3.1 Read the teaching and learning activities</li> <li>proposed for the respective lessons and</li> <li>subject them to a critical discussion</li> <li>Examples of Teaching and Learning Activities</li> <li>Example 1</li> </ul>	40 mins
<ul> <li>learning and assessment</li> <li>activities for the lesson/s</li> <li>➢ Reading and discussion of the teaching and learning activities</li> <li>➢ Noting,</li> </ul>	<ul> <li>Creative writing of a Ghanaian language (JHS)</li> <li>Topic: Preparation of a creative writing of a</li> <li>Ghanaian language lesson/learning plan</li> <li>Potential barrier: student teacher may not know a</li> <li>lesson plan for the creative writing component of</li> <li>Ghanaian Language.</li> <li>3.1 Read the teaching and learning activities</li> <li>proposed for the respective lessons and</li> <li>subject them to a critical discussion</li> <li>Examples of Teaching and Learning Activities</li> <li>Example 1</li> <li>Translation practice of a Ghanaian language (EG,</li> </ul>	40 mins
<ul> <li>learning and assessment activities for the lesson/s</li> <li>Reading and discussion of the teaching and learning activities</li> <li>Noting, addressing, and</li> </ul>	<ul> <li>Creative writing of a Ghanaian language (JHS)</li> <li>Topic: Preparation of a creative writing of a</li> <li>Ghanaian language lesson/learning plan</li> <li>Potential barrier: student teacher may not know a</li> <li>lesson plan for the creative writing component of</li> <li>Ghanaian Language.</li> <li>3.1 Read the teaching and learning activities</li> <li>proposed for the respective lessons and</li> <li>subject them to a critical discussion</li> <li>Examples of Teaching and Learning Activities</li> <li>Example 1</li> <li>Translation practice of a Ghanaian language (EG, UP, JHS)</li> </ul>	40 mins
<ul> <li>learning and assessment activities for the lesson/s</li> <li>➢ Reading and discussion of the teaching and learning activities</li> <li>➢ Noting,</li> </ul>	Creative writing of a Ghanaian language (JHS) <b>Topic:</b> Preparation of a creative writing of a Ghanaian language lesson/learning plan <b>Potential barrier</b> : student teacher may not know a lesson plan for the creative writing component of Ghanaian Language. 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion <b>Examples of Teaching and Learning Activities</b> <b>Example 1</b> Translation practice of a Ghanaian language (EG, UP, JHS) <b>Topic</b> : Translation practice II	40 mins
<ul> <li>learning and assessment activities for the lesson/s</li> <li>Reading and discussion of the teaching and learning activities</li> <li>Noting, addressing, and</li> </ul>	<ul> <li>Creative writing of a Ghanaian language (JHS)</li> <li>Topic: Preparation of a creative writing of a</li> <li>Ghanaian language lesson/learning plan</li> <li>Potential barrier: student teacher may not know a</li> <li>lesson plan for the creative writing component of</li> <li>Ghanaian Language.</li> <li>3.1 Read the teaching and learning activities</li> <li>proposed for the respective lessons and</li> <li>subject them to a critical discussion</li> <li>Examples of Teaching and Learning Activities</li> <li>Example 1</li> <li>Translation practice of a Ghanaian language (EG, UP, JHS)</li> </ul>	40 mins
<ul> <li>learning and assessment activities for the lesson/s</li> <li>Reading and discussion of the teaching and learning activities</li> <li>Noting, addressing, and explaining areas</li> </ul>	Creative writing of a Ghanaian language (JHS) <b>Topic:</b> Preparation of a creative writing of a Ghanaian language lesson/learning plan <b>Potential barrier</b> : student teacher may not know a lesson plan for the creative writing component of Ghanaian Language. 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion <b>Examples of Teaching and Learning Activities</b> <b>Example 1</b> Translation practice of a Ghanaian language (EG, UP, JHS) <b>Topic</b> : Translation practice II <b>TLAS</b> : Class discussions	40 mins
<ul> <li>learning and assessment activities for the lesson/s</li> <li>Reading and discussion of the teaching and learning activities</li> <li>Noting, addressing, and explaining areas where tutors may require</li> </ul>	Creative writing of a Ghanaian language (JHS) <b>Topic:</b> Preparation of a creative writing of a Ghanaian language lesson/learning plan <b>Potential barrier</b> : student teacher may not know a lesson plan for the creative writing component of Ghanaian Language. 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion <b>Examples of Teaching and Learning Activities</b> <b>Example 1</b> Translation practice of a Ghanaian language (EG, UP, JHS) <b>Topic</b> : Translation practice II	40 mins
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<ul> <li>learning and assessment activities for the lesson/s</li> <li>Reading and discussion of the teaching and learning activities</li> <li>Noting, addressing, and explaining areas where tutors may require clarification</li> <li>Noting</li> </ul>	Creative writing of a Ghanaian language (JHS) <b>Topic:</b> Preparation of a creative writing of a Ghanaian language lesson/learning plan <b>Potential barrier</b> : student teacher may not know a lesson plan for the creative writing component of Ghanaian Language. 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion <b>Examples of Teaching and Learning Activities</b> <b>Example 1</b> Translation practice of a Ghanaian language (EG, UP, JHS) <b>Topic</b> : Translation practice II <b>TLAs</b> : Class discussions Group work, practical activity, presentations <b>Example 2</b>	40 mins
<ul> <li>learning and assessment activities for the lesson/s</li> <li>Reading and discussion of the teaching and learning activities</li> <li>Noting, addressing, and explaining areas where tutors may require clarification</li> </ul>	<ul> <li>Creative writing of a Ghanaian language (JHS)</li> <li>Topic: Preparation of a creative writing of a</li> <li>Ghanaian language lesson/learning plan</li> <li>Potential barrier: student teacher may not know a</li> <li>lesson plan for the creative writing component of</li> <li>Ghanaian Language.</li> <li>3.1 Read the teaching and learning activities</li> <li>proposed for the respective lessons and</li> <li>subject them to a critical discussion</li> <li>Examples of Teaching and Learning Activities</li> <li>Example 1</li> <li>Translation practice of a Ghanaian language (EG, UP, JHS)</li> <li>Topic: Translation practice II</li> <li>TLAs: Class discussions</li> <li>Group work, practical activity, presentations</li> </ul>	40 mins

		The sheet in the set	
	links to the Basic	<b>TLAs</b> : class discussions, group work, presentations	
×	School Curriculum		
	Noting	3.2 Seek clarification from other members in the	
	opportunities for	group on concept from the lesson you did not	
	integrating: GESI	understand	
	responsiveness		
	and ICT and 21 <sup>st</sup> C	3.3 Discuss how GESI responsiveness ICT, 21 <sup>st</sup>	
	skills	century skills will help in the delivery of Ghanaian	
$\succ$	Reading,	language lesson in the Basic school curricula	
	discussion, and		
	identification of	3.4 Suggest and discuss how GESI responsiveness,	
	continuous	ICT and the 21 <sup>st</sup> century skill can be integrated	
	assessment	into a lesson delivery	
	opportunities in		
	the lesson. Each	ways GESI can be integrated	
	lesson should	i) Assign leadership roles for both male and	
	include at least	female learners	
	two opportunities	ii) Use TLRs that are appropriate for all ability	
	to use continuous	learners	
	assessment to	iii) Give attention to all learners	
	support student	,	
	teacher learning,	Ways to integrate ICT tools	
	subject specific	i) Learner use available ICT tools like phones to	
	examples should	search for appropriate information on a given link	
	be provided for	for a particular lesson	
	SL/HoD	ii) Project needed information on a particular	
	Resources: links to	lesson for learners	
	the existing PD		
	Themes, for	Ways of developing the 21 <sup>st</sup> century skills	
	example, action		
	research,	Example:	
	questioning and to	Group work: (communication and collaboration,	
	other external	cultural identity, critical thinking and problem	
	reference	solving and leadership)	
	material:	solving and reductship	
		3.5 Discuss the course assessment components in	
	literature, on web,	•	
	YouTube, physical	both courses that can be used to support student	
	resources, power	learning	
	point; how they	Note: the posting of the second	
	should be used.	Note: the continuous assessment component for	
	Consideration	translation practice of a Ghanaian language and	
	needs to be given	creative writing of a Ghanaian language manuals	
	to local availability	includes the subject project and subject portfolio.	
$\checkmark$	Tutors should be		
	expected to have a		
	plan for the next		

lesson for student teachers	<ul> <li>Examples of subject project in the specific courses:</li> <li>Example 1 Translation practice of a Ghanaian language </li> <li>An assignment on text translation from English language to a Ghanaian language</li> <li>Example 2 Creative writing of a Ghanaian language </li> <li>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</li></ul>	
4. Evaluation and review of session:	handbook) 4.1 Identify a critical friend to sit in one of their lessons and report at the next PD session.	15 mins
<ol> <li>Tutors should Identifying critical friends to observe lessons and report at next session</li> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ol>	<ul><li>4.2 Indicate any outstanding issues relating to each lesson for discussion.</li><li>NB: Read the PD and course manuals in preparation for the next PD session.</li></ul>	

#### **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

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
made to the course		
<ul> <li>manual/s.</li> <li>Introduction to the session</li> <li>Review prior learning</li> <li>Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> <li>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.</li> </ul>	<ul> <li>1.1 Discuss your previous experiences with lesson 11 and how these experiences are going to bear on lesson 12.</li> <li>1.2 In your mixed pairs (if appropriate) discuss the main purpose of the current PD Session and share your views.</li> <li>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.</li> <li>1.3 Discuss the Learning Outcomes (LOs) of lesson twelve (12) and their Learning Indicators (LIs) by stating their relationship.</li> <li>Examples: Translation Practice: (LOs):</li> </ul>	20 mins

#### **Tutor PD Session 12**

tutors to plan for their teaching as they go through the PD sessiontra 2c: (I.I. cor lan 3a, 5: 1II. I cor lan 3a, 5: 1II. I cor lan 3a, 5: 1II. I cor lan a, 5: 1II. I cor lan a, 5: 1II. I cor lan a, 5: 1II. I cor lan a, 5: 1II. I cor lan a, 5: 1II. I cor lan a, 5: 1II. I cor lan a, b, 1II. I cor a, cor a, a, cor a, a, a,II. I b, 1 a, a, a, a,II. I b, 1 a, a, b, 1 b, 1 <br< th=""><th><ul> <li><i>ply the skills in translating a given text from glish to Ghanaian language or vice versa.</i></li> <li><i>Apply their knowledge to teach translation.</i></li> <li><i>To employ strategies that show individual ersity of the learners are considered.</i></li> <li><i>Pative Writing:</i></li> <li><i>Pas: Understand and interpret key features of ative writing of a Ghanaian language curriculum d plan lessons from it. (NTS 2b, d: 13), (NTECF 20), (NTS 2f:13), (NTECF 3: 32).</i></li> <li><i>Si:</i></li> <li><i></i></li></ul></th><th></th></br<>	<ul> <li><i>ply the skills in translating a given text from glish to Ghanaian language or vice versa.</i></li> <li><i>Apply their knowledge to teach translation.</i></li> <li><i>To employ strategies that show individual ersity of the learners are considered.</i></li> <li><i>Pative Writing:</i></li> <li><i>Pas: Understand and interpret key features of ative writing of a Ghanaian language curriculum d plan lessons from it. (NTS 2b, d: 13), (NTECF 20), (NTS 2f:13), (NTECF 3: 32).</i></li> <li><i>Si:</i></li> <li><i></i></li></ul>	
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1.4 Refer to the lesson descriptions of lesson 12 and read and discuss those course descriptions.	
<b>Examples:</b> <b>Translation Practice:</b> E.g. Translation Practice, as a course, is designed to introduce student teachers to understand the	
differences in written translation and oral interpretation.	
<b>Creative Writing:</b> 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>i. The concept of oral interpretation ii. The concept of translation practice. iii.</i> <i>Creative Writing:</i>	
i. The concept of lesson plan. ii. The concept of designing creative writing plan	
<i>Administration and Management</i> : <i>i. The concept of 21<sup>st</sup> century skills</i> <i>ii. The concept of professional standards and</i> <i>code of ethics.</i>	

	Francisco of Challensing Areas	
	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	
	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.	
If this course is dealing	Supporting Professional Teaching Portfolio	
with supporting and or	(PTP)	
assessing the	1.6 Discuss the need to develop Professional	
Professional Teaching	Teaching Portfolio and examine the importance	
Portfolio Development	of Year 3 Semester 2, specifically, teaching	
or the Classroom	portfolio, to Year 4 Semester 2 activities.	
Enquiry and Action		
Research Project Report	Examples of the need for PTP:	
writing. Tutors need to	<i>i.</i> It outlines teachers' accomplishments that may	
be provided with	help them to gain employment or a higher-level	
guidance on what to do	position in the work force.	
including organisation	<i>ii.</i> A teaching portfolio is a story about you and	
of Post Intern Seminar.	who you are as an educator.	
oj Post intern Seminar.		
	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.	
	Cuidence to Cleanse on Francisco and Action	
	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)	
For each session	1.8 Discuss some of the activities from levels	
remember this is the	100-400 that relate to Gender, Equality and	
final semester before	Social Inclusion (GESI), Cross Cutting Issues (CCI),	
Students start teaching	Information and Communication Technology	
provide prompts to help	(ICT) and 21 <sup>st</sup> Century skills and which may be	
support this transition	applicable to the world of work as you make	
••		
for planning and give	transition from school to the contextual realities	
regard for GESI, CCI, ICT	of the world of work as beginning teachers.	
etc		
	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	
	<i>Office 365 vs G-suite for education, google meet</i>	
	for online teaching, google classroom for online	
	assignment submissions, plagiarism checking	
	softwares, Tools for checking grammar errors	
	online.	
	Examples of 21 <sup>st</sup> Century activities:	
	Communication skills, collaboration, observation	
	and enquiry skills, digital literacy, creativity,	
	personal development and global citizenship.	
2 Concept Development	2.1 Discuss and focus on the identification of new	15 mins
(New learning likely to	concepts or learnings and potential barriers that	
arise in lesson/s) :	are introduced into the lesson which need to be	
Identification and	explored.	
discussion of new		
learning, potential	Examples of New Concepts in the Lesson	
barriers to learning	The set of the Denset	
for student teachers	Translation Practice:	
or students, new	The concept of oral interpretation	
concepts or		
pedagogy being		
1 3 07 8 0	1	1

introduced in the	Creative Writing:	
lesson, which need to	The concept of preparation of creative writing	
be explored with the	lesson plan	
SL/HoD		
NB The guidance for	Administration and Management:	
SL/HoD should set out	The concept of contemporary issues in basic	
what they need to do to	school administration	
introduce and explain		
the issues/s with tutors	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.	
	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.	
	witting.	
	Suggested Solution	
	Student teachers should be shown an illustrative	
	creative lesson plan on a cardboard. Again, they	
	should be taught the components of the creative	
	lesson plan using the illustrative lesson on the	
	cardboard.	
	Administration and Management:	
	Student teachers might not have had a preview	
	of contemporary issues in basic school	
	administration.	
	Suggested Solution	
	Student teachers should be given the	
	fundamentals in the administration of basic	
	education.	
	2.2 In your course groups, consider the	
	suggested strategies in the manual and choose	
	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 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.	
2 1	Planning for teaching,	-	
		3.1Discuss the various suggested teaching and	
	rning and assessment	learning activities to be used in the lesson	
	civities for the	delivery.	
	son/s		
	Reading and	Examples of Teaching and Learning Activities:	
	discussion of the	Translation Practice: You will be tasked in your	
	teaching and learning	mixed ability groups to use available online tools	
	activities	to search online for the meaning of oral	
	Noting, addressing,	interpretation practice.	
	and explaining areas	This is followed by an oral presentation by	
	where tutors may	student teachers on the basis of their research.	
	require clarification		
$\triangleright$	Noting opportunities	Creative Writing:	
	for making explicit	You will be tasked to search online for	
	links to the Basic	information on the creative writing lesson plan.	
	School Curriculum		
$\triangleright$	Noting opportunities	Administration and Management:	
1	for integrating: GESI	You will be tasked in your mixed ability groups to	
1	responsiveness and	use available online tools to search online for the	
	ICT and 21 <sup>st</sup> C skills	contemporary issues in basic school	
$\triangleright$	Reading, discussion,	administration.	
1	and identification of		
1	continuous	Links to the Basic School Curricula and the Use	
1	assessment	of GESI, ICT and 21 <sup>st</sup> Century Skills	
1	opportunities in the	3.2 Discuss how GESI responsiveness, ICT and	
1	lesson. Each lesson	21 <sup>st</sup> Century skills will help to promote the	
1	should include at	delivery of English lessons in both the B.Ed. and	
1	least two	Basic School Curricula.	
1	opportunities to use		
1	continuous	Note: The delivery of English lessons in both the	
1	assessment to	B.Ed. and Basic School curricula may be enhanced	
L		b.eu. una basie school carricula may be childheed	

support student	through the integration of GESI, ICT and 21 <sup>st</sup>	
teacher learning	century skills.	
Resources:		
<ul> <li>links to the</li> </ul>	Examples of 21 <sup>st</sup> century skills:	
existing PD	Communication skills, collaboration, observation	
Themes, for	and enquiry skills, digital literacy, creativity,	
example, action	persoonal devlopment and global citizenship.	
research,		
questioning and to	Examples of GESI responsiveness:	
other external	Making reasonable adjustmentsfor physically	
reference	challenged learners.	
material:	Both male and female learners playing leading	
literature, on web,	roles in agroup task.	
Youtube, physical	5 1	
resources, power	The use of braille and audio machines for orals,	
point; how they	etc.	
should be used.		
Consideration	Examples of ICT	
needs to be given	Office 365 vs G-suite for education, google meet	
to local availability	for online teaching, google classroom for online	
<ul> <li>guidance on any</li> </ul>	assignment submissions, plagiarism checking	
power point	softwares, tools for checking grammar errors	
presentations,	online.	
TLM or other		
resources which	Examples of linking to the Basic School	
need to be	Curriculum:	
developed to	You may have to go to partner schools to observe	
support learning	teaching and learning practices in the basic	
<ul> <li>Tutors should be</li> </ul>	school classroom (STS).	
expected to have a		
plan for the next	Again, refer to the Basic School Currriculum for	
lesson for student	some of the key features, e.g. the Core	
teachers	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 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	
	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 21 <sup>st</sup> 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 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 21 <sup>st</sup> 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	
	<ul> <li>N/B: Digital Assessment Tools for Teachers</li> <li>Socrative - quizzes and questions with real- time grading.</li> <li>Google Forms - easy to use.</li> <li>Mentimeter - pre-built education templates.</li> <li>Poll Everywhere - used by 300,000 teachers.</li> <li>Kahoot - game-based assessment tool.</li> <li>i.e. (Assessment Of Learning (AOL)) of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</li> </ul>	
<ul> <li>4. Evaluation and review of session:</li> <li>a. Tutors need to identify critical friends to observe lessons and report at next session</li> </ul>	<ul> <li>4.1 Reflect on what you have learnt in the session and share your ideas with the class.</li> <li>4.2 Receive any critical friend who comes in to sit in your class.</li> </ul>	15 mins
<ul> <li>b. Identifying and</li> <li>addressing any</li> <li>outstanding issues</li> <li>relating to the lesson/s</li> <li>for clarification</li> </ul>		

Appendix 1. Course Assessment Components, d	detail in the Revised NTEAP Toolkit (Sept.
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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	<b>The Subject Portfolio</b> is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs.	
CONSTITUENT	Introduction: a clear 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	<i>Either</i> 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	

	<ul> <li>Methodology – 20</li> <li>Substantive section – 40</li> <li>Conclusion – 30</li> </ul>	<ul> <li>Mid semester assessment - 30 - <i>if</i> applicable</li> <li>Presentation and organisation of portfolio - 10</li> </ul>
EXAM	<ul> <li>Conclusion – 30 portfolio - 10</li> <li>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 21<sup>st</sup> C skills in teaching and learning</li> </ul>	

# 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.

#### ACKNOWLEDGEMENTS

Many thanks to Robin Todd and all other members of the T-TEL team for contributing to the success of the writing of the manual in diverse ways. The writing team was made up of the following contributors:

T-TEL Support Team		
T-TEL – T-TEL Board Chair		
T-TEL – Key Advisor, Teaching & Learning Partnerships		
T-TEL – International Teacher Education Curriculum Expert		
T-TEL – Key Advisor, Gender Equality and Social Inclusion		
T-TEL – National Teacher Education Coordinator		
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T-TEL – Education Advisor		
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-		

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